SITE: From Our Society's Foundation Towards Shared Leadership for an Intercultural Future.

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Abstract: The current context for teacher education in many countries worldwide has brought new technology and teacher education to the forefront of policies, with major initiatives to renew education through technology. Our Society for Information Technology and Teacher Education (SITE) is moving to a new stage of maturity with over a decade of scholarship and the participation of over one thousand teacher educators. We have a significant role in promoting reflective, participative leadership for the deployment of new technology in education, particularly teacher education. SITE's first decade is described to provide a view of our shared heritage. The society is further developing its scholarly publications on paper and on the web. The new governance ratified during our 2001 annual conference is accompanied by changes in our conference and the emergence of innovative virtual environments to enhance our community of knowledge. This builds upon the innovative and artful social and technical engineering already underway and aims to spread our leadership and to encourage cross-generation, interdisciplinary, and intercultural participation. In recognition of the loosely coupled nature of educational organizations my vision for SITE, as president, aims to be a model of good practice for an inclusive knowledge society.

The first decade of the Society of Information Technology in Teacher Education has formed a wonderful loosely coupled system, which we enjoy. Part of that enjoyment is our common socialization – we think and act like teacher educators with an enthusiasm and expertise with new technology. We enjoy sharing that enthusiasm and developing the scholarship and practice in our field and as service to our societies worldwide. Even though we often do not communicate much with each other, we can still coordinate our actions because we can anticipate what other SITE participants are thinking and doing and we enjoy hearing about it at our conference. We also share the administrative support of SITE, through the strong arms of the Association for the Advancement of Computing in Education (AACE).

Educational organizations are loosely coupled systems and as such require more leadership than tightly coupled bureaucratic systems (Weick, 1976 and 2001). Our society is even more loosely coupled than a university or school organization and within it leadership comes from many angles. Leaders include editors, committee chairs, and leading researchers, as well as administrators such as the President and Executive Director. They all participate in the leadership of our society. We aim to increase this participation. Therefore, it is important for me to share the developments underway by as many forms of communication as possible, including within the archive that these proceedings provide.

For these reasons I have decided to provide a preface to the SITE proceedings for 2002 that documents the roots of our society and then to share with you the developments underway, as well as the leadership's emerging vision for the future.

SITE's First Decade

SITE 2002 is the thirteenth annual conference of the Society for Information Technology and Teacher Education. Jerry Willis, DeeAnna Willis, and Glen Bull, among others, founded SITE in 1990 to provide a scholarly home for teacher educators who had come from many directions to find their place in preparing teachers to become

comfortable with the use of information technology in education. In the preface to the 1992 SITE Annual, Jerry Willis and DeeAnna Willis, as co-directors of the third SITE conference, made this prediction, which has now come true:

> During this decade, the last of this century, technology-using teacher educators will bring information technology out of isolation in the educational computing course and integrate it into the entire range of teacher education. Many of the innovative, cutting-edge projects described in this publication will be routine, expected activities by the turn of the century. (Willis & Willis, 1992, p. x)

It may be difficult to realize how different things were in the early 1990's. Just one decade ago, few papers suggested that there was any problem with technology in teacher education. I met the SITE founders in a conference in Belgium, where I was audacious enough to suggest a need for curriculum development in information technology (IT) in initial teacher training (Davis, 1990). We joyfully recognized each other as pioneers with a mission in a special field, the importance of which had yet to be recognized. At the time I was chairperson of the UK Association of Information Technology in Teacher Education (ITTE), a small collegial body founded by Roger Keeling and others less than a decade before to promote development of IT in teacher education in the UK, especially pre-service teacher education. My own professional development and enjoyment were significantly enhanced by participation in ITTE. My participation progressed from elected committee member to chairperson to newsletter editor, and then to taking over as editor of ITTE's international scholarly journal, the Journal of Information Technology for Teacher Education (http://www.triangle.co.uk/jit). The little word "for" in its title is the most important because it states that through our scholarly field, we aim to serve the needs of teacher education with new technology rather than to simply educate teachers about information technology in education. This sympathy for a new scholarly community, many of whom had yet to recognize the importance of their work, was the reason for my joy in meeting up with SITE and its founders.

As a result of this meeting in Brussels, I was invited to give the first international keynote at the 1991 SITE conference, which was organized and managed by its energetic founders in Greenville, North Carolina. Jerry Willis, DeeAnna Willis, and Glen Bull have all continued to contribute their unique energy and support for the field. Although AACE "became the supportive organizational home" of SITE in 1992, the editing of the SITE Annual (and now the leadership and coordination of the SITE proceedings) has been undertaken by DeeAnna Willis and Jerry Willis. SITE and its Annual have provided a very supportive and fertile ground for the establishment of our new scholarly field for many teacher educators across the world. In the preface to the 1992 Annual, the co-directors noted the arduous labor undertaken. They described the editing process undertaken to ensure high quality of content. SITE was one of the first conferences to use the technology and energy of its editors so that the Annual was ready at the start of each conference, because they believed that it was important for technology-using teacher educators to use the technology well. Only recently was a move made to proceedings with digitally ready papers to reduce the editing effort. This was a hard decision for the committee to make, but was forced by the volume of contributions. The first Annual had 42 papers, the second 84, and the growth continued to be exponential. The 1992 Annual preface recognized the labor, the underlying motivation, and our debt to the editors (and now section leaders):

> All these people are volunteers who do the work because they think it is important to the field. Although the Society thanks them for their work, they are themselves, in reality, the heart of the society. When you have the opportunity please convey your appreciation to all the editors and let them know you recognize and appreciate their work. (p. xi)

In 199 ** SITE created an award for lifetime achievement in our field and awarded it to Jerry Willis as the first recipient. In 2000, we presented the Willis award to Glen Bull and in 2001 we also gave special recognition to DeeAnna Willis as a founder of SITE. All of them have continued to make outstanding contributions to our Society each year for more than a decade because they thought it was important for our field.

I would like to help readers recognize the supportive scholarly community that grew through this collaboration. For this purpose, I will describe events around my keynote speech at SITE's second annual conference that led to ongoing collaboration. In that speech, I described the first decade of the development of Information Technology in UK teacher education (Davis, 1992). The UK was probably the first country in the world to promote strategic development of technology in teacher education, including pre-service teacher training. With encouragement from SITE's founders, my speech later became the first paper in ITTE's new scholarly Journal of Information Technology for Teacher Education (JITTE). SITE's own journal, the Journal of Technology and Teacher Education, was founded a few years later in 1993 and the two journals have continued to support each other's development.

Before that second SITE conference in Greenville, North Carolina, I decided to gain a feel for the context of technology in education in the USA. With an impromptu introduction from Jerry Willis, I visited the University of Virginia Curry School of Education and established what became a long-term collaboration with Glen Bull. Like me, Glen had been experimenting with the use of communications technologies to support education, including the professional development of teachers. In my first post as a teacher educator in Northern Ireland, a "Micro Awareness Officer" for the whole province, I had resorted to communications technologies to cover the geographical area. The system I created and led was called "ResCue" (Resources Cue), and it eventually provided teachers across the UK with resources for pre-vocational education that aimed to develop students' core skills in a vocational context and so motivate and prepare them for work. Its design was remarkably similar to early web sites, which followed several years later (Davis, 1987). Glen was establishing the Virginia Public Education Network (PEN), an innovation for which he has received national recognition in the USA. We therefore had much in common. When I moved to the University of Exeter, Glen and his colleagues in Virginia were kind enough to let us establish the Virginia PEN software in Exeter, and using this common on-line environment, we were able to promote collaborative activities for student teachers across boundaries of culture and time.

The 1991 SITE conference was dazzling, providing between three and five parallel sessions, all of which I wanted to attend. In a pre-conference workshop I attended, David Morasund, a founder of the International Society of IT in Education (ISTE) inspired me in the application of problem-based learning. It is notable that SITE will present the Willis award to David during our 2002 conference in recognition of his lifetime work in the wider field of information technology in education, including that for K-12 schools.

The UK Association, ITTE, quickly became a sister with SITE. Older and smaller, it had a view that complemented the expertise that resided in the USA. Colleagues in ITTE continued to raise awareness of international issues and cultures and to share our evolving knowledge of the political context of technology in teacher education. Following that first keynote, I became a regular attendee of SITE, often representing our sister organization ITTE along with the late Brent Robinson, who was the founding editor of JITTE. We also welcomed SITE's founders as representatives of SITE to the annual ITTE conference and our Journal Editorial Board. Both organizations formalized this relationship with an Accord agreement, crafted by Brent Robinson and ratified by ITTE at the Annual General Meeting. Brent and I supported the establishment of SITE's own Journal of Technology and Teacher Education and became members of the Editorial Board. Over the years, the Association for ITTE struggled with the notion that despite its small size, it should support an international membership. There are less than one hundred institutions of initial teacher training in the UK, less that a tenth of the number that are in the USA. So we were more than happy to promote the international role and responsibility for SITE.

Because of my experiences with telecommunications in teacher education, I was also eager to promote the use of communications technologies, including the on-line Academical Village envisioned for SITE by Glen Bull and implemented through Barnard Robin's thesis scholarship. This web site design was modeled on Thomas Jefferson's Academical Village design for the University of Virginia. At the University of Virginia, you can visit the rotunda, faculty houses, and student accommodations built around the green. SITE's first attempt at building an electronically supported academic community adapted this concept, and faculty leaders became curators for the themed sections that aimed to build resources and opportunities. However, the technology and collaboration available at that time did not prove to be robust enough for an enduring approach. ITTE has also found extensive web site development challenging for busy teacher educators. I will return to related web developments later in this preface.

SITE has also proved to be a fertile ground for strategic change of teacher education. SITE's American founders found that ITTE had an unusual approach. ITTE was formed as a scholarly community to improve practice and to lobby for strategic change in information technology in teacher education. By 1990 ITTE had undertaken a national survey, and Janet Trotter had produced the seminal Trotter report on the state of IT in initial teacher education. SITE also decided to step into the policy arena in the USA and invited Kathleen Fulton of the federal Office of Technology Assessment (OTA) to provide a keynote at its conference. Later a project was negotiated to survey technology in teacher education across the USA using a range of approaches, including case studies and quantitative information. I provided a small complementary study on the UK that showed that the position there was better but far from perfect (Davis, Willis, Fulton, & Austin, 1995). The OTA published its report (see http://www.pt3.org) (Fulton, 1995). We were disappointed that the OTA was disbanded shortly afterwards. However, the PT3 program (Preparing Tomorrow's Teachers to use Technology) eventually developed and has exceeded our wildest dreams

(Carroll, 2000). Kathleen Fulton, now a consultant in our field, is an invited speaker for the SITE 2002 conference. The current leader of the PT3 program, Lavona Grow is also invited to share her perspectives on this important imitative in the USA and its value for teacher education worldwide.

Maturity for SITE

SITE has provided over a decade of scholarship, and the annual conference has grown from a few hundred to over a thousand. Today SITE is well established, with significant ongoing participation from across the USA and from more than 40 countries worldwide. Most activities are currently supported and managed through AACE, under Gary Mark's able leadership as SITE's current Executive Director. In scholarly terms we are more than a village, yet the founders and past and current presidents wish to retain the informal scholarly community and support that was the early hallmark of SITE. Given today's challenging environment for education, especially teacher education, we need all the networking and support that we can give each other. We are fulfilling our aim to have a significant role in promoting reflective participative leadership in the deployment of new technology in education, particularly teacher education.

The expertise of the Society's membership is recognized. The good news is that we are wanted; the bad news is that there is too much to do! In the year 2000, the Society's conference increased to over one thousand delegates. However, the work of the committees reduced, probably due to conflicting needs. The informal open membership for all committees appeared to result in less participation. This included the Governance Committee that had been deliberating for many years. Challenged to retain open governance, the society also needed to constrain it within a framework. Glen Bull and I took on the challenge during 2000 and vowed that we would get it done! The result is the Governance Document that follows this preface, which was debated and ratified during SITE2001. The Governance envisages the work of SITE to be firmly rooted in its committees, which undertake their collaboration in an on-line environment and at its conferences and meetings. Our governance lays out our society's mission, which is 'to encourage appropriate uses of information technologies in teacher education worldwide.' We aim to keep our membership 'open to all those with an interest in information technology in teacher education' and we welcome all participants in our conferences to share our mission.

SITE Developments Underway

The governance also lists our main ongoing activities. This section will describe developments to facilitate them. There has been significant development of on-line environments with the collaboration of SITE participants and AACE, its organizational home. SITE has developed to a sophisticated presence on the web, from the early Internet sites already described. The structure of the organization is also undergoing a rapid maturation that will be described in this section. The activities are:

- Annual conference and its proceedings
- Scholarly journals (traditional: JTATE and on-line: CITE)
- Web site(s)
- Ongoing Working Committees
- Liaison with organizations promoting information technology in teacher education worldwide, including the negotiation of complementary activities to support scholarly development of information technology in teacher education within and across countries and cultures around the world.

SITE Proceedings and its Conference: Each year the SITE conference web site provides key information for prospective delegates and then provides the portal through which they submit their proposals and register for the conference. AACE, under the leadership of Gary Marks, our Executive Director has developed an effective SITE conference web site with integral proceedings collection and publication. DeeAnna Willis has led the reviewing of around 1500 submissions, resulting in acceptance of over 1000 presentations and the coordination of more than 25 sections within the proceedings. Gary Marks and Jerry Price's careful web designs ensure that those papers can be reviewed on-line, that the abstracts could be moved to the database that provides the conference program of abstracts, and that access for the papers to be loaded by delegates and created you a lot of the bomb that one of a lot of doctors were very nearly andthe source file for the proceedings on CD ROM. The SITE president contributes the

preface, with keynote and invited speakers adding their pieces. Coordinated by DeeAnna, the individuals and teams that write the section introductions stepped into action during Christmas vacation, reading final abstracts and papers to provide an introduction to each section. In this way the SITE proceedings retain their objective of becoming an important resource for technology and teacher education across the world. You may also notice the web site being transformed as the executive committee led the firming up and finalizing of the conference program. The previous conference committees' suggestions are implemented during this process where practical.

The editing of the SITE Proceedings will move through a new stage to update its structure and process during 2002. The aim is to capitalize on the expertise within our society and to better spread the activity across the year, including better links with working committees and leaders within the field. The first stage will be to review and revise the section categories. As a temporary measure we have introduced tow new categories (electronic portfolios and video cases). However, it is clear from the uneven number of papers in the sections and contributors' comments that a substantial revision is required. This process will also be informed by the ASTUTE survey of conference participants' need and contributions (A Survey of Technology Using Teacher Educators), which was undertaken during SITE 2001 and is reported in Davis, Sprague, Carter, Mumma and **) in this proceedings. The conference the committee will be the location of this discussion both at the conference and on-line. That committee will advise the editorial team, which will also be revitalized with the addition of a member of the next generation. The editorial team will seek applications and nominations for section leaders, who will be required to provide a resume of their scholarship, including research, teaching and service. The role of the section leader will be expanded to actively promote their section and contributions to it. Their introductions to sections within the proceedings will aim to provide an update of the topic and some links to the contributions within their section. The section leaders will continue to be the first line of those who nominate papers for consideration of an award.

Awards: The awards that SITE has established during this conference have proved their value. However, the number of paper awards has caused some 'constipation' for the journal, as award papers are invited submissions. For this very practical reason the number of best papers awards will shrink to five in 2002. In addition, SITE will retain four awards for best poster/demo, which were established in 2001. It is important to note that SITE sees these awards of equivalent value in our field, the rich scholarly discussion that take place around poster displays and the ability to demonstrate software, student work and web environments is much valued by our society. The Willis Award for lifetime achievement acknowledges those who have become lifetime fellows in our society through their sustained commitment to information technology in teacher education has already been described.

The new Digital Equity award to be inaugurated during the 2003 conference has a specific purpose. Nominations will be sought accompanied by a brief description of the ways in which an individual or group have worked to increase digital equity in teacher education, including the ways in which the issue of digital equity is integrated into courses, service learning or teacher education is expanded to include under represented populations. Nominations for the award may come from activities within the conference or beyond it. The short descriptions provided with nominations posted at the conference and on the SITE web site will serve to expand our knowledge and engagement with digital equity in teacher education. The Committee on digital equity with support form the committee on special education and assistive technology will judges the nominations and make a recommendation to the President.

SITE Journals: It has been a busy year for SITE journals, a time of change and strong growth.

The SITE Journal of Technology And Teacher Education founded in 1992** by Jerry Willis and DeeAnna Willis changed editor to Debra Sprague of George Mason University during 2001. Debra Sprague, in collaboration with Glenn and Gina Bull, has added a series of editorials to acknowledge the contribution of the two founding editor's and to plot the new direction of the journal. JTATE is benefiting from AACE's wed developments and these are permitting our scholarly journal on paper to be complemented our second site journal, Current Issues in Technology and Teacher education (CITEjournal) and our new discussion forums. We are delighted to see a new generation of leaders emerging in SITE, and Debra Sprague is a model example for our society. She is contributing to create a scholarship to benefit the whole of our field.

The Journal of Information Technology for Teacher Education (JITTE), JTATE's sister journal, has also changed editor during 2001 from myself to Avril Loveless off the University of Brighton in the UK. After all gave an acclaimed international keynote for the 1998 conference helping us to rethink pedagogy. In 2001 the following chair of the UK association, Tim Denning of university of Keele in the UK, will also consider the critical issue of

the influence of ICT on pedagogy. JITTE went online some years ago, as any delay version of its published paper journal and it remains online and http://www.triangle.co.uk/jit . During my last JITTE editorial board, as chair, we agreed to change the title to reflect changing times. The new title for JITTE from volume 11 will be: *Technology, Pedagogy And Education: The Journal for IT in Teacher Education.*

CITEjournal is SITE's second journal.. Glen Bull and Jerry Willis became co-editors of this innovative and exemplary online journal in this field, with support from a PT3 catalyst grant 'National Technology Leadership Initiative' led by Glen Bull. The innovative approach of the Current Issues in Technology and Teacher Education (CITE) journal is to place, from the start, its content sections within the quality control, direct input, and participation of the teacher education associations for core content areas of mathematics, science, social sciences, and English, while retaining the technology and teacher education sections under the control of SITE (Willis & Bull, 2000). In addition, care is being taken to model exemplary practice for others, including research and development support from Digital Libraries projects in the University of Virginia, to ensure that the potentially transient contributions with integral multimedia will remain accessible for generations to come.

Possibly the most exciting development during 2001 has been in the creation of a Web portal for technology and teacher education led by Glenn Bull of the University of Virginia, and a SITE past president. Through this portal our field may be seen in its entirety. In his first stage the view is a national one from the perspective of the USA. There is some commitment to extending this perspective to intercultural and worldwide view by adding relevant websites and scholarly archives such as that of JITTE and our Asia Pacific chapter.

The challenges of collaborating across organizations and cultures are immense. Those of us proficient in English may not appreciate the challenge posed by the Internet and English as an academic lingua franca. On the other hand, we who are only proficient in English miss out on many other cultural riches through our lack of access to other languages. SITE, as a society with a large proportion of its membership in the USA and the UK, will have to take special care not to let the common language of English block legitimate participation. Indeed, SITE will also have to take special steps to encourage development of educational systems that are rich in tradition but cosmopolitan and culturally diverse, and language will only be a part of this multicultural effort. In 2001 we welcomed our first invited speaker from the Asia Pacific region. Shelley Chiwa Young chaired the AACE Asia Pacific chapter conference, ICCE'00, and her scholarship takes particular care to widen participation for teachers in that region including Chinese language and culture on the web. In 2002 we welcome a new colleague from South America. ** will be at our international keynote bringing us a view from Chile, which is a country that has used technology and teacher education to revitalize the educational system. This included the educational system for indigenous people who did not have a written language and for whom graphically based computer systems are particularly relevant. Success with information technology and education in context that face up to the enormous challenges with few resources has much to teach teacher educators in other cultures and educational systems, particularly for those who are concerned about the increasing digital divide within and between countries.

SITE Committees and community: The society does much of its work at its conference, but it is also hoped to improve the work throughout the year through the meeting all committees and working groups online in the SITEforums that have been established during 2001. The formal structure of SITE's committees is laid out in the governance. However, it is the informal structure and the feeling of community and collaboration that are more important to our society. The ASTUTE survey (noted above) also indicated that side participants wish to have more opportunities to contribute to SITE. During 2002 in major focus for SITE participants must be the establishment of these communities, facilitated by meetings face-to-face and online. The digital scholarship portal also aims to promote the development of our scholarly community. Therefore Glen Bull and myself have convened a task force to promote this change. We are particularly pleased to be contributions of Judy Harris of the University of Texas at Austin and Roger Carlsen of Wright University, and we look forward to an increased community spirit in all SITE participants.

Liaison with content organizations in the USA: The challenges faced by SITE are also shared by other scholarly and professional societies. The Association for Teacher Education has convened a task force led by Paul Resta, of the University of Texas at Austin, to guide the association in its use of technology. As a member of that task force I will be using my experience with SITE and ITTE to guide that community and hope that we can also build collegial links between the two societies to the benefit of both. Such collaborative procedures have already been established under the leadership of our former SITE president, Glen Bull and his dean, James Cooper. The National Technology

Leadership Initiative, funded by a PT3 catalyst grant, has been promoting the collaborative leadership of technology in teacher education through a National Technology Leadership Retreat to reflect upon technology and teacher education and to share educational philosophies. This has brought together, in an unprecedented way, leaders from all core content areas, plus those for technology. This included leaders from the professional organizations for teachers of science, social science, mathematics, English, and their teacher education associations. The National Technology Leadership Retreats have consolidated and disseminate this important strategic collaboration. Future action aims to encourage the spread of this approach to other content areas and other countries. This reflective "retreat" of people is complemented with the CITEjournal described above. The conceptualization of this synergistic multifaceted publications and change agency is a major piece of artful engineering (information, social, and technological) for an emerging knowledge society.

International collaboration: the ongoing collaboration with the UK ITTE association has been described above. There have been outlined talks about a collaborative conference sponsored by SITE, ITTE and the UK University Council for the Education of Teachers. It is hoped to follow this through and to organize a collaborative conference in Europe on a topic of mutual interest. It may also be possible to develop further collaborative links in the Asia Pacific region through the AACE Asia Pacific chapter and our colleague Shirley ** Young in the National Chua Hua ** University in Taiwan.

On a more personal level I delighted to note that we have been successful in gaining the first EC-US (European-USA) collaborative project that focuses specifically on the preparation of future technology using teacher educators, which will have an important intercultural certificate (Davis, Brown et al, these proceedings). Students from the six collaborating universities in Europe and the USA will undertake studies together online and study abroad as well as service learning that addresses issues raised by the lack of digital equity nationally and internationally. I also see myself personally representing SITE in the UNESCO task force that is creating an ICT curriculum for teacher education in UNESCO supported countries (Resta, Semenov et al, these proceedings).

There are many more developments underway associated with SITE participants, especially in the USA whether PT3 program has provided significant resources and impetus. These proceedings provide accounts on many actions, evaluations and action research.

Concluding Remarks

Our Society for Information Technology and Teacher Education stands at a threshold of an exciting opportunity and increased challenge. The importance of both teacher education and of new technologies is widely recognized. In order to fulfill our responsibilities to future teachers and their students, we must refocus our resources of expertise and knowledge to establish new models of good practice for society. Clearly, communications technologies can and are being deployed to support learning and collaboration in ways that would have been impossible.

However, mobilizing new ways of working together will require engagement by a significant proportion of SITE's participants in ways that serve their pressing needs and concerns. The Society will need to creatively ensure wide participation in its meetings and in on-line environments while avoiding duplication and competition with other organizations that have overlapping remits. The CITEjournal shows us that, with artful leadership, such devolved leadership and responsibility is possible. We now need to go further and encourage a similar synergistic collaborative ethic within SITE's reformed committee structure, and expanding collaboration into other organizations' committees where relevant. Similarly, new approaches to team teaching and scholarly research are becoming viable with stronger on-line tools and techniques. The opportunities for innovation have never been more exciting, just the sort of work technology-using teacher educators enjoy!

SITE's interlaced knowledge community will require both technical and social engineering to match our needs and challenges. The social engineering that I lead will be transparent, showing our dilemmas and reasoning for the choices that we make. I have been identifying, developing, and researching approaches in my work in Europe and the USA. I believe that ensuring that processes are transparent to all participants as we develop our knowledge community is an important aspect of a knowledge society. It is a means of ensuring ease of transition between roles receiving support and those providing it. This is also a means to educate the next generation of leaders. I hope that it will be accompanied by artful delegation and support, so that our community grows by spreading our knowledge

and recognition as far and wide as possible. Our challenge is to synergize the expertise within our membership in a way that opens our SITE community up to legitimate peripheral participation and strong growth of our scholarship across many cultural contexts, as well as to respond to the many challenges faced by the educational systems of the world.

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Appendix: Approved SITE Governance Document

The Society for Information Technology and Teacher Education (SITE) is a non-profit organization that seeks to encourage appropriate uses of information technologies in teacher education worldwide. Membership is open to all those with an interest in information technology in teacher education.

The main ongoing activities of the Society are:

- Annual conference and its proceedings
- Scholarly journals (traditional: JTATE and on-line: CITE)
- Web site(s)
- Ongoing Working Committees
- Liaison with organizations promoting information technology in teacher education worldwide, including the negotiation of complementary activities to support scholarly development of information technology in teacher education within and across countries and cultures around the world.

The Society is led by its President and governed through an Executive Committee chaired by the SITE President.

Working Committees

Working Committees are a channel for SITE's ongoing projects and activities. Each Working Committee will choose its mission and an appropriate name, such as Telecommunications. The committee will elect a chair and assistant, both of whom must be members of SITE. The chair automatically becomes Vice President for that named mission, such as Vice President for Telecommunications. Each Vice President will have a term of two years with possible renewal. Vice Presidents and their nominated assistants are normally expected to attend the annual SITE conference. Normally a member will serve no more than two consecutive terms as a committee chair (Vice President). A new working committee may be proposed by SITE conference participants/members (minimum 5) who choose a mission, an appropriate name and elect leaders. The formation of new committees will be subject to approval by the President, to avoid unnecessary duplication and to ensure appropriate procedures and coherence within the Society as a whole. All committees will coordinate their work at the annual conference and through the SITE web site, opening committee membership as far as possible, including feedback. Each committee will provide a summary of its activities within the SITE web site. Each committee will maintain this presence on the web using a common format and administrative procedures managed through the SITE Executive Director.

The Society recognizes that changes will occur with time, and the President will disband inactive Working Committees after consultation with the Vice President and assistant of that working committee.

As all full committee members are expected to be active, members may join up to three Working Committees as full voting members (primary affiliations), plus an unlimited number of Committees as an associate member (secondary affiliations).

SITE Councils

As the numbers of working committees grow they will be organized into three councils to promote inter-committee communication. The three councils are: *SITE Leadership Council*, *SITE Information Technology Council*, *and SITE Specialist Council.* Each Vice President and an assistant will represent their committee in one of the three SITE Councils. Each Council, will elect its own chairperson and assistant, who will become members of the SITE Executive.

Each Council will normally hold an annual meeting at the SITE conference.

The organization of the three Councils is illustrated in the list below. Those listed are illustrative, as some have yet to be formed (*).

SITE Leadership Council
Publications

Conference
Global Liaison *
Past Presidents & Founders *

SITE Generalist Council
Pre-service *
Graduate and in-service *
Web matters
Evaluation & research approaches
Distance/Open Education
E-Folios
Equity and multicultural education

SITE Specialist Council
Assistive Technology/Special Ed.
Science Education *
Math matters
Social Studies Education *
Language
Physical Education *

Executive Committee

The Executive Committee is responsible for academic affairs. The Executive Director is responsible for administration and finance. The Executive Director will provide information to the Executive Committee so that they may understand resource and administrative issues while making academic decisions. The Executive Director will maintain the core content and structure of SITE's web site and facilitate the work of the society in the society's conferences, on the web, through publications in other media and in other relevant ways.

The membership of the Executive Committee is:

- President
- President Elect (1 year in 3)
- Past President for the year5 following office (1 year in 3)
- Two representatives chosen by each Council
- Executive Director
- SITE Grandparents/Founders (JW and DAW)

The Executive committee will normally meet at the annual conference. The Executive Committee may form working groups for focused tasks, drawn from its number and the wider membership as required. It may also delegate work to a relevant committee, which will be required to report back to the Executive Committee.

Election of the SITE President

The Society holds the President responsible for overall leadership, in consultation with Vice Presidents.

The Executive Committee will elect a new President every three years. The three-year term is preceded by one year as President Elect. The election result will be announced at the annual conference of the preceding year, so that the President Elect has the opportunity to work into the position. Normally, Presidents will have experience gained as a successful Vice President of at least one Working Committee and membership on at least one other committee. A President is not eligible for re-election.

Ongoing Evaluation and Dissemination of this Governance Document

Each outgoing President will review the Governance Document with the President Elect. The President Elect will raise it with the Executive Committee should she or he feel that a full review process would be beneficial to the Society.

Drafted by Niki Davis and Glen Bull
Ames, Iowa. November 2000.

Amended and unanimously accepted by the SITE Executive and Program committees
SITE 2001 conference, Orlando, March 2001.