

**TITLE:** Teacher Leadership in a Post-Secondary Correctional Education Program

**RESEARCHER:** Tami K. Potter  
Department of Public Administration  
University of La Verne (California)  
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**OBJECTIVE:** To examine the leadership practices of the Educational Programs in Corrections (EPIC) instructors.

**METHODOLOGY:** The sample consisted of six of the seven instructors at the University of La Verne who taught college courses for the EPIC. Respondents completed the LPI and provided demographic information. Interviews with each respondent supplemented and extended the data collection. Students (prisoners) completed the LPI-Observer on each instructor anonymously (N=17; response rate 49%).

**KEY FINDINGS:** EPIC faculty, to the author's surprise, did not view themselves as leaders, even though in their interviews they "overwhelmingly indicated that their role as teachers involved all five of Kouzes and Posner's leadership practices."