

Fall 2008

### Vice President's Message For Your Information -- [Susan Twombly](#)



(photo: greg dubrow)

#### **In this Issue:**

Vice-President's Message  
(pg. 1)

Emerging Scholar's  
Workshop Announcement  
(pg 2)

Have Students, Will Travel –  
Pam Eddy (pg. 3)

Electing Ethics – John Bean  
(pg. 5)

Awards Committee Report  
(pg. 7)

Announcements, (pg. 8)

Div J Board List (pg. 12)



Editor: [Greg Dubrow,](#)  
[UC, Berkeley](#)



It is hard to believe that summer is over and that most of us are already well into a new academic year. I hope all Division J members had an opportunity to get in some good rest and relaxation time. As you might gather, I spent my free time cycling the roads of eastern Kansas and western Missouri, which are far from flat. But now it is back to work.

Division J is in good shape membership wise. As of May, 2008 we had 1,854 members which is an increase of approximately 60 over 2007. We continue to be able to offer our main events well within our budget. The Division Program Committee, ably led by Kris Renn met in Kansas City on October 3-4 to develop the program for the 2009 San Diego meeting. We are thankful for the support of Juan Carlos González and the University of Missouri – Kansas City, which is providing space, technical support and even some food for the meeting. As you will note later in the Pen, the call for nominees for awards is up on our website [www.aera.net/divisions/Default.aspx?menu\\_id=82&id=75](http://www.aera.net/divisions/Default.aspx?menu_id=82&id=75). Karri Holley and Amy Wells are busy planning for the Emerging Scholars Workshop.

In accordance with AERA Council directive, we are in the process of revising our bylaws and creating a handbook for committee chairs and division officers. MaryBeth Walpole, Division J Secretary is leading this effort.

AERA Council is discussing some changes that will affect all divisions. First, there is movement to change the formula for allocating funds to divisions. The current formula has been in place for several years and was due for review. A new model was tentatively approved by the Council. Although I can't discuss the details of the new model until it becomes official, I can say that divisions, including Division J, will end up with a bit more money. I will be speaking with Felice Levine, Executive Director, in late September to discuss Division J programmatic initiatives and budget needs. One new initiative that seems to be popular with Division J Council is travel funds for graduate students to

Continued on page 2

Continued from page 1

attend the Annual Meeting. Other ideas include expanding the Emerging Scholars Workshop.

Second, there is considerable concern about enhancing the quality of the Annual Meeting. Discussion of some provisions of the recommendations of the Annual Meeting Polices and Procedures Committee and the Research Advisory Committee continues.

Enjoy the Fall Pen. Greg received an overwhelming response to his call for news. I hope to see many of you at ASHE.

Susan Twombly

**2009 Emerging Scholars Workshop**  
**Disciplined Minds: Developing Academic Careers in the Circle of Knowledge**  
**AERA Division J Annual Meeting Pre-Conference**  
**April 13-14, 2009 - San Diego, CA**

Workshop co-chairs: [Karri Holley](#), University of Alabama; [Amy Wells](#), University of Mississippi

Developing an academic career – whether as a faculty member, policy analyst, or institutional leader – is a challenging process, but one that can be made more meaningful and gratifying through professional mentoring opportunities. The Division J pre-conference workshop for emerging scholars will provide interactive sessions that enable participants to learn more about:

- \* establishing a research line of inquiry
- \* identifying and applying for research grants
- \* developing a curriculum vitae
- \* balancing demands of a new job
- \* networking in the academy
- \* writing for publication
- \* applying for academic and professional positions

The workshop will examine the job search process and discuss how to prepare for different employment opportunities. We will spend time discussing a variety of research approaches (quantitative, qualitative, and mixed methods) and offer strategies for navigating the writing-for-publication process. The workshop will also offer space for less structured conversations about career issues and professional plans. Workshop sessions will be led by a variety of senior faculty members, higher education professionals, and institutional leaders.

The workshop will be held immediately prior to the AERA Conference in San Diego. Participants will benefit from the opportunity to network with peers and other conference attendees.

We appreciate the support of the workshop planning committee as well as division vice president Susan Twombly. We hope that you will consider attending or recommending the workshop to advanced graduate students or new faculty colleagues. Participants from previous years' workshops are welcome to attend again. We also welcome applications from individuals who are from related fields to higher education, including sociology, economics, and political science. Those who are about to embark on a job search and those who have recently entered a new academic position are especially encouraged to apply.

Applications are due no later than January 16, 2009. Application materials are available for download on the [AERA Division J website](#). Completed application materials may be sent to one of the event co-chairs, Karri Holley ([kholley@bamaed.ua.edu](mailto:kholley@bamaed.ua.edu)) or Amy Wells ([aewells@olemiss.edu](mailto:aewells@olemiss.edu)). Accepted participants will be required to pay a participation fee (\$25 for graduate students, \$35 for professionals and new faculty).

Planning committee members: Benita Barnes, Dannielle Joy Davis, Marietta del Favero, Frank Harris, Matthew Hartley, Sharon McDade, Lisette Montoto, Cecilia Rios-Aguilar

### **Have Students—Will Travel: Studying Global Education in China** **Pamela L. Eddy, The College of William and Mary**

It was like a trip down memory lane with China acting as the recent hosts to the Olympic games. In 2007, I took a group of 13 doctoral students from Central Michigan University (CMU) to Beijing, China for a summer class on Global Studies. The students were a mix of K-12 teachers and administrators, community college faculty and deans, and university staff and administrators. The blend of academic backgrounds made for a good mix on the trip and heightened the awareness of what it means to work in a seamless educational system in the United States, especially as we compared our experiences to those of the host schools in China.

In China, we visited four different educational settings. The university visits included our host institution, the North China University of Technology (NCUT). This college has a long history of working with institutions in the United States on exchange programs both in areas of technology, their educational focus, and also in Chinese language classes. CMU's long standing partnership with NCUT originated in the engineering department and we were able to capitalize on this to make for a smooth trip for our educational leadership students. The other educational visits included The High School Affiliated with NCUT, Beijing University of Chinese Medicine, and the Beijing University of Civil Engineering and Architecture.

In addition to the school and college visits, we attended several cultural events and visited historic sites. We saw productions of the Chinese Opera and a show with a training group of Chinese acrobats. Visits within Beijing included the Forbidden City and Tiananmen Square, the Temple of Heaven, and the Capital City Museum. We also ventured out to tour the Great Wall of China and the Summer Palace. Our group visited several traditional markets and learned to convert dollars to Yuan quite quickly, mastering the art of bartering in the process!

Perhaps the greatest insights to the educational system were garnered not from the official visits, which were quite formal and always had a sub-text conversation underway, but rather from the informal conversations with our student translators or the students at the schools we visited. Engaging in a conversation with middle school students highlighted a different approach to formal learning. The reliance on high-stakes testing for college entry placed a lot of pressure on students to perform. Several had tutors after school and on the weekend and thought nothing of the time devoted to studies. The students were full of curiosity about how our children were educated and had numerous questions based on their conceptions of America. The college students were at minimum bi-lingual and several boasted over three languages. The school we visited specialized in the martial arts and we were guests for a special display of student talents.



*Taken at our farewell dinner, this is a picture of me with one of our student hosts, Jeannie. Jeannie was an English major from one of the southern providences who served as a great ambassador for NCUT.*

Continued on page 4

Continued from page 3

The benefits of the trip have been long-term. Several students conducted research studies while in the country which they have subsequently presented at International conferences, AERA, and within their communities. One student collected data for a comparative study on factors influencing teacher perceptions of classroom teaching. Another student returned to Beijing this summer for two months and conducted research on how adult learners adjusted within study abroad programs. This data will serve as the basis for her dissertation. Other students continue to travel to China to work on partnerships with Chinese universities to offer joint college degrees.



*The High School Associated with NCUT focuses on martial arts. The students did a performance for us which rivaled those you see in traveling productions. The lead teachers for the high school are in the center of the photo in the blue suits.*

Students came away with an appreciation for what it means to develop students to live and learn in a global economy. Likewise, it was more apparent that the walls are coming down regarding education, especially with the ability of technology to keep us connected. Additionally, opportunities are opening for partnerships. Seeing and experiencing another country first-hand offered students insights that they did not necessarily cull from their readings. The networks established served both professional and personal connections. Students approached teaching and leading differently as a result of this visit. The experience of the trip also created strong bonds among group members that are not always available in typical class formats. This truly was a once in a lifetime experience.

## Reflective Essay

(ed. note – as long-time Pen readers will remember, I've long wanted to add all sorts of material, including trip reports like Pam Eddy's above, and reflective conceptual pieces like this one below. Feel free to submit for future editions)

### Electing Ethics John P. Bean – Indiana University

In an election year, when parties are asked to indicate what they stand for in their platforms, an interesting question arises: If higher education were running for office, what would be its platform? Permit me to answer that question partially: Higher education is running to keep running. It is a sad answer: higher education is running to make money. Far too much emphasis in academic decision making is linked to market share, tuition incomes, increasing the number of majors in a particular area, grants with overhead, retaining students for tuition and not educational purposes, and so on. Perhaps we should turn away from money as the sole (or soul-less) criterion and ask instead the philosophical question, what *good* is higher education trying to advance?

Ethics has lost its place in the academy's intersubjective imagination of what American higher education is. A century and a half ago moral education was a central objective of higher education. With the rise of science, technology, and industry, ideological truth in the academy, which at that time was largely Protestant Truth, was replaced with disciplinary truth based on rigorous methodologies. So successful were these scientific and empirical approaches to understanding and acting in the world that moral education, which had been closely associated with religious education, dropped in stature and salience.

Staff, faculty, and administrators have comforted themselves as being ethical in at least four areas: documents specifying ethical codes, consciousness raising related to plagiarism and academic incivility, concerns for social justice associated with diversity, and institutional review boards to keep research ethical. At the institutional level, three of four of these ethical concerns are prohibitions. While the ethical codes associated with professional organizations (ASHE is perhaps better than AERA here because its code is focused on higher education) specify desirable action, institutional ethical codes tend to be a long list of prohibited behaviors, as often appear in student codes of conduct. Plagiarism and academic incivility are clearly prohibitions, as are most of the activities of institutional review boards. Social justice issues related to diversity affect who participates in higher education, and that merit should be rewarded fairly, but is silent on what the participants should do. While each ethical concern is legitimate, prohibitions do not tell us what we should do, they only tell us what we should not do. If being ethical requires doing good, what is this good?

In the academy, our platform should include two things that are always good: helping students learn and creating new and valuable information, most often, ideas that directly advance disciplinary thinking. Being able to apply this knowledge in service to society's needs is important, but depends on having the knowledge to apply in the first place, and is treated as a secondary purpose. Behaving in such a way as to advance learning and knowledge, what ethicists refer to as consequentialism, is then good, but not the end of the discussion. What if we turned away from outcomes as the only ethical measure and also included the process we used to decide on action (as mixed-rule deontologists suggest)? Instead of outcomes, we might consider a platform of duties. William Ross, in *The Right and the Good* (Oxford, Clarendon Press, 2<sup>nd</sup> ed. 1946, p. 21) provides a list of duties which could serve as a guide. "Guide" is a key word, since any particular item or list can be challenged *ad nauseam*. Rather than individual behavioral laws, think of these as areas of discussion that should be included in decision making (e.g., something in addition to budgetary guidelines). Ross identified seven duties which can be discussed:

Continued on page 6

Continued from page 5

1. Fidelity. To whom have we made promises related to our work? How do we keep those promises?
2. Reparation. Where have we caused harm? How can we repair that harm?
3. Gratitude. To whom do we owe gratitude? How can we lift ourselves out of our egos and thank those upon whom our work depends?
4. Beneficence. Providing an educational environment which better the condition of others is a beneficent act. Our clinical work and advising and counseling of students provide other opportunities for beneficence. In what additional ways can we serve others? It is here that duties related to care can be discussed.
5. Justice. Are the rewards we control distributed in a just manner? Where injustice has occurred have we fairly compensated those affected?
6. Self improvement. How should we improve ourselves? Improving our expertise is the easy answer, but how else?
7. Not Injuring Others. This is the one ‘negative’ duty, or duty not to do something. The concept itself is one of the easiest to understand: do not harm others. In certain disciplines the balance between taking an action that produces limited harm for some and substantial benefit to society, particularly by releasing it from ignorance, often warrants discussion.

While I have avoided defining who “we” is, any of the follow might be considered to be *we*: each of us individually, our work groups, our departments, our disciplines, our institutions singly and collectively, and our society. Ethical reflection helps the participants in higher education achieve the goals of advancing justice and human understanding, competence, and capacity. While ethical certitude is not always achieved, to reflect on ethical issues will likely improve the good that higher education contributes to society. Ethical reflection should be everyone’s work, and not delegated to judicial boards or institutional review boards.

Our platform should have three pillars: one is that we advance learning; one is that we advance knowledge; and one is that achieve the first two in an ethical environment – where *good* is understood, valued, and cared for.

#### **AIR-NCES-NSF National Summer Data Policy Institute**

The Association for Institutional Research (AIR), with support from the National Center for Education Statistics (NCES) and the National Science Foundation (NSF), holds a joint AIR-NCES-NSF Summer Institute on Policy and National Data in the Washington, D.C. area. AIR conducts a competitive application process with selected participants from among faculty members, graduate students, and institutional researchers named “Fellows” of the Institute. The Fellows increase their familiarity with national higher education data sets and important national policy issues.

The 2008 Institute was held at the Bolger Center in Potomac, Maryland, June 8-15, 2008. Fifty Fellows from the United States and three international Fellows were introduced to national data sets by a faculty selected from the survey leaders at NCES and NSF. The Institute included lectures, demonstrations, and hands-on instruction conducted in an Internet-connected computer lab.

Several sessions on the databases were presented by NCES and NSF staff. AIR welcomed Tom Weko, Jan Plotczyk, Sam Barbett, Jim Griffith, Tracy Hunt-White, Linda Zimble, Ted Socha, Michael Planty and Marilyn Seastrom of NCES and Mary Frase, Steve Cohen and Mark Regets of NSF. Policy seminars were facilitated by speakers included Valerie Martin Conley (Ohio University), Jim Hearn (UGA), Ken Redd (CGS) and Jaci King (ACE).

The next proposal cycle will open in the fall of 2008 and close in January 2009. Please visit [www.airweb.org/?page=1084](http://www.airweb.org/?page=1084) for more information.

## Awards Committee Report

### Lisa Wolf-Wendel, University of Kansas

The AERA, Division J Awards Committee is pleased to announce the 2008 award recipients. The Outstanding Publication Award was given to Marybeth Gasman for her book, *Envisioning Black Colleges: A History of the United Negro College Fund*. We also awarded two honorable mentions: Attewell and Lavin's *Passing the Torch* and Bess and Dee's *Understanding College and University Organization*.

The Division J Exemplary Research Award was given to Jack Schuster from the Claremont Graduate University and George Kuh from Indiana University.

The deadline for nominations for the 2009 Outstanding Publication and Exemplary Research Awards is December 1, 2008. Below is the call for nominations and the award nomination form.

#### **2009 AERA Division J Outstanding Publication Award**

The purpose of this award is to bestow recognition on a colleague for a specific publication (book, book chapter, or journal article) judged as making a substantial contribution to the literature and/or practice of higher education. Publications may have more than one author. A substantial contribution is defined as scholarship that extensively revises our knowledge and understanding of a particular problem in the study of higher education or looks at it in a new way. It may also be an interdisciplinary effort that identifies a problem new to the community of scholars in higher education.

#### **2009 AERA Division J Exemplary Research Award**

This award is a special honor our division bestows on one of our most esteemed colleagues. The primary purpose of this award is to recognize and reward an individual who demonstrates an outstanding record of scholarly research in our field. The focus is on experienced faculty, both associate and full professors, who demonstrate an unusually high level of accomplishment. They are recognized scholars whose published research has made an outstanding contribution to knowledge and understanding in the field of higher education. Nominations should provide a detailed description and explanation of the nature and quality of the contribution as well as two noteworthy publications that typify the impact the nominated scholar has made both in terms of contribution to the literature and its impact on the field and practice.

#### **Nomination form for Publication Award:**

1. NOMINATOR. Name and contact information for person submitting the nomination:
2. COMPLETE CITATION OF AUTHOR(S) AND PUBLICATION NOMINATED
3. NAME AND CONTACT INFORMATION FOR THE FIRST AUTHOR
4. What, in your opinion, makes this publication outstanding? (A substantial contribution is defined as scholarship that extensively revises or extends our knowledge and understanding of a particular problem in the study of higher education or, if the work is interdisciplinary, introduces a new problem or methodological approach to a problem in higher education.)
5. What contribution has this publication made or do you anticipate that it will make to the literature in the field of higher education? What is its theoretical significance?
6. What contribution has this publication made to improving practice or to understanding practice?

Continued on page 8

Continued from page 7

**Nomination form for Exemplary Research Award**

1. NOMINATOR. Name and contact information for person submitting the nomination:
2. NAME AND CONTACT INFORMATION FOR NOMINEE
3. Please submit two noteworthy publications that typify the impact the nominated scholar has made both in terms of contribution to the literature and its impact on the field and practice.
4. Please describe the nature and quality of the nominees' research and why, in your opinion, it deserves the label of "exemplary."
5. What contribution has the body of this person's work made to the literature in the field of higher education? What is its theoretical significance? What is its methodological importance?
6. What contribution has the body of this person's work made to improving practice or to understanding practice?

**People on the Go, People Making News**

**Matt Basham** is now an Assistant Professor of Educational Leadership and Policy Studies at The University of Texas-Arlington. He was brought in to help establish a community college leadership program.

**Elizabeth G. Creamer and Dr. Peggy S. Meszaros** received recent notification of a \$2.5 million award from the National Science Foundation for a project called: Appalachian Information Technology Extension Services. The project offers an opportunity to collect longitudinal data about middle and high school girls, self-authorship, and interest in jobs involving information technology. It also involves an extensive outreach effort to promote community capacity in ten counties in the Appalachian Region.

**Pam Eddy** is now at the College of William and Mary as an Associate Professor in Educational Policy, Planning, and Leadership. She also was just awarded a Fulbright to study higher education policy in Dublin, Ireland. Her host institution is the Dublin Institute of Technology and I'll be working in their higher education policy center looking at partnerships in the postsecondary sector as a result of their restructuring.

Ronald D. Flowers is now an Assistant Professor, Educational Leadership and Director of Educational Leadership Internships in the College of Education at Eastern Michigan University.

Debra Gentry is now the Program Coordinator and Clinical Asst. Professor in College Student Personnel at University of Southern Mississippi.

**Sara Goldrick-Rab** at the University of Wisconsin has been busy. She:

- Published a paper on student success and degree completion with the Center for American Progress: [http://www.americanprogress.org/issues/2008/08/degree\\_completion.html](http://www.americanprogress.org/issues/2008/08/degree_completion.html)
- Was featured in The New York Times: [http://www.nytimes.com/2008/07/03/arts/03camp.html?\\_r=2&pagewanted=1&hp&oref=slogin](http://www.nytimes.com/2008/07/03/arts/03camp.html?_r=2&pagewanted=1&hp&oref=slogin)
- Delivered the keynote address at a Ford Foundation workshop on higher education research: <http://www.wiscap.wisc.edu/news/details.asp?id=160>
- Started a blog on education policy, <http://eduooptimists.blogspot.com/>

**Linda Hagedorn** is now Professor and Director of the Research Institute for Studies in Education (RISE) at Iowa State University. RISE was established in 1974, and has been working in the area of education research, evaluation, and assessment. RISE is in the Department of Educational Leadership & Policy Studies (ELPS).

Continued on page 9

Continued from page 8

### People on the Go, People Making News

Other news from Iowa State includes **Soko Starobin**, joining the faculty as an Assistant Professor, and a new [social justice concentration in the higher education program](#) in the higher education program which is believed to be the first in the nation.

**Karen Haley** has been appointed an Assistant Professor in the Department of Counseling, Adult and Higher Education at Northern Illinois University. Her research interests include graduate student education and the scholarship of teaching.

**Clifford P. Harbour** is now an Associate Professor in the Adult Learning & Technology Dept. at the College of Education at the University of Wyoming

**Adrienne E. Hyle** is now Professor and Chair, Department of Educational Leadership and Policy Studies in the College of Education at the University of Texas at Arlington.

**Jerlando Jackson** is on sabbatical leave from the University of Wisconsin-Madison, serving as a Visiting Senior Scholar in the National Center for Institutional Diversity at the University of Michigan.

**Barbara J. Johnson** has been appointed as the Chair for the Department of Counseling, Adult and Higher Education at Northern Illinois University. Her research interests include the recruitment, development, retention and experiences of students and faculty in a variety of post-secondary institutions, specifically historically black colleges and universities (HBCUs).

**Dr. Steve LaNasa**, Assoc. Dean and Assistant Professor in the Higher Education Program at the University of Missouri-Kansas City, has been selected as the new president of Donnelly College. Donnelly is located in Kansas City, Kansas and is designated as a Minority and Hispanic Serving Institution.

**Dr. Robert McLaughlin** is professor of education and chair of the division of education at Rivier College in New Hampshire, replacing Dr. Charles L. Mitsakos who retired after 31 years at the college.

From John Levin: The **UC Riverside Higher Education Administration and Policy** Phd. And MEd. programs have received official approval. Also, they have hired two new faculty. **Luciana Dar** who will receive her PhD in Political Science, from UCLA, brings to her higher education research a strong political science background as well as a background in economics. Her works addresses the intersection of politics and higher education financing. **Lindsey Malcom** (PhD., USC's Rossier School of Education). In 2007/08 she was named an ASHE/Lumina Fellow and has been supported in her dissertation work on STEM and underrepresented minority students. In her recent research, she compared results obtained from predictive models of the effects of undergraduate debt on graduate degree enrollment using logistic regression and propensity scores, based on analyses of a large secondary data base from NSF.

**Margaret W. Sallee** is now an Assistant Professor of Higher Education in the Department of Educational Leadership and Policy Studies at The University of Tennessee

**David Weerts** is now an Assistant Professor, Department of Educational Policy and Administration at the University of Minnesota

**Ryan Wells** is now an Assistant Professor of Higher Education at UMass Amherst.

**Deborah Worley** (Ph.D., University of Mississippi) has joined the Department of Educational Leadership's program in higher education at the University of North Dakota.

### Calls for Papers

Academic Exchange Quarterly announces a call for papers on K-16 mathematics education for its Winter 2009 issue. The theme, "Engaging Mathematics Students as Holistic Learners," is described at <http://www.rapidintellect.com/AEQweb/6math.htm> . Early submissions accepted through the end of July 2009. See submission guidelines at <http://rapidintellect.com/AEQweb/rufen1.htm> .

## New Publications

**D. Randy Garrison Norman D. Vaughan**; Blended Learning In Higher Education: Framework, Principles, and Guidelines; Jossey-Bass (include pic)

Unfinished Agendas: New and Continuing Gender Challenges in Higher Education. **Judith Glazer-Raymo, Editor**. Johns Hopkins University Press.

Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for a Diverse Population. **Edited by Shaun R. Harper and Stephen John Quaye** (pic from S Harper email)

Standing on the Outside Looking In Underrepresented Students' Experiences in Advanced Degree Programs **Edited by Mary F. Howard-Hamilton, Carla L. Morelon-Quainoo, Susan D. Johnson, Rachelle Winkle-Wagner, and Lilia Santiago**

**John Levin**. (2007). Non-traditional students and community colleges: The conflict of justice and neo-liberalism. New York: Palgrave Macmillan.

**John Levin, & Montero-Hernandez V.** (forthcoming, 2009). Community colleges and their students: Co-construction and organizational identity. New York: Palgrave Macmillan.

**Stephanie Mackler** (2008) Toward the Hermeneutic University: Learning for Meaning's Sake. Sense Publishers

**Laura I. Rendón**. Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation. Stylus Publishing.

**Linda Sax** (2008). The Gender Gap in College: Maximizing the Developmental Potential of Women and Men. San Francisco: Jossey-Bass.

**Ed St. John** - Action, Reflection, and Social Justice: Integrating Moral Reasoning into Professional Development, with Hampton Press.

---

### The First National Conference on What Works in Education Partnerships

In order to create a network of leaders and scholars interested in What Works in dealing with important social and educational problems, the Arizona State University's Office of the Vice President for Education Partnerships will be hosting the first national meeting on What Works in Education Partnerships on February 20-21, 2009 in Phoenix, AZ. This conference is designed to bring together leaders from the education community, educational researchers, evaluation experts, practitioners, policy-makers, and philanthropists as well as many other individuals, organizations and foundations that are committed to improving educational systems in our communities.

You are cordially invited to attend and participate in this inaugural "What Works" conference featuring best practices across the country for cultivating university-school partnerships. Please visit the conference website at <http://educationpartnerships.asu.edu/conference> or contact Dr. Mehmet "Dali" Öztürk (<mailto:ozturk@asu.edu>) for further information.

**The ASHE Monograph Series is proud to announce the release of FIVE NEW VOLUMES:**

Hu, S., Scheuch, K., Schwartz, R., Gayles, J.G., & Li, S. (2008). Reinventing undergraduate education: Engaging college students in research and creative activities. 33(4).

Gallant, T.B. (2008). Academic integrity in the twenty-first century: A teaching and learning imperative. 33(5).

Wartman, K.L., & Savage, M. (2008). Parental involvement in higher education: Understanding the relationship among students, parents, and the institution. 33(6).

Perna, L.W., & Thomas, S.L. (2008). Theoretical perspectives on student success: Understanding the contributions of the discipline. 34(1).

Antil, E.J. (2008). Selling higher education: Marketing and advertising America's colleges and universities. 34(2).

As valuable teaching and research resources, the ASHE Monographs are a must-have for practitioners and administrators. ASHE members are entitled to a 20% discount off first-year subscriptions and a 20% discount off single issue titles. Please visit the ASHE Higher Education Report website at <http://www.ashe.ws/?page=176> for more information. To receive the discount, orders must be placed by telephone at 1-888-378-2537 (toll-free).

For a complete list of currently available monographs, please visit: <http://www.josseybass.com/go/aehe>

For the most current information about current titles or titles in production, please visit the ASHE Higher Education Report website at: <http://www.ashe.ws/?page=176>.

The ASHE monograph series invites proposal submission topics related to higher education. Monographs are designed to analyze and synthesize research and practice related to critical issues facing higher education. Guidelines for proposal submission are available on the Jossey-Bass website at <http://www.josseybass.com/WileyCDA/Section/id-252137.html>.



Photos by Greg Dubrow

**Division J Officers**

Vice President (2007-2010)

Susan Twombly

University of Kansas

[stwombly@ku.edu](mailto:stwombly@ku.edu)

2009 Program Chair

Kris Renn

Michigan State University

[renn@msu.edu](mailto:renn@msu.edu)

Nominating Committee Chair and Immediate Past

Vice President

Linda Serra Hagedorn

Iowa State University

[lindah@iastate.edu](mailto:lindah@iastate.edu)

At-Large Division J Council Member (2006-2009)

Anna Ortiz

California State University - Long Beach

[aortiz6@csulb.edu](mailto:aortiz6@csulb.edu)

At-Large Division J Council Member (2007-2010)

James T. Minor

Michigan State University

[jtminor@msu.edu](mailto:jtminor@msu.edu)

At-Large Division J Council Member (2008-2011)

Jillian Kinzie

Indiana University

[jikinzie@indiana.edu](mailto:jikinzie@indiana.edu)

Secretary (2007-2009)

Marybeth Walpole

Rowan University

[walpole@rowan.edu](mailto:walpole@rowan.edu)

Award Committee Chair

Lisa Wolf-Wendel

University of Kansas

[lwolf@ku.edu](mailto:lwolf@ku.edu)

Affirmative Action Chair (2007-2010)

Jerlando Jackson University of Wisconsin – Madison

[jjackson@education.wisc.edu](mailto:jjackson@education.wisc.edu)

Dissertation of the Year Committee Chair

Ben Baez

Florida International University

[Benjamin.Baez@fiu.edu](mailto:Benjamin.Baez@fiu.edu)

Membership Chair

Terrell Strayhorn

University of Tennessee

[strayhorn@utk.edu](mailto:strayhorn@utk.edu)

Evaluation Committee Chair (2007-2009)

William Rickards

Alverno College

[William.rickards@alverno.edu](mailto:William.rickards@alverno.edu)

Pre-Conference Mentoring Workshop (2008)

Karri Holley

University of Alabama

[KHolley@bamaed.ua.edu](mailto:KHolley@bamaed.ua.edu)

Newsletter Editor (2007-2008)

Greg Dubrow

University of California – Berkeley

[dubrowg@berkeley.edu](mailto:dubrowg@berkeley.edu)

Webmaster (2007-2009)

Chris Davis

Baker College

[chris.davis@baker.edu](mailto:chris.davis@baker.edu)

Graduate Student Representative

Pelema Morrice

University of Michigan

[pmorrice@umich.edu](mailto:pmorrice@umich.edu)

Graduate Student Representative

Lisette Montoto

University of Georgia

[lissetem@uga.edu](mailto:lissetem@uga.edu)