



**Postsecondary Education Network**

**A Publication of Division J  
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*Christopher C. Morpew, University of Kansas, Editor*

*Winter 2004*

## **Greetings from the Incoming VP: A Nostalgic Look at Yestersemester**

*Linda Serra Hagedorn, University of Southern California*



Dear Fellow Division J Members,

The purpose of my letter is to introduce myself as your new incoming Vice President of Division J and to muse on the future of our division. As I pondered this rather serious thought, I shuddered. The future....nothing instills more fear in my heart than the unknown entities that await us. There is so much doom, gloom, and negative predictions in the world that the future seems ominous, mysterious, and dark. We live in an age of weapons of mass destruction (maybe?), rising global unrest, and of course, intense difficulty in flying to our professional conferences.

Have you ever envied academics of the 18<sup>th</sup> or 19<sup>th</sup> century when lives appeared much simpler and academic demands were fewer? The nonacademic world doesn't understand how difficult it is for us today. They retain an outdated vision of yestersemester when academics led the "good life of contemplation and study." I bet you have similar experiences every time you meet someone new who asks that question "what line of work are you in?". Answer with "I'm a college professor" and immediately your new acquaintance is just a bit envious of that peaceful and wonderful life she/he is sure that you lead. There is variation, but for the most part, the general public pictures you ensconced within an ivory tower where tomes of books glisten from tall polished mahogany shelves. The outside world envisions you talking and mentoring adoring students with desires solidly focused on being just like you. The public thinks that the thick tower walls shelter you from the world's problems while you calmly work to solve those same problems. And on top of it all, they think you are paid very well (or maybe too well).

If only the general public understood how difficult it is to be an academic today. So, my initial ideas for our division was to guide us back to yestersemester and recreate a better and simpler world. Wasn't yestersemester the time when professors were brave, students were smarter, and the world respected professors? So, join me as I ponder the five top 21<sup>st</sup> century academic tools that have become the bane of our existence.

1. Yestersemester: Pre-computers. Life must have been simpler for the academics before computers. Imagine a life without computer crashes, computer viruses, and no worry about Microsoft-Mac interfaces. But then again, I think about writing AERA papers without the benefit of spell-checkers, grammar checkers, and page preview. I will date myself, but I remember the time of typing on clacking typewriters that required the use of “white-out” and typing erasers to remove the signs of human error. I also remember tearing sheets from the typewriter in a fury after I decided that the sentence I just wrote was not right. In yestersemester, if you wanted to rearrange words it required retyping the entire manuscript. Finally, shudder with me at the prospect of centering a title or typing a table.
2. Yestersemester: Pre-email. Yes, I do long to go back to pre-email days when letters were the typical way to deliver the written word. Telegrams were more immediate, but they were reserved for only the truest emergencies. Imagine our lives without the incessant chime of “You’ve got mail!”. But then again, imagine not being able to instantly communicate. The great ideas would not be delivered to students immediately and you couldn’t send your AERA papers as attachments. It’s scary to think that you would have to rely solely on the U.S. Mail.
3. Yestersemester: Pre-Internet. Surely academic life was better in yestersemester prior to the Internet. No worries about Internet plagiarisms, no annoying pop-ups, no “www-this” or “www-that” requiring the memory of an elephant. How nice it would be not to have to update your webpages every time you write an AERA paper. But then again, the Internet brings so much knowledge. Would you really want to be denied online searches?
4. Yestersemester: Pre-cell phones. Imagine being able to *really* get away from it all. Walking away from your office and students, the Dean, your colleagues and others really couldn’t contact you! Today you are constantly connected and there is no escape. In meetings or other places where a cell-phone ring would disturb others, wouldn’t it be great not to have to “switch to vibrate” just in case? Yes, there is an up-side. It is good to know when you are at AERA and away from home that if there was a serious problem at the university or at home, a phone call could be received.
5. Yestersemester: Pre-PowerPoint. Imagine giving your AERA presentations without having to worry about preparing those PowerPoint slides. What a joy not to have to slave over colors, slide design, animation, font size, etc. Further, in yestersemester you didn’t need to worry about “keeping up with others” by making your slides more and more pleasing to the eye. But then again, I guess those 3 by 5 note cards were awkward and listening to “talking heads” without background text may make some of those AERA presentations a little less exciting.

Hmmmm..... maybe yestersemester was not the ideal I first imagined. Maybe I had better think a little longer and muse more on how to create a better Division J in the world we have despite its idiosyncrasies and techno-stresses.

I hope you can accept my “tongue-in-cheek” humor juxtaposed with my sincere desire to serve the Division. Indeed, I want to use technology in appropriate ways so that yestersemester remains a happy memory and the present is a welcomed change. Indeed, I hope that we can proclaim as a group that our work is better than ever and our goals are higher and more focused.

I wrote this letter in a humorous mode because I don’t have the answers. I don’t know what will make our Division stronger and our research lives richer. But I trust in the collaboration, with you, my colleagues across the country (and into other countries as well), to advise and guide me to make the changes that will utilize current technologies in appropriate ways. We have a weighty responsibility, to create the knowledge that will drive educational practice in an unforeseen future.

Yestersemester is gone. While futuresemester is uncertain, it relies on our diligence and fortitude to change higher education in positive ways.

I am counting on your counsel.

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## News of your fellow Division J’ers

*Women in Higher Education: An Encyclopedia*, edited by **Ana Martinez-Aleman** (Boston College) and **Kris Renn** (Michigan State) was recently placed on the 40th annual *Choice* Outstanding Academic Title list. The list is in the January 2004 issue of the magazine. The list is quite selective: it includes 651 books and electronic resources chosen from among 6, 847 titles reviewed by *Choice* during the past year. *Choice* editors base their selections on the reviewer's evaluation of the work, the editor's knowledge of the field, and the reviewer's record.

**Dr. Rhonda McClellan** has joined the faculty as a Visiting Professor in the Department of Educational Management and Development at New Mexico State University in Las Cruces, NM. Dr. McClellan received her Ed.D. in December, 2002 from Oklahoma State University.

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## New Books on Higher Education

**Birnbaum, R. (2004).** *Speaking of Higher Education: The Academic's Book of Quotations*. ACE/Oryx: Phoenix.

Looking for a beautiful, profound, amusing, or provocative quotation about higher

education to illustrate a point in your next book, class, research article or speech? Trying to find the source of a dimly-remembered statement you read decades ago but can no longer locate? Can't recall who lauded the university by saying "He who enters a university walks on hallowed ground," or who criticized it by opining that "The progress of this institution... will be directly proportional to the death rate of the faculty?" Now for the first time you can find the answers in a comprehensive a reference volume that has collected some of the most well-crafted comments ever made - both pro and con - about the higher education.

American Council on Education/Praeger has just published Bob Birnbaum's collection, *Speaking of Higher Education: The Academic's Book of Quotations*. The book includes more than 1,650 brief, important, and delightful comments about the higher learning made over two millennia, ranging from the Roman poet Horace to the latest Supreme Court decisions. The statements are arranged chronologically within 99 subject headings so that readers can see how views about curriculum, presidents, academic freedom, student life, institutional purposes, organization and governance, sex and gender, teaching and learning, affirmative action, athletics, and dozens of other critical issues and subjects have, or have not, changed over the years. Over 650 authors include politicians, scholars, entertainers, mystics, novelists, academic administrators, philosophers, curmudgeons, and poets. Full citations are given so readers can refer to the sources of each statement.

This book can be put on your desk as a scholarly reference resource, or on your night table as a source of enjoyable and memorable reading.

**Ropers-Huilman, Becky. (2003). *Gendered futures in higher education: Critical perspectives for change*. Albany, NY: State University of New York Press.**

This volume addresses the ways in which gender takes shape in and is shaped by higher education environments. Focusing on historical knowledge and contemporary experience, the contributors identify several key gender issues affecting students, faculty, and leaders in higher education. They examine such diverse topics as what lessons women's colleges have to offer, violence on campus, women faculty and part-time employment, and intersecting identities of race and gender, and they apply critical perspectives to suggest needed change. While they may not agree on the necessary strategies to improve higher education environments, they do agree that those environments are currently deeply and problematically gendered. (From book jacket)

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## Information on Scholarly outlets

### *The Review of Higher Education* Book Review Initiative

The goal of the Book Review Initiative is to provide short reviews of significant new books on higher education published in the United States, and those published in English in other countries. These reviews are currently published in two special issues of *The Review of Higher Education* and on the ASHE web site (<http://www.ashe.ws/reviews.htm>).

Not all eligible books can be reviewed. The initial target is to review between 60 and 100 titles a year. In general, only books published within the previous twelve months will be considered. Reprints of previously published books and compilations of previously published material will be considered if they make available work that would be otherwise inaccessible (e.g., original source is out-of-print). Since the primary audience for the reviews are researchers, scholars, and policy makers, research based books and books that address significant current issues in higher education will be emphasized. Suggestions of titles to review should be directed to the book review editor.

A general call for reviewers will be distributed at the annual ASHE conference and be posted to the ASHE listserv. Offers to review a particular title are welcome at any time. Reviewers for most titles will be identified by the book review editor in consultation with the *RHE* Editor and Editorial Board.

Reviews are approximately 1000 words long and provide a brief summary of the book along with a critical analysis of its content. Reviewers are asked to highlight areas of concern regarding methodology, argument, or conclusions, and note significant theoretical and practical contributions to the literature. Even though reviews are brief, they provide sufficient detail to support an overall assessment of the book's value to the higher education community. External references are used sparingly.

The Book Review Initiative is housed at the University at Albany, State University of New York, and is cosponsored by the *Review*, ASHE, and the University at Albany. Books and suggestions should be sent to **Kevin Kinser**, Department of Educational Administration and Policy Studies, ED 344, 1400 Washington Avenue, Albany, NY 12222; email: [kinser@albany.edu](mailto:kinser@albany.edu).

### *Journal of Higher Education in Africa*

Editorial Team: Editor-in-Chief: Damtew Teferra and Adebayo Olukoshi; Editors: Francis B. Nyamnjoh and Philip G. Altbach

Published in cooperation with the Center for International Higher Education, Boston College and the Council for the Development of Social Science Research in Africa (CODESRIA, Senegal).

The journal is strengthened by a four-member institutional editorial board. These are the [Association of African Universities](#) (Ghana), the [Educational Policy Unit of the University of Western Cape](#) (South Africa), [UN-Economic Commission for Africa](#) (Ethiopia), and the [Organization for Social Science Research in East and Central Africa, OSSREA](#) (Ethiopia).

#### Rationale

The JHEA grew out of strong desire to provide a solid forum for analysis, discussion, and research on African higher education. The journal not only provides the sole Africa-wide forum on higher education, but will help to create and sustain a community of researchers and policymakers concerned with the debate and analysis of the issues facing African higher education institutions.

The JHEA strives to be a central element in the "invisible college" of researchers, policymakers, and others who have an interest in higher education, and also help to stimulate additional research on higher education in Africa.

Inquires and submissions should be sent to:

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**CALL FOR PROPOSALS**  
**2004 Patterson Research Conference**

*Commemorating the 50<sup>th</sup> Anniversary of Brown v. Board of Education  
& 40 Years of the Civil Rights Act of 1964*

Still Not Equal: Expanding Opportunity in Global Societies

Washington Hilton and Towers  
1919 Connecticut Avenue, NW  
Washington, DC 20009

September 24-27, 2004

THE CONFERENCE

The Frederick D. Patterson Research Institute of the United Negro College Fund is proud to host an international conference celebrating fifty years of *Brown v. Board of Education of Topeka, Kansas* (1954), forty years of the Civil Rights Act of 1964, and their outgrowths and implications. The 2004 Patterson Research Conference provides a venue for researchers, practitioners, and professionals of all academic disciplines, interests, and/or advocacies to convene and address the status and condition of children of color in education and other contexts around the world. The 2004 Patterson Research Conference specifically highlights the continuing implications of *Brown*, the Civil Rights Act, and/or other relevant state, national, and international policies on the quest for opportunity.

The theme, *Still Not Equal: Expanding Opportunity in Global Societies*, addresses the successes and failures of *Brown* and the Civil Rights Act, as well as the continuing challenges to expanding opportunity in the United States and across the Diaspora. The conference is intended to document the educational, political, and social influence of *Brown*, the Civil Rights Act, and their progeny. *Still Not Equal: Expanding Opportunity in Global Societies* examines the dynamics that particularly impact the collective educational experiences of children of color. Such global complexities in education and other settings demand scholarly attention.

Conference proposals are being accepted for papers, presentations, workshops, posters, roundtables, and symposia. Proposals should be related to the implications of *Brown*, the Civil Rights Act of 1964, and/or other relevant state, national, or international policies. Proposals should be submitted electronically to [www.pattersonconference@uncf.org](mailto:www.pattersonconference@uncf.org). Be sure to identify the type of submission. The deadline for submitting proposals is March 1, 2004 at 11:59 p.m. (EST). Selected proceedings from the conference will be compiled and disseminated in monograph form. Cultural activities will accompany all plenary sessions and meal events. Conference materials and other related information can be retrieved from [www.patterson-uncf.org](http://www.patterson-uncf.org).

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If you have information on something you think appropriate for a future edition of *The Pen*, please email the editor at [morphew@ku.edu](mailto:morphew@ku.edu).