

Fall 2005

Vice President's Message

For Your Information -- Linda Serra Hagedorn

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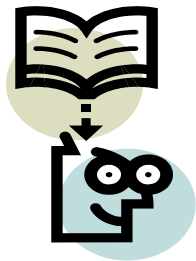
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Editor: Greg Dubrow,
University of California,
Berkeley

Hurricane Katrina, Higher Education, and AERA

As the country watched in horror as the devastation and suffering of Katrina unfolded, I am confident that Division J members felt a special sorrow. If you have attended the annual meeting over the years, you have been a frequent visitor to the city of New Orleans—a city that suffered massive Katrina destruction. Actually, New Orleans has been a favored AERA conference city being the host for seven AERA meetings; the first dating back to 1937. Recently, New Orleans was the location for the 1994, 2000, and 2004 meetings. Our division has approximately 30 members from the states of Alabama, Louisiana, and Mississippi. I expect that virtually every one of us knows at least one colleague in the affected area for whom we are concerned.

Many educational societies, universities and others searched for ways to help. My university, the University of Florida, opened its doors to the extent possible to displaced students. While the logistics of the move and the credit transfers are not easily maneuvered, these steps gave at least a small number of students a way to continue their educational lives, albeit with major revisions. Other colleges and universities around the country made bold offers to displaced students

ranging from waiving late fees, providing in-state tuition for out-of-state students, all the way to offers of free full tuition plus housing and transportation.



Buildings leveled at Dillard U.
(Photograph by Jackson Hill, Southern Lights)

In several ways AERA has answered the call “to do something.” On September 7, 2005 the executive director of AERA, Felice Levine, and the president, Gloria Ladson-Billings, sent an open message to all AERA members. The message first conveyed sympathy to all who were directly or indirectly victims of Hurricane Katrina and expressed the frustration of not knowing how best to help. But the organization has taken some steps to help. First, all members from the affected gulf coast areas have been granted a six-month extension to

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their AERA membership. AERA has also created a list of organizations including colleges and universities with opportunities and resources for faculty, students, or others in the educational field. Thus, anyone who can extend an assistantship, accommodations, library privileges, or other opportunities should contact the AERA Hurricane help at outreach@aera.net.

Katrina hit everyone hard and affected so much. Even at the division level, we had to re-assign all proposal reviews that were sent to members in the affected areas. While such an activity seems small in the face of so much suffering, I certainly want to thank everyone who reviewed a few more proposals as well as the hard-working program committee who had to add this to their long list of duties.

At the time of this writing, there is pending federal legislation to waive requirements of students to repay Pell and other types of grants when they are forced to withdraw from college due to natural disasters.

Graduate Student Report

Tricia Gallant, University of San Diego & Christopher Coogan, University of Florida

INTRODUCTION

Welcome to the Fall 2005 semester and another exciting year for AERA Division J! Your two graduate student representatives for this year are Tricia Bertram Gallant (returning rep from last year) and Christopher Coogan (the newbie).

Tricia Bertram Gallant is a doctoral candidate in the School of Leadership and Education Sciences (note the new name) at the University of San Diego. Her research focus is higher education, leadership, organizational change and integrity. She is in the midst of writing her dissertation which is a critical interpretive inquiry into integrity culture creation at three American universities. She is also a board member with the Center for Academic Integrity (see www.academicintegrity.org) and a member of ASHE, NASPA, ACPA, and the International Leadership Association (ILA). Tricia will defend her dissertation in early March and graduate in May, 2006.

Christopher Coogan is a doctoral student in the Department of Educational Administration and Policy at the University of Florida. Christopher is a Research Assistant for the same department and also works in the Contracts and Grants Office located within Finance and Accounting at UF. He has a strong interest in Higher Education Finance (his Bachelors and Master's degrees are in Accounting) and Community Colleges. Accordingly, his dissertation will focus on these two areas. He is a member of AERA, SEAHO, and NASPA. Christopher will graduate in May of 2008.

DIVISION J NEWS

We are in the process of inviting our distinguished

scholar or our graduate student fireside chat that will take place at our annual AERA conference in San Francisco. The fireside chat serves as a way for graduate students to have intimate dialog with leading scholars in higher education. Okay, last year's fireside chat was more of a "bonfire" with Arthur Levine and Michael Fullan as our guests, but please do not hold out that as a model!

We are also working again with Dr. J. Douglas Toma to select two doctoral students to serve on the Division J Dissertation of the Year Award committee with distinguished faculty. This award, to be presented at AERA 2006, signals the division's acknowledgement and appreciation of the tremendous work being completed by our graduate students. If you are in the dissertation/completion phase of your program, keep your eye out for more information on this!

GRADUATE STUDENT LISTSERV

If you are a registered Division J student and supplied your email address to AERA, you will receive informative emails via aera_division_j_student_member@listserv.aera.net. If you are not registered but would like to receive these emails, please email triciab@sandiego.edu.

If you have ideas for the services, information or opportunities that Division J should be offering to its graduate students, please feel free to let either one of us know. We look forward to hearing from you. For those of you attending ASHE 2005 in Philadelphia, do not hesitate to contact Tricia if you would like to meet while at the conference.

**Division J—AERA 2005 Annual Conference Evaluation:
What Worked in Montreal—What Didn't**
Pamela L. Eddy, Evaluation Chair
Central Michigan University

Evaluations for the spring 2005 conference were conducted via an online survey for the second year in a row. When asked, 93% of respondents indicated their preference for completing their evaluation of the AERA division J programming electronically. The survey asked members about the submission process, the discussant's role, the conference program, graduate student options, and plans for the future.

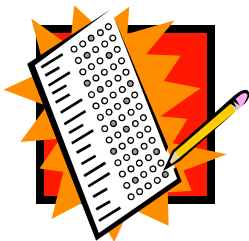
Of the 1469 Division J members surveyed, a total of 269 members responded to the survey for a return rate of 18%. The institutional breakdown for the responding membership showed:

- 72% working at research institutions
- 9% working at master's level institutions
- 19% employed at other types of institutions (e.g., baccalaureate colleges, community colleges, state education institutions, or policy institutes).

Of those responding, 72% attended the 2005 conference in Montreal. Faculty members represented the largest group responding to the survey, 40% of the total, broken down as follows:

- 2% Instructors
- 15% Assistant Professors
- 11% Associate professors
- 12% Professors

Graduate students comprised the second largest responders at 34%. The remaining 26% was evenly divided between administrators and researchers. Females comprised 67% of respondents, with men completing 33% of the surveys.



Members were asked how often they attended AERA conferences. A little less than half, 45% attended for three years or less, with 28% attending their first AERA conference in Montreal.

Proposal Submittal and Review Process

A full 85% of respondents indicated they were very satisfied (52%) or somewhat satisfied (33%) with the ease of electronic submission. This satisfaction level is up from last year's rate of 72%. Only 9% indicated dissatisfaction with the electronic process—the level of dissatisfaction was cut in half over last year's comments regarding the process. When asked if they preferred to submit proposals electronically, 97% said yes! Clearly, the major kinks were worked out of the system and Division J members were more comfortable with the process. Satisfaction levels with the process decreased with respect to notification to the first author and timely notification of acceptance/rejection (68% very or somewhat satisfied regarding notification of first author and 66% very or somewhat satisfied regarding timely notification).

The level of satisfaction with the timeliness of notification, however, is an increase of 20% over last year's satisfaction levels. The majority of proposal submitters (56%) were very to somewhat satisfied with review comments. Members who review for the division are encouraged to include constructive comments in their reviews to aid authors in improving their presentations. Of those responding, 39% submitted proposals only to Division J, another 29% also submitted to other divisions or SIGS, and finally, 32% did not submit a proposal at all. All of the other divisions of AERA were mentioned when Division J members were asked to list what other divisions or SIGS to which they submitted a proposal—Division C—Learning and Instruction was the most popular division mentioned, while several special interest groups were noted.

Satisfaction was high for those indicating they reviewed proposals. Ninety-one percent indicated they preferred to review proposals electronically. Eighty-two percent were very to somewhat satisfied with the clarity of the review process; likewise, 84% were very to somewhat satisfied with the time allowed to conduct reviews.

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Eighty-four percent felt very to somewhat satisfied that proposals matched their area of expertise and 81% thought the proposal evaluation criteria was appropriate. When asked about the ease of the process, 84% indicated some level of satisfaction, this opinion is a marked improvement over the 67% that said they were very to somewhat satisfied with the process for 2004.

Conference Program

The survey asked about various aspects of the conference program. Seventy-two percent indicated they were somewhat satisfied to very satisfied with the distribution of the session formats between poster presentations, paper sessions, roundtables, and symposia. Satisfaction dropped to 56% being somewhat to very satisfied when asked about the organization of the roundtable sessions between topical areas.



No improvement in satisfaction with the roundtable format occurred over last year's evaluation. This outcome may indicate that the roundtable format needs to be rethought. Further, 33% indicated they were neither satisfied nor dissatisfied, perhaps indicating that roundtables are not as widely attended as other types of session formats. A similar pattern of satisfaction with poster session organization showed 52% indicating a neutral response, with 40% saying they were somewhat to very satisfied with the organizational format.

Session management by the chair received 72% levels of satisfaction, down from 81% the previous year (43% somewhat satisfied and 29% very satisfied), with only 8% either somewhat dissatisfied to very dissatisfied. Comparatively, 75% were somewhat to very satisfied with the discussant comments, whereas 13% were somewhat to very dissatisfied with the comments. When asked about the quality of the papers, 72% of discussants said they were somewhat to very satisfied, but 28% indicated they were somewhat dissatisfied. Sixty-three percent of responses highlighted satisfaction with the coherence of the program, with 19% stating they were somewhat to very dissatisfied with the

coherence. Many anecdotal comments were made regarding the spread out nature of the hotels and sessions in Montreal.

Those members presenting papers were satisfied with the role of the session discussant. Thirty-nine percent were very satisfied with the quality of the discussant feedback and another 26% were somewhat satisfied. On the other hand, 19% were somewhat dissatisfied to very dissatisfied with the quality of the feedback they received. Likewise, when asked if the discussant provided appropriate comments, 21% indicated they were somewhat dissatisfied to very dissatisfied—this is an increase from last year's reporting on 16% dissatisfaction levels. Sixty-eight percent said they were somewhat to very satisfied that the discussant provided appropriate comments. While not all presenters were satisfied with the type of comments made by the discussant, 77% felt the discussant possessed the requisite expertise on the topic; 18% felt dissatisfied with the discussant's requisite level of expertise—this is up markedly from the 6% that were dissatisfied with the discussant's expertise on the topic at last year's conference.

When discussants were asked to review the paper session from their perspective, a different picture emerges. A full 95% of discussants felt they were qualified to act in that capacity, with the remaining neutral. Every discussant indicated they understood the expectations of their role. Only 22% agreed they received the papers to review in a timely fashion, down from 56% in 2004. The majority, 78%, felt they did not receive their papers to review in a timely fashion. The press of time on discussants to prepare a review of a presenter's paper may impact the comprehensiveness of the discussant comments and be a reason that discussant reviews by presenters was not higher. Seventy-two percent of discussants agreed or strongly agreed that the quality of the papers was appropriate, whereas 28% disagreed that the quality was appropriate. When discussants were asked to review the role the chair played in their session, 50% indicated the chair was helpful, down from 68% last year. Another 33% were neutral, and another 17% did not find the chair helpful.

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When the session chairs responded to questions, they indicated they understood their role (82%) and worked with the paper presenters to get papers to the discussants (80%). There is a disconnect between these responses and the information provided by the discussants. It is unknown then, if the discussants did not receive the papers due to the writer or lack of coordination of the chairs. The small number of chairs who responded might indicate a need to survey these two groups in a separate manner. The chairs that did respond felt comfortable in acting as the time keeper and would volunteer for the role again.

Graduate Students

One-third of the survey respondents were graduate students, underscoring the role these members play in the organization as important, especially as it serves to socialize students to life in the academy. Some activities at the conference specifically target graduate students. Division J graduate students sponsor a fireside chat. Of those responding, 34% (down from 41% in 2004) were somewhat to very satisfied with the fireside chat, whereas 58% said they were neutral—possibly an indication they did not attend. Only 7% indicated they were somewhat dissatisfied with the fireside chat. When asked to evaluate the graduate student pre-conference seminar, 31% said they were somewhat to very satisfied, 61% were neutral, and 9% were dissatisfied. Again, the high level in the neutral category may perhaps indicate non-attendance. Students were asked to comment on the graduate student orientation. Only 17% were somewhat to very satisfied and 12% somewhat dissatisfied. The majority, 71% were neutral on this question indicating again that this was perhaps an activity in which students did not participate or did not know was available. When asked to comment on the general AERA conference activities for graduate students, 50% indicated they were somewhat to very satisfied, 35% were neutral, and 14% were somewhat to very dissatisfied.

Planning for the Future

To help plan for future programming the survey queried members' satisfaction with main events sponsored by Division J, including the Division J Reception and the Division J Business Meeting. About half the respondents indicated satisfaction with these events, while 60% would like to see the business meeting and reception continue to be combined in the future. With the change in the reception format, 49% said they were somewhat to very satisfied, 12% were somewhat dissatisfied, and 7% (8 responses) were very dissatisfied. A total of 45% indicated satisfaction with the business meeting, up from 26% in 2004—this increase may be due to the larger attendance at the business meeting given its timing to correspond with the reception. Comments made regarding the business meeting included calls to shorten the meeting and to allow for eating during the meeting. Lack of seating and conflict with other social events presented a problem for some.

The AERA conferences serves many functions for attendees. We were interested in obtaining a better

understanding of how our members used the conference. We asked about providing more structured opportunities for connecting with colleagues; 49% indicated they were somewhat to very satisfied with the current opportunities, 30% were neutral, and 21% were somewhat to very dissatisfied. Sixty-seven percent indicated somewhat to very satisfied when asked to rate their overall AERA 2005 conference experience—down from 75% the year before. Twelve percent were neutral, whereas 22% were somewhat to very dissatisfied. Continued efforts at conference improvements may help in decreasing the levels of dissatisfaction. Many negative comments were made regarding the spread of the conference over the city of Montreal and the difficulty in getting to sessions in a timely matter, particularly for those who possess less mobility. Similarly, 70% were satisfied



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with the distribution of Division J sessions across the conference week, 22% were neutral, and 17% were somewhat to very dissatisfied. The scheduling of conference sessions is an AERA central office task, but feedback to the staff may help in improving distribution of sessions. Members expressed more satisfaction with the timing of the conference with respect to the month and week relative to last year—94% were somewhat to very satisfied compared to 59% in the previous year.

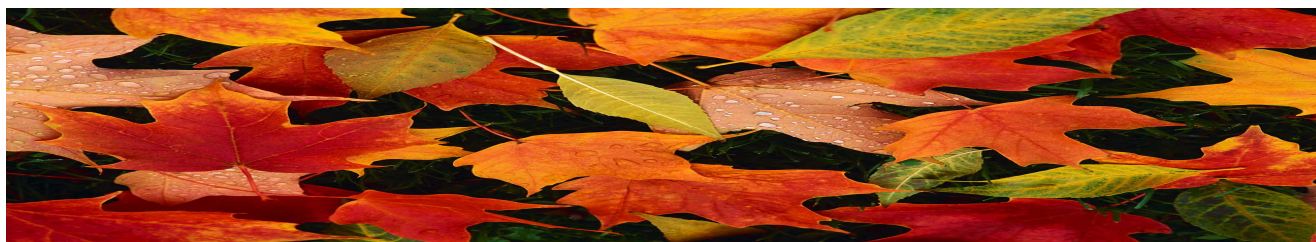
To aid in future conference planning we asked members to identify from a list of activities those in which they engaged within AERA. Members could choose as many of the activities that applied. The activity most popular with members was networking with other attendees (81%). Next in engagement was attendance at relevant sessions in other divisions/SIGs (75%). Following close behind this activity was attending Division J sessions (72%). Not all members viewed presenting at the conference as an activity in which they participated, indicating rather their participation as a session audience member. Sixty-two percent said they presented within Division J and another 43% said they presented in other divisions or SIGs. Thus, while many of our members are presenters, they choose to present not only within our own division, but also across all the divisions and SIGs. While many of the graduate student comments indicated a lack of communication from Division J, only 35% of respondents indicated they even read the PEN—some written comments even wondered what was the PEN? Increasing visibility and awareness of information contained within the PEN would help in communicating and promoting Division J conference sessions and news.

AERA Division J board members were interested in obtaining suggestions on how best to promote affirmative action. Several suggestions were made and passed on to the board member responsible for affirmative action, Christine McPhail. Chief among the comments was a need to develop a more formal mentoring program for members of color, women, and members for different social classes. A suggestion was to partner with several of the SIGs that address similar issues. Attending to representation on the board to represent the diversity of the membership was thought important. Ways to be inclusive might also involve the changing of the ways in which labeling is done within the division and by bringing in non-main stream speakers to highlight important issues.

Summary

In general, members are satisfied with their AERA conference experience. The electronic submission and review process was met with great levels of satisfaction. With recruitment of Division J members as a goal, increased efforts on communication and identification of Division J as a primary membership division is important, including more outreach to graduate students since these members will be the AERA leaders of the future. More pointed efforts and mentoring chairs on their role and all members on the critical need to get papers to discussants in a timely manner is warranted.

For one-quarter of the respondents, this was their first conference. The high percentage of newer members calls for outreach to make them feel welcome so that AERA Division J is seen as one of their scholarly homes. The high percentages might be due to graduate students attending for the first time or coming to present from their dissertation research. It would be helpful to explore this dimension further in the next survey evaluation.



Building your Professional Portfolio at AERA 2006

Phase II: Using AERA 2006 as a Professional & Personal Learning Experience

Tricia Gallant, University of San Diego

In the last edition of the PEN newsletter, I wrote about the first phase in the “Building your Professional Portfolio at AERA 2006.” In that article I encouraged you to submit a proposal and volunteer as a proposal reviewer and session chair. Now it’s time to think about you can best use the AERA conference in San Francisco as both a professional and personal learning experience.

Although we all have different ways of approaching conferences depending on our needs, experiences, and personalities, I think that there are three things that novice conference attendees should do: observe, connect, and reflect.

Observing

One of the most beneficial things that you can do at a conference is **observe**. Although a seemingly simple concept, I think it requires some unpacking of both the meaning of “observe” and the object of the observation.

What do I mean by “observe?” Of course, as educators we all understand the difference between passive and active observation. In this piece, I am referring to the active observation that is required by researchers and other collectors of human and organizational data. Active observation requires you to be fully present in the event or situation; your mind is alert and your energy is focused. Active observation also requires you to consciously attend to the event or situation; you are aware of the framework you are using while observing. To be both present and consciously attending, it is helpful to be cognizant of your specific purpose and tasks. Over the next few months, answer the following two questions for yourself. What is your purpose for attending AERA 2006? What are the tasks (and sub-tasks) you hope to accomplish while there?

What will you observe? This, of course, ultimately depends on your specific purpose and tasks for AERA 2006. Say, for example, your purpose is to learn more about presenting conference sessions and your corresponding tasks are to attend at least 2 paper sessions, 1 roundtable, 1 symposium, and 1 poster session. Then, I suspect, you will want to actively observe the people and dynamics of these sessions. What are the various styles of the presenters? Who do I think is most effective in getting their message across and why are they effective? To whom are audience members drawn? What presentation format do I most like and why?

I believe that purposeful, active, and conscious observations at conferences are critical for building your professional portfolio. They facilitate a better understanding your field and the people with whom you will interact as a professional. As we prepare for our career, we often become so focused on ourselves that we lose sight of those with whom we will be working. So, building your professional portfolio is not simply about cramming your C.V. full of activities. It is about understanding how you fit into the larger system of which you will be a critical member and connecting with that system.

Connecting

I originally intended to label this section “networking” because it is the most common name for the activity of connecting with others in mutually beneficial relationships. Eventually though, I decided that “networking” was too limited of a term to describe the lesson I wanted to share. Networking sounds to me to be impersonal and technical, no doubt a result of the proliferation of computer technology to enable virtual networks.



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Now I am going to say something that may be shocking. People are not computers! Entering the conference with ‘networking’ in mind may project an appearance of artificiality and coldness. Instead, try to think about it as “connecting.” You want to connect with ideas and people, events and groups, yourself and others. What does this mean? Connecting means that, from your heart and your mind, you are joining, engaging, becoming, and affirming. It requires that you are cognizant of your purpose and task, an active listener (to yourself and others), and authentic. If you can connect ideas, you might connect with people to whom you might not normally be drawn. If you can connect to yourself, you might connect on a deeper level than otherwise possible. Connecting can obviously lead to great learning, future opportunities, and lasting friendships. Try though, connecting for the moment rather than the future in order to be more fully present and authentic in the dynamic.

Reflecting

Reflecting is one of the most important steps in learning. Your observations and connections will mean nothing in the end if you do not take the time to reflect on their meaning for you and your life. Take all of your observations and your notes and reflect on them. Let’s go back to the earlier example of observing for the purpose of learning more about conference presentations. In reflection, you might ask yourself several questions. What is my presenting style now and how might I modify it in the future? What presentation format best suits my research topic and current stage of research? Of those presentations that I did not like, what did I see that might be things I do not like about my own style? Of those presentations I did like, what of my own qualities might have been present?

I think that reflecting should occur throughout the conference and for some time afterwards. For truly deep learning, it requires a willingness to look inward and use the self as data. Reflecting takes the external and makes it internal, allowing you to grow and learn from your experiences. If you hope to build your professional portfolio, I believe that you need to actively reflect as a daily habit. Ronald A Heifetz, a leadership theorist, uses a metaphor that might be useful here. By being an active participant in the dance, your view is limited and your sight is short. You can only see so much of what is happening around you, and it is very difficult to get in touch with how you fit into the overall picture. By being up on the balcony, your view is more expansive and your sight can be long. You are able to observe patterns and dynamics that are otherwise hidden from those on the dance floor. However, you should never seek to just dance (be active) or just stand on the balcony (be reflective). To really learn, you need to be able to easily move between the dance and the balcony, back and forth, up and down; you need to be an active participant and an active reflector of yourself, others, and group dynamics. In this way you can become what Schon refers to as the reflective-practitioner.

*Observing, Connecting, and Reflecting*

This piece was all about the learning that can take place at AERA 2006 if you engage in the experience intentionally rather than serendipitously. People often assume that the only conference learning to occur is subject-specific. As a result, the majority of conference virgins pack their day full of sessions in an attempt to soak in everything the “experts” have to offer. This is ironic given that most of us know our best learning seldom occurs through passive participation. Of course, by engaging in this pattern you will eventually hit that one great session which is really relevant to your research.

Even then, however, the true “gold” of the conference is connecting with that person and, perhaps, forming a relationship. Please do not misunderstand me. As a relatively novice conference attendee, I think you should attend as many diverse sessions as possible. But remember to do more than just listen for content. Observe

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Observe the actors. Observe the running of the sessions. Connect with others. Reflect on the dynamics and your learning. Through these observations and subsequent reflections, you will learn more about the organizational behavior of ASHE and you'll get a glimpse into the professional life of the faculty member outside of the classroom.

Summary

Using the AERA conference as a professional and personal learning experience takes active engagement, thought and intent on your part. Although people will be willing to help and assist you, they will not normally offer or instigate that exchange. Be prepared to take charge of your portfolio and know that it takes time, tenacity and patience to make significant connections.

For those of you who have attended conferences before, I encourage you to respond to this piece on our listerv <aera_division_j_student_member@listserv.aera.net> and share your thoughts and experiences with everyone. Stay tuned for the next installment in the "Building Your Professional Portfolio at AERA 2006" series when we will talk about "Navigating AERA 2006." Until then, happy reflecting!

Announcements

People

Chris Davis (AERA-J Webmaster) has been named Director of Assessment for Baker College where he previously served as Director of Effective Teaching and Learning.

At Ohio University, Peter Mather has joined the Higher Education faculty. He was previously at The Carter Center and Emory University. Also, Marc Cutright has been named head of OU's Higher Education Program

Jim Vander Putten (U. of Arkansas-Little Rock) has recently been elected as the inaugural President of the newly-formed Association of Working-Class Academics.

Randall G. Bowden (Ph.D., University of Denver) recently joined the higher education program faculty at the University of North Dakota. Prior to joining UND, Bowden held several positions within higher education including Associate Dean at St. Leo's University in Florida, Assistant Professor of Management at the University of the Incarnate Word, and Dean and Executive Director at Colorado Christian University. The University of North Dakota supports two higher education programs between the Departments of Teaching & Learning and Educational Leadership. Collectively, the university currently maintains six tenure-track, higher education faculty lines, and the College anticipates the establishment of additional, higher education faculty lines in the near future.

Dr. Terrell Strayhorn has accepted a position as Assistant Professor of Higher Education at The University of Tennessee located in Knoxville. Previously, he was a graduate research assistant and instructor at Virginia Tech. He can be reached at strayhorn@utk.edu.

Dr. Bradley Curs (Ph.D. in Economics from the University of Oregon) has joined the higher and continuing education faculty as an assistant professor in the department of educational leadership and policy analysis at the University of Missouri-Columbia.

Books

Faculty Priorities Reconsidered. Edited by KerryAnn O'Meara & R. Eugene Rice.

Faculty Priorities Reconsidered traces the history and examines the impact of the movement to redefine scholarship launched by the 1990 landmark Carnegie report, *Scholarship Reconsidered: Priorities of the Professoriate*. In *Faculty Priorities Reconsidered* the leading pioneers of the movement reflect on their own work with campuses nationwide and examine concrete issues involved in introducing new perspectives on the different forms of scholarship. The book contains campus studies of nine very diverse institutions—Madonna, Albany State, South Dakota State, Kansas State, Portland State, and Arizona State universities, Franklin College the University of Phoenix and the University of Colorado School of Medicine. Each of these chapters tells a unique story of integrating a broader definition of scholarship into academic cultures and reward systems. Finally, the book contains chapters that report the findings from a national study of Chief Academic officers on reform in faculty roles and rewards along these lines, provides principles of best practice for integrating a broader definition of scholarship into reward systems and looks to the future of faculty scholarship, roles and rewards.

Sorcinelli, M. D., Austin, A. E., Eddy, P. L., & Beach, A. L. ***Creating the Future of Faculty Development: Learning from the Past, Understanding the Present***. (2006). Bolton, MA: Anker Publishing Co. ISBN 1-882982-87-8

Dan W. Butin, Assistant Professor of Education at Gettysburg College, published two books, for both of which he was editor. The first was ***Teaching Social Foundations of Education: Contexts, Theories, and Issues*** (Lawrence Erlbaum Associates, 2005). The book explored theoretical and pragmatic issues of teaching foundations-type courses within teacher education. The second book was ***Service-Learning in Higher Education: Critical issues and Directions*** (Palgrave, 2005). The book brought together a wide range of scholars on the theoretical issues of service-learning (such as student resistance, student voice, and institutionalization) as well as exemplary models within higher education. More information about both books can be found at www.gettysburg.edu/~dbutin.

General

National Resource Center for The First-Year Experience and Students in Transition
Announces Recipient of Inaugural Paul P. Fidler Research Grant

Oct. 4, 2005. Columbia, SC – Today the National Resource Center for The First-Year Experience and Students in Transition announced Dr. Christine Kirk-Kuwaye, of the University of Hawaii at Manoa, as the recipient of its inaugural Paul P. Fidler Research Grant. The grant, designed to encourage and enable scholarly research on issues related to college student transitions, includes a financial stipend and travel to two national conferences. The abstract from Dr. Kirk-Kuwaye's winning proposal appear below.

First-Semester Patterns of Student Engagement:

Lateral and Community College Transfer Students at a Four-Year Institution

Transfer students are a growing population for 4-year institutions and are even the majority on many campuses. While much research and transition practices, such as transfer orientation, have been done at 4-year institutions, the focus has been on the 2- to 4-year institution or community college transfers, which account for less than half of the transfer students at 4-year institutions. This study, using a qualitative research design, will examine lateral transfer students, those students who transfer from one 4-year institution to another. Patterns of engagement in the campus community will be examined and compared to those of community college transfer students. The study results will inform current orientation practice and may test current student development theory.

The National Resource Center would like to thank each of the 60+ applicants who submitted proposals for the Fidler Grant, and would like to acknowledge four outstanding proposals that were selected as finalists:

- Melissa Ousley of the University of Arizona, for her study entitled Millennials and Diversity: Unraveling the Tapestry
- Jason Johnson & Jeffrey Grigg of the University of Wisconsin, Madison for their study entitled Student Self-Representation in Web-Based Social Networks: University Freshmen and thefacebook.com
- Joel V. McGee of Texas A&M University, for his study entitled A Mixed Methods Approach to Understanding Factors which Influence Academic Help-Seeking Among Freshmen and Transfer Students
- Patrick C. Burns of Valdosta State University, for his study entitled Closing the Gap: Expectations, Importance, and Satisfaction in Academic Advising

Preparation for the 2006-07 Paul P. Fidler Research Grant

The Paul P. Fidler Research Grant will be offered again next year. The timeline, guidelines, criteria, and application will be similar to those used for this year's grant. Full details regarding the 2006-07 Paul P. Fidler Research Grant will be made available at <http://www.sc.edu/fye/research/grant/index.html> and on the FYE-List (www.sc.edu/fye/listservs) this spring.

For more information on this year's (2005-06) grant, please visit <http://www.sc.edu/fye/research/grant/year/2005.html>

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Next issue will be in January. Please send all submissions to Greg Dubrow, at dubrowg@berkeley.edu. Essays, announcements, pictures...the choice is yours. See you in Philadelphia for ASHE!



photograph by greg dubrow