

Vice President's Message For Your Information -- Linda Serra Hagedorn

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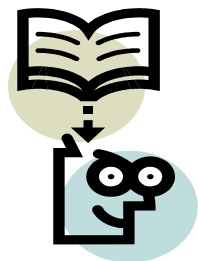
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Editor: Greg Dubrow,
University of California,
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Summertime.....And the Living is Easy (?)

Summer is here. Spring semester is over, students' final projects have been graded, and final grades have been submitted. Graduation 2005 is now a recent memory. Hurray!! It is really summer and now just as the Gershwin song predicted, the living will be easy. Or will it?

As far back as I can remember I have looked forward to summer with excitement. Of course in youth, summer means warmer weather, vacation from school, and summer sports. In adulthood, summer has different connotations. However, I still feel an excitement about the coming of the season. But what does summer really mean for the professoriate?

While the picture is different for my colleagues with 12 month appointments, I asked several colleagues on 9 month appointments what summer means and what they intended to do during summer 2005. It soon became evident that there are two kinds of professors – the ones that look to summer to catch up, and those that look to summer to calm down.

I must add that the "catch-ups" far outnumber the "calm-downs." Some

quotes from the "catch-ups" include:

- ✓ I am going to read the journals that I have received all year and haven't had a chance to read.
- ✓ I am going to finish that manuscript.
- ✓ I am going to write a grant proposal
- ✓ I am going to write a book proposal
- ✓ I am going to get my promotion dossier in order



It appears that the "catch-ups" are eagerly looking to summer to FINALLY do what they wanted but couldn't do through the other three seasons. Without missing a beat, most of the "catch-ups" responded to my query about summertime plans with a smile and with obvious anticipation of the season.

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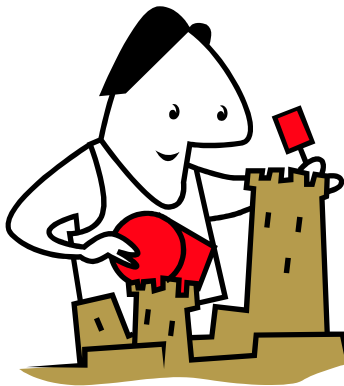
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My second question was “and what did you do last summer?” The responses unfortunately became predictable in that most of the eager summer “catch-ups” lost the smile and detailed a story that included last year’s good intentions followed by reasons why the summer passed without “catching-up” to the degree planned. A few more quotes:

- ✓ Last year my mother was ill and I just couldn’t.....
- ✓ My kids made lots of plans and I was the taxi-driver
- ✓ I was exhausted and just couldn’t get it together
- ✓ The hurricanes happened and that was the end of my plans

Of course not all of the “catch-ups” reported negative past results. Some folks really did catch up and start the next academic year with that proposal written or current with respect to their professional reading lists. But for mostsummer passed much too quickly sans a high level of productivity.

And what about those “calm-downs”? As I earlier indicated, the “calm-downs” were fewer in number but tended to be more adamant in their response.



One colleague actually raised his voice in answer to my question as he bellowed “NOTHING..... I intend to do NOTHING this summer”. A few more quotes:

- ✓ I am touring Europe
- ✓ Catching up on my sleep
- ✓ Be with my kids 100%
- ✓ Try new recipes
- ✓ Read best sellers

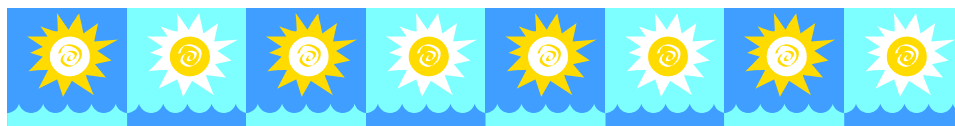
I asked the “calm downs” if last summer was as calming as they hoped this summer would be. For most, it wasn’t. A few more germane quotes:

- ✓
- ✓ It was going well until my son came down with pneumonia
- ✓ How could anyone rest during those hurricanes?
- ✓ No, I found myself filling my time with things to do around the house
- ✓ Actually, I worked on a research project.

It appeared that for most, regardless of status as a “calm-down” or a “catch-up”, summers past were not easy and it is likely that summer present may not be easy either. Yet, as professors we still do look forward to summer and anticipate that it will be better than the rest of the year. I think that many of us in the professoriate have never shed our “student skins” and still see the advent of summer as the end of the school year and the beginning of a different type of living. Regardless of what the calendar may dictate, our year really ends in May and begins anew in September. Summer is a respite of the calendar and exists in a separate type of time.

As Division vice-president, I must remind you that AERA proposals will be due **August 1, 2005—at 11:59 p.m. (Pacific Time)**. So regardless of your status as either a “catch-up” or a “calm-down”, I bet you will be busy writing that proposal during Summertime 2005.

Happy Summer!



2005 AERA Division J Awards

Elizabeth Creamer, Virginia Tech

Two winners for the 2005 AERA Division J Outstanding Publication Awards were announced on April 13, 2005 at the annual Division J Business Meeting at AERA national conference in Montreal, Canada. These were to *Dr. Elizabeth J. Allan*, Assistant Professor of Educational Leadership and Higher Education at the University of Maine and *Dr. Brian Pusser*, Assistant Professor in the Center for the Study of Higher Education at the University of Virginia Curry School of Education.

Elizabeth Allan won the award for her journal article, “Constructing Women’s Status: Policy Discourses of University Women’s Commissions,” appearing in spring 2003 in the *Harvard Educational Review*. Colleagues submitting nominations noted key ways that the research presented in the article departed from traditional models and revised knowledge in a significant way, key criteria for receipt of this award. Dr. Patti Lather of Ohio State and Dr. Mary Anne Sagaria of the University Denver, offered this comment in their appraisal of the publication: “Allan’s investigation departs from traditional models of policy analysis by approaching social policies as discursive and/or textual interventions that produce effects within formal organizations ... [Her] use of policy discourse analysis provides new ways of thinking about policy studies in higher education.”

Brian Pusser won the award for his journal article, “Beyond Baldrige: Extending the Political Model of Higher Education Organization and Governance” that appeared in the March 2003 of the journal, *Educational Policy*. Dr. John Levin, Joseph D. Moore Distinguished Chair in Higher Education at North Carolina State University called Pusser’s article “a remarkable achievement.” He highlighted the contribution of the article when he wrote, “[the article] makes a remarkable contribution to the higher education literature [because] it is a work that moved our understanding of organizational decision-making to another level, moving us out of the thirty years of organizational models.”

2006 AERA Division J Research Awards
(Outstanding Publication and Outstanding Research Award)

Graduate Student Report

Tricia Gallant, University of San Diego

Hugo A. Garcia, University of Southern California

Building your Professional Portfolio at AERA 2006
Phase I: Submit, Review, & Chair

Okay. I know that AERA 2005 just finished a few weeks ago. And, I know that you are immersed in thinking about the work and assignments that you have due tomorrow, next week, or even next month. But, I am going to ask you to think about what you might be doing a year from now. Over the next 10 months, in fact, I’m going to ask you to think about how you can use AERA 2006 to build your professional portfolio.

“Submit, Review and Chair” is the first article in the “Building Your Professional Portfolio at AERA 2006” series which will be seen in the next three editions of the PEN. Planning to attend AERA 2006 in San Francisco and starting to save your pennies to pay for the flight and hotel, is indeed a very good first step. But for those of you in doctoral programs, I think that you should be doing a little bit more. And, you need to be thinking about these things now.

Submitting

August 1st, 2005 will be the deadline for submitting proposals for the 2006 conference. If you start thinking (and writing) now, you might have a good chance to submit a proposal. In fact, if you can, think about playing the odds; submitting more than one proposal will increase your chances that one will get accepted. What should you write about? Think about organizing a symposium on a topic that is of interest to you. Invite scholars who write on this topic to be in your organized symposium. You do not even have to be the center of attention in this type of session, but you still are credited for putting it together. Think about submitting a proposal for some research or scholarly writing you have done in your graduate program. It is only four pages. Go for it!

It is important to secure some help from your advisor or your committee. Talk to them about some of your ideas. Write some drafts and show them to your

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2005 AERA Division J Awards (continued from previous page)

Dr. Deborah Bragg, Professor, Higher Education & Community College Leadership at the University of Illinois-Urbana-Champaign, will be assuming the role of the Chair of the Division J Research Awards Committee for 2006-2009. Look for a call for the 2006 awards to appear shortly in the PEN and accessible on-line, year-round, on the Division J web site.

AERA Division J Research Awards have only been around for a few years. The wording in the call for nominations continues to be refined. Wording was added to the new call for nominations for the Outstanding Research Award to distinguish it from a career award. We encourage you to consider nominating worthy colleagues for these awards.

Graduate Student Report (continued from previous page)

advisor(s). In fact, show them to as many people as you can. Writing proposals is difficult; it is a skill that takes practice. But, if you are heading to an academic career, you might as well start working on that skill now! I only started submitting proposals two years ago. I submitted two to AERA 2004, and one was accepted. I submitted three to ASHE 2005, and two were accepted. The concept of the proposal matters just as much as the quality of the writing. So, think about it, talk about it, but do it! At the very least, you can become accustomed to rejection which, in the publication world, happens more often than you would like.

Reviewing

The other thing that you can do is to volunteer to be a Reviewer of the 2006 conference proposals. You should do this for two reasons. First, it is part of serving your professional community. The conference could never happen without the hundreds (thousands?) of people that volunteer in various capacities. We particularly could not have any of the sessions we do without the people who volunteer to read and evaluate the submitted proposals; the quality and quantity would both be affected. Second, reviewing proposals improves your own proposal writing ability. The speed and ease of proposal writing greatly improved for me after reviewing for both AERA and ASHE. I cannot emphasize this enough. And it only takes about 30-45 minutes per proposal.

Please think about volunteering as a Reviewer for AERA 2006. If you decide to do this, please pay attention to the professional etiquette of reviewing. First, only volunteer to review in an area with which you have substantial knowledge. Division J has five subsections: Students; Faculty, Curriculum, and Research; Teaching, Learning, Assessment, and Evaluation; Governance, Management, Policy, and Politics; and, Society, Culture, and Change. Second, only volunteer to review as many proposals as you will be able to complete. I would say for your first time, offer to review two. You can increase your load after that if you found it relatively easy. At most though, you should not volunteer to review more than 5 proposals. Third, if you've never assessed academic writing before (e.g., as a teacher or teaching assistant), ask for some assistance from a faculty member who you believe gives great feedback on papers. The feedback given to the authors should be detailed and substantial. The review process is as much a learning process as it is an evaluative process. Think about what kind of feedback you would like on your papers, especially those that are rejected.

Chairing

There are two volunteer positions for each session at AERA conferences. The first is the Discussant and the other is the Chair. Discussants read each of the 4-5 papers for the session and offer constructive feedback to the authors, as well as present to the audience a framework for linking the underlying ideas of the papers.

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Graduate Student Report (continued from previous page)

Discussants are generally faculty with years of experience in presenting conference papers and writing journal publications. Doctoral students are normally not qualified to act in the role of Discussant.

The Chair is the person “in charge” of the session. Before the conference, he/she ensures that the session presenters know the deadline for submitting their papers to the discussant. At the conference, the Chair introduces the session, keeps the presenters (and discussant) on time, facilitates the question and answer period, and ends the session on time. Although this is not a technically difficult position, it can sometimes be challenging for the doctoral student who finds him/her self having to shut down their research idol who is going over his/her time limit! Regardless, it is a rewarding experience in many ways and I strongly encourage doctoral students to volunteer as Chairs for AERA 2006.

Submitting, Reviewing, and Chairing

Okay. So what that you've got other things to do between now and August 1st! Add to your list three things: 1) submit 1-2 proposals to AERA 2006; 2) volunteer to review 2 proposals for AERA 2006; and, 3) sign up to Chair 1-2 sessions at AERA 2006. You've got until August 1st to do these things, and you can start doing them after June 1st at <http://www.aera.net/annualmeeting/?id=695>

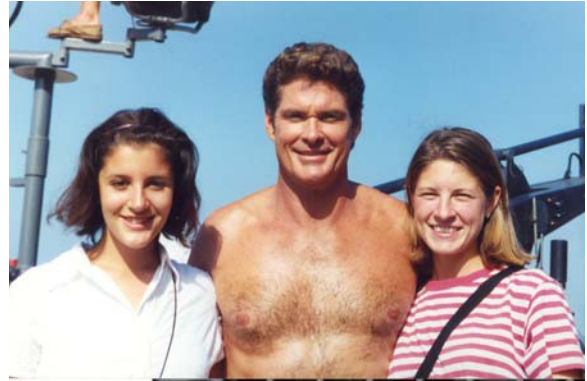
Trust me. This will help you build a strong and impressive professional portfolio and it's never too early to begin.

Scenes from AERA 2005

Panel: The SSHRC Transformation Process: Canadian Investment in Human Science Research and Scholarship
L -> R Ken Leithwood (OISE/University of Toronto), Suzanne Crosta (CFHSS), Sylvie Paquette (SSHRC), Virginia Stead (OISE/University of Toronto), Martha Crago (McGill).

Scenes from Past Lives

None of us were born into our roles as graduate students, professors, researchers and such. Sure, for some the path was fairly straightforward and went right from undergrad to grad school to work. But some people have made stops along the way, and have had brushes with greatness. Aimee Terosky (recent Ed.D. grad from Teacher's College, Columbia University) has had such a brush. Years back, while auditioning (**) for *Baywatch* she met David Hasselhoff, who unwittingly has played a role in the world of higher education study thanks to the Hasselhoffian Theory. In this shot, David and Aimee (she's on the right) lay the groundwork for the theory.



** It is possible that the editor fabricated the part about the audition.

The Top 10 (plus) Things You'll Never Hear at AERA

To prove that there's no lack of wit among us, here's a list of things you'd like to but probably won't ever hear at an AERA meeting. If you don't see your submissions here, don't worry, this is just the start. More to come next issue (if you have more suggestions, send them to me at dubrowg@berkeley.edu)

From Bob Birnbaum:

- This is a topic on which no further research need be done.
- After spending 30 years working on this question, I've decided it's a complete waste of time.
- I have read the previous work of others in the field, and I have no idea what they are talking about.
- (From a qualitative researcher): This is a question that can only be resolved by quantitative research.
- (From a quantitative researcher): This is a question that can only be resolved by qualitative research.
- Although the difference is significant at the .001 level of confidence, I haven't the foggiest notion of what this might mean.

From Virginia Stead:

- What a good idea to hold our conference at so many different hotels so that we could all get enough exercise between sessions.

From James Bess:

- Your academic credibility will be enhanced if you perform your discussant role in short pants.



ASHE Monograph Series

Planning for Fall Courses?

The ASHE monograph series (formerly known as the ASHE-ERIC Monograph Series) is now under the editorship of Kelly Ward and Lisa Wolf-Wendel. The series has recently published four new issues on the topics of diversity, grade inflation, athletics and institutional culture. In addition, the series includes a large number of monographs on a wide array of topics. As you prepare for fall classes be sure to keep in mind the ASHE Monograph series as supplementary course texts. The monographs are a synthesis and analysis of literature in particular areas and can be great resources for students. The monographs tackle pertinent higher education issues and are great as references. Here are just a few examples of how to use recently published monographs in courses:



College Teaching

- *Beyond Grade Inflation: Grading Problems in Higher Education.* ASHE Higher Education Report, Vol. 30, No. 6 - Shouping Hu

College Students

- *Retaining Minority Students in Higher Education: A Framework for Success.* ASHE Higher Education Report Volume 30, Number 2 - Watson Scott Swail, Kenneth E. Redd, Laura W. Perna
- *Identity Development of Diverse Populations: Implications for Teaching and Administration in Higher Education.* ASHE Higher Education Report Volume 29, Number 6 - Vasti Torres, Mary F. Howard-Hamilton, Diane L. Cooper
- *The Challenge of Diversity: Involvement or Alienation in the Academy?* ASHE Higher Education Report, Vol. 31, No. 1 by Daryl G. Smith, Lisa E. Wolf-Wendel

Higher Education Organization and Governance

- *Governance in the Twenty-First-Century University: Approaches to Effective Leadership and Strategic Management.* ASHE Higher Education Report Volume 30, Number 1 - Dennis John Gayle, Bhoendradatt Tewarie, A. Quinton White, Jr.

Sports Management in Higher Education

- *Who Calls the Shots? Sports and University Leadership, Culture, and Decision Making.* ASHE Higher Education Report, Vol. 30, No. 5 – Suzanne E. Estler, Laurie Nelson

Visit Jossey Bass online

(<http://www.josseybass.com/WileyCDA/WileyTitle/productCd-AEHE.html>) for more titles, downloadable tables of content, and excerpts from monographs.

For more information about the series and about becoming an author contact editors Kelly Ward (kaward@wsu.edu) or Lisa Wolf (lwolf@ku.edu).



General Announcements

Laura Perna will be an associate Professor in the Higher Education program at the University of Pennsylvania. The program is in the Policy, Management, and Evaluation Division of Penn's Graduate School of Education.

Henrietta Williams Pichon will join the Department of Educational Leadership at Rowan University as an assistant professor.

Barbara J. Johnson has been promoted to Associate Professor in the College of Education and Human Development at the University of New Orleans.

Louisiana State University welcomes Roland Mitchell and Susan Gardner to the Higher Education faculty. Becky Ropers-Huilman reports that the program and department faculty are delighted to have such wonderful new scholars among their ranks.

David Weerts has joined faculty of the Educational Leadership department of the College of Education at Florida Atlantic University.

AERA has implemented a new system to support the AERA and Divisional web sites. If you have any feedback or suggestions for additional items to be included in the AEAR-J web site, please let Chris Davis (chris.davis@baker.edu) know.

Publication News

Gerada, B., & Stead, V. (2005). Mentorship: The Quintessential Gift. In A. Rupp (Ed.), *Moderne Konzepte in der betrieblichen und universitären Aus-und Weiterbildung*. Festschrift für Hans Gerhard Klinzing. Tübingen, Germany: dgvt-Verlag.

Next issue will be in September. Please send all submissions to Greg Dubrow, at dubrowg@berkeley.edu. Essays, announcements, top 10 list suggestions...the choice is yours. Happy summer!

