



American Educational Research Association

GRADUATE STUDENT COUNCIL

Fall 2005 Newsletter

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University of California
Santa Barbara
2005-2006 Editor

Tricia Bertram Gallant
University of San Diego
Guest Editor

Newsletter Editors

Welcome to the Fall 2005 edition of the AERA Graduate Student Council Newsletter. The theme of this newsletter is "How to Prepare for Professional Life While in Graduate School." Each of the division representatives have offered you're their prescription for a healthy and happy professional life. They talk about the importance of building a professional portfolio, participating actively in your field, increasing awareness of self on a personal and professional level, and keeping the end goal in mind. As I am nearing the end of my own doctoral career there are only two things that I wish I had done earlier on. First, I wish that I had joined AERA and other professional associations earlier to broaden my perspective outside my institutional bubble. Second, I wish that I had started working on presenting and publishing earlier to expand my CV. Doing both of these things during the first year of my program would have smoothed some paths that have otherwise been somewhat rocky. But, I have no regrets. I believe that we can learn better from things that did not go right, rather than the things that did. So, in closing, I would like to share one piece of advice that I have surmised from the articles written here by my colleagues: make the time to become more aware of yourself and your passions as you engage in this wonderful journey toward becoming a confident and accomplished professional. My best wishes for your journey.

- Tricia Bertram Gallant, Guest Editor

My name is Ingrid Salamanca and I am the new junior editor. I am a fourth year doctoral student in the Special Education Disabilities and

At-Risk Studies in the University of California Santa Barbara. Prior to pursuing my graduate work, I worked as an elementary resource specialist. My interests are in bilingual special education and teacher professional development. I hope you enjoyed your summer. Best of luck to you all in the upcoming academic year!

Diane Jass Ketelhut
Harvard University
2005-2006 GSC Chair

Hi! I hope you all enjoyed your summer. After two years as a Division C representative to the Graduate Student Council of AERA, I had the opportunity to serve first as Chair-Elect and now as Chair of the Council. As you read through this newsletter, you will meet all of the wonderful people I am privileged to work with in this role. Our mission is to make AERA as useful and friendly as possible for graduate students. So, if you have any suggestions or ideas, please don't hesitate to volunteer them to one of us. You'll find our contact information on the AERA website's graduate student page, <http://www.aera.net>, and in this newsletter.

The theme of this newsletter is "how to prepare for professional life while in graduate school." This is a very relevant topic for me as I hope to graduate in June (please everyone keep fingers crossed for me, okay??!), and so I have thought a lot about the choices I have made throughout my doctoral program. From my experiences, and talking to friends, I would suggest the following as good ways to prepare for life after graduation (yes, there is life after school, or so I have been told!).

1. **Teach**—whether this is an undergrad course or a teaching assistantship, put into practice all you are learning.
2. **Research**—start out by joining a research team. Even if the research isn't in your main field of interest, you will learn lots by being involved.

3. **Present**—submit a proposal to a student-run conference, AERA or a conference focused on your research interests. The best way to meet your soon-to-be peers is at conferences, talking about your work.
4. **Publish**—if you are thinking of an academic career, this is a crucial piece.
5. **Start small**—if you are unsure of how to present or publish, offer to be a reviewer for a conference or a journal. Many journals, including the AERA-sponsored ones, have processes set up to help students learn how to be good reviewers.
6. **Get involved**—start networking at conferences—I'm amazed at how quickly faces become familiar.

While the above list may seem daunting, start small. As you discover where your interests lie, you can then concentrate your time more heavily in one spot or another. Remember, our doctoral program is a time to learn not just about our fields of study, but also about the various career paths that we can take upon graduation. I entered my program after years of teaching high school science. I planned on becoming a teacher educator; research was not of interest to me. Luckily, I accepted a position as a research assistant my second year and fell in love with the work. While I still plan on teaching, I hope to first and foremost become an educational researcher. Had I not been open to that opportunity, I would have missed the chance to discover something about myself. Good luck with the remainder of the fall semester. I would love to hear from you if you have questions, feedback, or new ideas! My e-mail is:

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Hugo A. Garcia

University of Southern California
2005-2006 GSC Chair-Elect

Hello and welcome to the Graduate Student Council (GSC) Fall 2005 Newsletter! I am a graduate student at the University of Southern California's (USC) Rossier School of Education and the Chair-Elect of the GSC. As a former community college student, my research interests include the retention and transfer of community college students, minority student retention, and student involvement. As current graduate students, we

are so inundated in our scholarly work that it is often difficult to think about our future professional careers. I do, however, have a few suggestions to help ensure a successful transition from graduate school to a professional academic life.

First, conduct research as often as possible. It does not really matter if one leans towards qualitative, quantitative, or even mixed methods. What is important is that we are capable researchers when we graduate. As researchers, it is important to develop an academic identity. Do you want to be known as a community college researcher, an organizational theory person, a higher education leadership theorist, or something else? Many well-known faculty members have their own academic identities. My academic identity is community college research. That is where my passion is and what I want to be known for. Regardless of what kind of research you do or what kind of academic identity you want to have, conducting research as much as possible will enable you to have an easier time adjusting to a professional career.

Second, publish as much as possible if your goal is to become a faculty member of a research intensive or extensive institution. Even if you're a second, third, or last author on a paper, the fact that you have published is very important. At some institutions, it is more important to research and publish than it is to teach. Publish or perish! Learning how to write and submit proposals will be essential.

Third, develop the habits of an academic. I recently had a conversation with a faculty member on this very topic. Faculty members are expected to research, publish, and teach at most universities, and at times it can be very difficult for new faculty to adjust to. Learning how to balance writing, research, and teaching before you enter a life in academia will be crucial. Take advantage of teaching assistantships. This will enable you to get some valuable teaching experience before you graduate.



Finally, attend and get involved in professional associations like our very own AERA. As student members of AERA, you are able and encouraged to review and submit proposals. Reviewing is important as it will enable you to see how proposals are formatted and written. You will see first hand what a good or a poorly written proposal looks like. This in turn will enable you to submit well-written proposals that have a better chance of being accepted. Furthermore, consider attending the Graduate Student Seminar conducted by the division that best reflects your research interest. Senior faculty from a variety of institutions are there to support you and assist you. I hope these suggestions will help you in your transition from graduate school to a professional career. Good luck! If you want to contact me, my email is hagarcia@usc.edu

Cheryl Simpson
University of Michigan
Past Chair

I hope you enjoyed a relaxing, yet productive summer. I was fortunate enough this summer to work for the University of Michigan's Rackham Graduate School, as well as maintain my role as a research assistant for UM's Medical Education Department. I also kept myself busy working on conference proposals and several studies in which I am involved. Although it may not sound like I had much of a break from the busy school year, I was able to enjoy some time in the sun with family and friends.

As I enter into my fifth year in the higher education doctoral program here at UM and prepare my dissertation proposal, I remain very aware of the importance of formal, and informal, interactions with faculty, administrators, and fellow graduate students. We are all sized-up to one extent or another when we interact with others, and how we present ourselves and the level of maturity we demonstrate can certainly leave a lasting impression. I believe it is critical to keep in mind that those individuals we interact with while we are in graduate school can end up being important and influential figures in our post-graduate, professional lives.

In addition, I believe it is important to recognize early on that forming lasting relationships and working with faculty and fellow graduate students can lead to lifelong research partnerships and lifelong friendships. Having

individuals that you trust and work well with can be the key to your professional success as a researcher. And, with modern technological advances, completing research with someone you know that is now at another institution can be a relatively easy and enjoyable process.



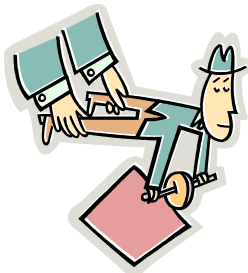
Lastly, service duties may not be at **the top of your list**, but I do believe they play an important role in our professional lives, both within graduate school and beyond. Being on a committee like the AERA Graduate Student Council has provided me with opportunities to make lasting relationships, meet esteemed colleagues from my field, and discuss research interests with fellow graduate students and faculty from various institutions from around the globe. More importantly, it has allowed me the opportunity to contribute to the success and growth of the Graduate Student Council, something I have very much enjoyed being a part of. I do hope you will consider getting involved as well. Volunteering one's time is not just good for the soul—it can also be very good for one's career.

Auntaneshia Garry
King's College London
2005-2006 Secretary Historian

I am a PhD candidate at King's College London (UK), which is a collaborator of the Center for Informal Learning & Schools, at NSF Project. My research investigates the attitudes toward science of secondary Black Caribbean male pupils in relation to scientific careers utilizing a socio-political perspective. Prior to starting my PhD studies in 2004, I acted as the past Director of Education of COSI Toledo Science Center (US), and have worked in the science center and museum field for 7 years. I have served as Principal Investigator for a National Science Foundation After-School program, and Project Director for a Howard Hughes Medical Institute youth science initiative serving under-served and disadvantaged populations. I hold an MA degree in Counseling Psychology with a focus on disadvantaged youth

and a BS degree in biology with minors in Chemistry and Psychology.

As a first year participant to the AERA Conference 2005, I had a goal of fully embracing my educational research community by becoming involved in a significant way. I consider my election to the GSC as a step in the right direction. I am no stranger to the world of professionalism and I take every opportunity in my graduate student experience to become involved and sharpen my well-established leadership skills.



When asked about advice for graduate students on their transition from student to professional career, three P's came to mind— *Passion, Parameters, Participate*. Passion is what keeps us motivated to continue the work we are

undergoing as graduate students. It is what helps us acquire the ideal and fulfilling career towards which we are striving. Reflect on the things that motivated you to begin your academic journey and use those positive thoughts and experiences as the fuel that keeps you going. My inner-city upbringing and the impact I have had working with underserved youth in schools and science centers are the things I reflect on when times are tough. These are the driving forces of my research, and the areas I hope to impact as a future Ph.D.

Secondly, think beyond the *parameters* of working at a College/University. When thinking of the work you may undertake after graduate school, think outside the box. Working at a college or university is not the only place we should be considering. As a science education researcher, I am keeping my eyes open in a number of areas including: Science Centers/Museums, State Departments of Education, Foundations, and non-government education agencies/corporations.

Lastly, actively *participate* in professional organizations that support your research interests, submit papers/proposals to present at conferences, and remember to network. The AERA conference, like many other professional associations, is a place full of like-minded people. After attending sessions, introduce yourself to the presenter(s), obtain a business card or distribute your own, and always follow-up. You will be amazed at how even the seemingly 'famous researcher' will

respond back and potentially take an interest in the work you are doing.

Ann Tiao

Penn Graduate School of Education 2005-2006 Web Secretary

Welcome back everyone! I hope that you had a wonderful summer. It's been a busy one for me as I finish collecting data for my dissertation and enter the final writing phase in my fifth (and hopefully, last) year as a doctoral student. As the Graduate Assistantship Coordinator for the Penn Higher Education program, I place our full-time masters students in assistantships and teach their professional development class. Creating and instructing this class has forced me to think more actively about my own professional development. The following is a list of suggestions that have come my way from faculty, colleagues, or research:

1. **Know yourself** – Make sure you understand your own limits, goals, desires, etc. Not just what everyone expects of you, but what you want to do and accomplish.
2. **Know the institution** – Both your current institution and the one where you eventually want to work. Your current institution may be a great place for gathering information. Websites, professionals who specialize in career counseling and placement, listserves, and your own advisor/committee/friends are great sources for professional development. It is also useful to know as much as you can about the institution where you apply for a job. Does it have a mission/vision you can support? Are your potential future colleagues what you expected? What is the institutional/school/departmental culture and can you live with it?
3. **Don't wait** – It's never too early to look toward the future. Keep an eye out for positions you would like so that you can begin to prepare your CV. It's easier to keep up with a CV instead of looking back at 4, 5, or more years to remember what you did. Also, you don't want to try and navigate the job market for the very first time when you are cramming for your final defense, exams, etc.
4. **Use all available resources** – Make sure you lean on all the support avenues open to you. That can include friends, faculty, administrators, career professionals, etc.

Everyone has an opinion about where you should go, what you need to do to prepare, how your CV should look, etc. And when you are completely overwhelmed with all the advice, make sure you remember suggestion #1 – know yourself.

Hopefully, some of these ideas are useful to you. We are looking to bring to you a website that is informative and user-friendly. If you have any suggestions on improvements you would like to see (such as including a section for professional development ☺), please feel free to email me anytime at atiao@gse.upenn.edu. Best of luck on the upcoming academic year.

Jennifer Lynn Steele
Harvard University
2005-2006 Program Chair

Hi fellow graduate students! I'm Jennifer Steele, the GSC Program Chair for 2005-2006. In this role, I represent graduate students on the Program Committee, which coordinates proposal reviews, creates conference sessions, and selects speakers for the DeWitt-Wallace and AERA Distinguished Lectures. I'm a third-year doctoral student in education policy at the Harvard Graduate School of Education, where I study urban school reform and school administrators' career paths. Before I came to HGSE, I taught high school English in California and elementary school outside Washington, DC. You can reach me at steeleje@gse.harvard.edu.

Keeping the End in Mind. As a doctoral student, I've encountered a tension between maintaining a laser-like focus on degree progress and exploring tangential opportunities that might enrich my learning but slow down the pursuit of my degree. I've also noticed a philosophical continuum in how people think about this tension. On one end of the spectrum are those who see student life as time to grow by exploring a wide range of intellectual pursuits, while at the other end are those who see graduate school as a set of hurdles to be surmounted quickly on the way to post-graduate aspirations. As with any pair of extremes, the best path for most of us is probably middle-of-the-road moderation that includes carving out time for our own research while keeping an eye out for not-to-be-missed opportunities along the way. However, deciding which opportunities are not-to-be-missed may be easier said than done. First, as graduate students, it

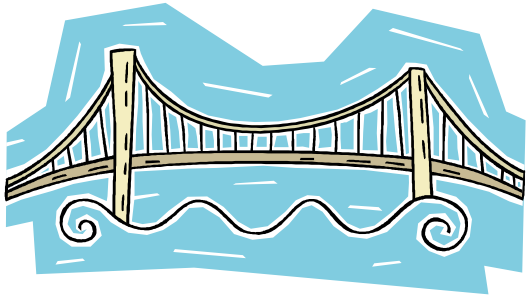
can be difficult to say no to opportunities that help pay the bills. Second, it's tough to turn down opportunities that sound intellectually stimulating or would give us a chance to work with professors or colleagues we admire. Third, who hasn't internalized, at least a little bit, the old adage that "opportunity knocks but once"? Thus, we may fear that each invitation that comes our way will be our last.

How, then, is a dutiful doctoral student to decide what to do, and what *not* to do? What I offer is a commonsense guideline called "keeping the end in mind," with "the end" being our post-graduate professional goals. I see it, loosely, as a litmus test. If the opportunity (be it a teaching or research assistantship, board or committee membership, internship or consulting opportunity, etc.) equips us with skills we'll need in the work we want to do after graduation, then it may be worthwhile, even if it slows our research a bit. If, however, the opportunity is attractive for other reasons but doesn't prepare us for our long-term professional goals, then it's worth thinking long and hard about whether it's the right choice.

I realize "long-term goals" can be **nebulous**, so this guideline leaves room for subjective wrangling. I also realize that some folks may consider this approach too utilitarian for their taste. I offer it not to erase the philosophical continuum about how to spend our time in graduate school, but just to suggest one path in the middle of the road.



Summer 2005 Program Committee News. All Academic, the company that manages the online proposal-submission system for AERA, has made it easier this year to track your proposal submissions and search the online program. One improvement is that you can now use the back-button on your web browser without losing your place in the system and returning to the main menu. Another improvement is that all email messages you receive from AERA about the status of your proposal are archived in the message center, so you can retrieve them any time by logging in to the AERA member site. This is especially helpful if your email account's spam blocker prevents you from receiving bulk emails, or if you delete an AERA message from your email and want to refer to it later.



Another change is that if you are selected to present a paper this year, rather than emailing the paper to your discussant and session chair, you will be required to upload it to the online system at least three weeks prior to the conference. Your discussant and chair will then retrieve it from the system. This way, AERA can keep track of when people submit their papers to discussants. It also gives other interested readers a way to find your paper without having to approach you for an electronic or hard copy. Remember that a discussant who does not receive your paper at least three weeks before the conference is not required to discuss it. For that reason, and out of professional courtesy, please be responsible and upload your finished papers on time. ☺

Wendi Laurence
Portland State University
2005-2006 Community Leader

By way of introduction, I can choose from a diverse array of titles such as mom, teacher, fiber artist or doctoral student. In my doctoral work, I am interested in supporting teachers as they continue to return to teach each year, understanding the creative process of teaching and documenting the learning that takes place when teachers and students engage in experiential education. I am most interested in how we do or might do all of this in community. As part of this introduction I have been asked to suggest one thing graduate students might do enhance their career opportunities. I haven't graduated yet so I can't say for certain, but my past experiences have seen this advice work over and over: get involved—not just at school but out in the community as well. Most of us entered education to make a difference and I have struggled most when I have been lost in the chasm between theory and practice. During my master's work at the University of Denver, two professors, Nick Cutforth and Bruce Uhrmacher, helped influence my thinking and the recent books they have

worked on have recently helped me refine my community, a school district and community partners, and has allowed me to transfer knowledge to understanding and conduct my research in a way that **bridges theory to practice**.

I applied to become community leader because my doctoral work has been supported by a series of Professors that truly live the PSU ideal of "let knowledge serve the city." And I wanted to be able to continue to pass that experience on through a forum where graduate students might have access to a network of information that will help support them in their studies. So please keep me in mind when you hear of opportunities or successful supports for doctoral students and I will try and make that information available through the campus liaison network. My email is wendil@pdx.edu and I look forward to hearing from you.

Division A--Administration

Alex Bowers
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Leslie Bussey
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Your Division A graduate student representatives this year are Alex Bowers and Leslie Bussey. Currently, Alex is starting his third year in the educational administration PhD program at Michigan State University and is interested in how school administrators can use the data available to them in more useful ways to help them predict and enhance instruction for all students in their schools. Leslie is in her second year in the educational leadership and higher education PhD program at Saint Louis University. Her areas of research interest include the social justice impact of school leadership preparation programs as well as the effect of state accountability policy on school leadership practice.

With the fall semester now in full swing, thoughts turn to the future and to our goals of eventually leaving graduate school and landing that first professional position. As with any career, networking is key. Whether you plan on becoming a faculty member, practitioner, researcher or administrator in a school or university setting, or joining private industry, establishing those key contacts within your prospective subfield as early as possible is always beneficial. One way to think

about graduate school is as a “pre-doc”, in which you’re setting yourself up for a productive career post-dissertation. You can do this through taking specialized classes to increase your technical skill as well as to establish a name for yourself in a particular area. Publishing, presenting at conferences, and getting involved in committees and organizations are all great ways to network and get established. Even if time does not permit you to work on a publication, just attending AERA to hear your favorite authors speak can lead to highly beneficial network contacts.

Following are a few specific networking tips for Division A students:

1. **Regularly attend meetings** of local association chapters. Tag on with faculty or organize a group of fellow graduate students to regularly attend meetings. To find a local chapter, check out AASA (American Association of School Administrators), NAESP (National Association of Elementary School Principals), NASSP (National Association of Secondary School Principals), and ASCD (Association for Supervision and Curriculum Development).
2. **Arrive early** and stay late to allow for conversation.
3. Even if you don’t know what your **research topic** will be, plan to have a response—people will ask about it!
4. As you get to know school leaders in your region, consider ways that you (and your research) could be **mutually beneficial** to them and use informal conversations to run ideas by leaders in the field.
5. While in graduate school, be prepared to “work” for little or nothing to **establish your credibility**, build your resume or vitae, and gain invaluable experience.
6. Of course, think ahead of time about how your work with local leaders and districts needs to be structured and implemented so you can **present your results at AERA or UCEA**.



8. **Volunteer** for the Division A 2006-2008 open representative position! Contact us for more information.

Division B—Curriculum Studies

Eva Ritter
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In the spirit of the newsletter theme, preparing for professional life, *What Jobs are Out There, and Who Gets Them* is the topic of this column. But first, let me introduce myself.

I am the Senior Graduate Student Representative for Division B, Curriculum Studies. In my research, I study the college science curriculum and how it relates to the continued underrepresentation of major minority groups. As a Rep, I am involved in the Graduate Student Council where we address graduate students’ concerns, organize events, and participate in [some] AERA business.

- What Jobs are Out There, Who Gets them?*
- Well, I have some good and some bad news. My numbers are based on a 1998 NCES publication (CES 98-252), which is based on a 1993 postsecondary faculty survey. The term “new faculty” means faculty members who have been seven or less years in a full-time faculty position.
- Not all full-time faculty positions require a doctorate. Indeed, only 61% of new faculty have a doctorate, 31% a master’s, and 8% a lesser degree.
 - To get a full-time faculty position, you do NOT have to get employment experience first. 68% of doctorates and 65% of master’s enter a full-time faculty position straight out of graduate school.
 - Tenure-track positions are NOT the only options. In Education, almost a third of new faculty (29%) were employed in non-tenure track positions—I leave it up to you to decide whether this is a good or a bad thing.
 - You have a choice of institutions for which you can work: 30% of the new faculty worked at research institutions, 15% at other doctorate-granting institutions, 23% at comprehensive institutions, 7% at private liberal arts institutions, and 19% at public 2-year institutions.

- As a woman, you will not be alone among new faculty members. In Education, 64% of new faculty members are women.
- News is less encouraging for non-Whites and non-Asian Americans. Of all new faculty, only 5.7% are African American, 3.1% Hispanic, and 0.5% are Native American/Alaskan Native.
- Yet, once you get a job, you might well be satisfied with it: 89% of new faculty would choose an academic career again, and 82% are somewhat or very “satisfied” with their overall job.

Now, all of this is not to suggest that it is easy to get a job. The field, indeed, might be more competitive than ever. However, I do believe that it is important to realize that one faculty position is not like another. As the above statistics suggest, you have choices as to how competitive an environment you want to enter. And thus, my advice to you, start to think about this early and make your choices carefully. Good luck!

Division C—Learning and Instruction

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Stacy DeZutter
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My name is Stacy DeZutter and I am the junior representative to the Graduate Student Council for Division C. I am beginning my third year of doctoral studies in education at Washington University in St. Louis. Before moving to St. Louis, I studied curriculum and instruction at the University of Central Florida. Prior to becoming a full-time graduate student, I was an arts educator and a middle school teacher. I hold a master's degree in Theatre and Performance Studies from the University of Pittsburgh. Currently, I am working on finding a dissertation topic. Broadly stated, my interests are in sociocultural accounts of human development and cognition, and my work so far has explored issues relating to creativity and distributed cognition, children's play and improvisation, and cultural models for teaching.

Division D—Measurement and Methodology

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Emily J. Shaw
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Hi everybody. We are excited to serve as your Division D Graduate Student Representatives this year. Emily Shaw is currently in her third year in the Educational Psychology program at Fordham University. She also works in the College Board's Research & Psychometrics department with the higher education research team. Her research interests include test preparation, self-regulation, and the educational benefits of diversity. Dirk Richter is in the Quantitative Research, Evaluation, and Measurement program at Ohio State. In addition to his studies, he also works for the Teacher Quality Partnership project, which examines the relationship between teacher education, teaching behavior and student learning.



Perhaps some of you will relate to the sentiment that graduation, or the “real world,” feels like a very distant dream--almost like an urban legend. But, as mythical as graduation may seem, the more we prepare for it, the more of a reality it will become. Preparing for professional life after graduate school continues to require us to be extremely resourceful, seeking out relationships, experiences, and opportunities that will help us to achieve our career and personal goals. The value of being resourceful cannot be understated.

The same resourcefulness that helped us get into our respective programs and thrive there will help us find our first jobs after graduate school. The transition can likely be eased by staying connected to others who are also managing their new lives as professionals. Some of the sessions at AERA’s annual conference provide opportunities for developing and maintaining such peer connections. Books can be useful too—an Amazon.com search for “new faculty” brought up over a dozen books that sound applicable and beneficial in aiding those graduate students

choosing an academic career after school. Mentors who have recently undergone the transition can be particularly helpful because the concerns and setbacks they had are still clear to them. And of course, there are the more senior (think “years in the field” and not age) mentors who have a seemingly infinite amount of experience behind them, complete with years of successes and failures, which allow them to see the bigger picture. And, if you find none of this helpful, we’re pretty sure that your pay increase from the role of graduate student to working professional will help to ease the transition quite effectively. Good luck to everyone in all stages of this journey!

Division E–Counseling & Human Development

Seleena Smith
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Greetings! My name is Seleena Smith, and I am the Division E Graduate Student Representative. Currently, I am a second year student in the Counseling Psychology doctoral program at the University of Oklahoma. I received my Bachelor’s degree in Human Development and my Master’s degree in Educational Psychology from Howard University. It is truly an honor to represent and serve the graduate students in my division and within AERA as a whole. This is a new experience for me, and I look forward to learning and growing while I serve the organization in this capacity.

The theme of this newsletter examines how to prepare for professional life while in graduate school. As I thought about my own journey as a student, several things came to mind. First, becoming a member in organizations, such as AERA, is important because it keeps you abreast of the latest research in your areas of interest. In addition, belonging to organizations helps you to network with other graduate students, as well as prominent professionals in your various field. However, it is important not only to be a member of these organizations, but also to be ACTIVE within the organizations. Secondly, it is imperative that you establish relationships with researchers and faculty members who would be willing to be a guide and a mentor. They can provide invaluable advice, support, and insight into our seemingly

never-ending voyage as graduate students. Another tip is to pursue collaborative opportunities for relevant professional experiences with faculty members, professionals in your discipline, and other students. Finding people with similar research interests could provide the opportunity for you to work together on getting published in journals. In addition, I would suggest that as a graduate student you should build your resources by keeping teaching materials and course syllabi to help you in developing your own courses, if that is your professional goal.



By reviewing different syllabi, you can incorporate various aspects of meaningful courses you have taken and create your own course as a professional. The most important tip that I provide is to take care of yourself both mentally and physically. Developing these good habits is essential to preparing for professional life. I could go on and on with the many lessons that I have learned as a graduate student. I look forward to learning even more lessons that will not only help me prepare for a professional career, but those life lessons that will help me navigate through life’s journey. Again, I cannot express how privileged I am to represent Division E, and I look forward to serving the graduate students in AERA. Please feel free to contact me with any suggestions, questions, or even to say hello.

Division F-History and Historiography

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Perzavia Praylow is a history doctoral student at the University of Illinois. Broadly interested in the History of African American education, Perzavia is currently working towards the completion of a dissertation on the history of Black women’s education in the South, 1880-1930. Lori Rhodes is a third year Ph.D. student in the History of Education program at Stanford University. Lori’s primary field of study is 20th century Western American history with a focus on ethnic identity formation within schools and

related social justice issues. The following piece is written by Perzavia.

During the fall semester of my first year of graduate study in History, I discovered the existence of numerous professional organizations devoted to the historical study of education. As one of a few graduate students in my department interested in studying educational processes and experiences through historical research, I yearned to interact with a community of scholars and graduate students who believed in the transformative work of understanding education historically. As a result, I began to attend the annual meetings of the American Educational Research Association and the History of Education Society. Over the last three years, my attendance in both organizations has been invaluable in helping me direct my graduate education towards professional life while also exposing me to key success strategies that any graduate student needs to master during their graduate career in order to make the shift from graduate school training to professional academic.



As a result of my participation in both of these capacities, I am convinced that my participation in professional organizations has been the most important success strategy in my journey toward becoming a professional historian of education. Specifically, my participation in Division F and HES has allowed me to network and build collaborative relationships with faculty and graduate students, which resulted in interactions with faculty and graduate students whose research and intellectual ideas have impacted how I approach my research on the historical study of black women's education in the 20th century south.

Secondly, I have found that the leadership and membership of both Division F and HES have been very responsive toward the important work of providing professional development and leadership opportunities for graduate students. Within Division F, the Fireside Chat and mentoring seminars have consistently served as a forum where graduate students acquired vital information about graduate education and future

careers. In addition, the History of Education Society –following the lead of Division F-- has appointed graduate students to work with organizational leaders in designing more professional development opportunities for students. This year at the annual meeting in Baltimore Oct. 20-23, there is a welcome reception for graduate students, a luncheon for graduate students with past HES presidents, a meeting for graduate students to discuss participation in HES and numerous paper sessions with graduate student chairs. (For more information on the HES meeting refer to http://academics.sru.edu/history_of_ed_quarterly/society.htm)

Finally, throughout my participation in both organizations, I have realized that the annual meetings provide a collegial atmosphere where faculty have been willing to provide invaluable information to graduate students on a number of important topic related to developing and maintaining a professional life –publishing, tenure, starting a family, applying for research grants etc. Also, it is not unusually to find faculty who have agreed to meet for coffee, lunch or dinner with graduate students to continue conversations started at paper sessions, in the hotel lobby, at the registration table or at the business meeting. In closing, participation in professional organizations are important “tools” that, I recommend to graduate students to utilize in preparing for a professional life while in graduate school.

Division G—Social Context of Education

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Greetings! We are looking forward to serving as Division G Co-representatives for 2005-2006. Minda is in her third year of studies in Culture, Literacy and Language at the University of Texas, San Antonio. Her primary research interests include multiple literacies and ELLs in urban schools. She has worked for over ten years in the field of education, beginning her career in inner city Houston schools as a bilingual teacher. She has also taught in an International School in Brazil (Bahia) and at various universities as an ESL instructor for international students. Mark is currently in the PhD program in Education in

Language, Literacy and Culture at Berkeley, working toward an understanding of the semiotic, sociocultural, and pedagogical implications of engaging Japanese university EFL students in the practice of multimedia narrative creation. Mark also has taught Art and Design to inner-city youth in New York, as well as English in Japan at the high school and university levels. Please do not hesitate to contact us as we are very eager to (re)connect with our GSC colleagues and have an interesting, productive second year!

On Preparing Oneself for the Afterlife... How can one minimize the stress of contemplating the *afterlife* (the world of professional academe), and, at the same time, maximize the possibility of having regular hot meals in the future and a non-cardboard-constructed home in which to spend one's declining years? Well, lacking anything terribly profound or original to say in response to this question, we'd like to reprise a bit of advice given by James Paul Gee, a panelist for the Division G fireside chat on this very topic at last year's annual meeting.

"You have to think of yourself as Dr. Jane Doe, Inc." Professor Gee asserted. In sum, his take-away point was that each of us in academia is essentially self-employed, notwithstanding departmental and university affiliations, and we should all bear that ever in mind. The road to graceful retirement in a comfortable nest of one's many laurels can be a rocky one indeed; we inevitably work very hard to obtain jobs, tenure, grants, etc., which may well elude us for myriad reasons beyond our control or ken. So, adopting a professional attitude that assumes 1) knowing and cultivating one's worth; 2) marketing oneself as a potentially valuable asset to any department; and 3) having the confidence to take one's 'show on the road' as needs be may be as important as anything else one can do toward finding *eternal professional bliss*.

Division H—School Evaluation & Program Development

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I am entering my fourth and final (hopefully) year at OISE/UT in Theory and Policy Studies. My thesis work examines the relationship between performance-based accountability

policies and administrative practices in schools. I have been a member of AERA for four years, and find the annual conference a motivating and exciting experience. Division H is especially an interesting group of professionals as it engages policymakers, academics, practitioners, and consultants. The diversity in the divisional membership, coupled with the friendly culture of the group offers a wealth of different perspectives.

Learning from the experts in the field through their writing is one thing. But conversing face to face and finding out about the possibilities and opportunities for graduate students is a world apart. AERA divisions offer the opportunity to interact with professionals and peers who share your interests. In getting involved in the divisions, you get to meet and work with people who can offer advice on the finer points on how to achieve your goals.

As a graduate student, you are in the privileged position to take risks and experiment with learning. If this is your first year, or if you have already started your academic journey, there are always new ways to extend your learning and develop your skills. This fall is a great time to consider some goals. Practically speaking, here are some questions you may want to consider.

1. Have you worked on multiple projects?

Working on more than one project with different principal investigators demonstrates an ability to balance multiple tasks and demands from different kinds of personalities.



2. Have you worked on a grant or scholarship application?

In academia, winning grants are part of the work. As a graduate student, you can start to demonstrate that you have the skills and understanding to successfully apply for funding. Scholarship and fellowship applications are a natural place to start because the competition is directed at graduate students. But you can also ask one of your mentors (supervisor or another professor) for the opportunity to help in completing research grants or project/contract proposals.

3. Have you taught?

Hiring committees want to know that you can teach. If you don't have an official opportunity, you can offer a workshop, guest lecture in a course, or be a teaching assistant in a course.

4. Do you have or will you have a publication by the time you graduate?

Publishing demonstrates that you have the ability to contribute to the field in a recognized and legitimate way. You may consider professional newsletters or journals in addition to academic journals.

These are only a few things to consider, and some goals will take longer than one academic year. The important thing is to keep on trying and stay motivated. If you want to get involved in Division H activities, please feel free to contact me.

Division I—Education in the Profession

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Nancy Sinclair is the senior graduate student representative for Division I, Education in the Professions. Currently enrolled in coursework for a doctorate in Educational Psychology, she works full time as Assessment Program Director for University of New Mexico School of Medicine. She holds degrees in nursing, art, and business, and is married with a 10 year-old son and two German Shepherds.

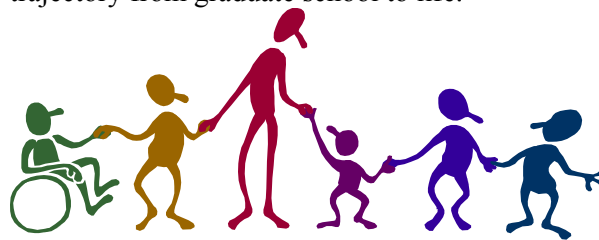
A “Mature Student’s” View of Life after Graduate School.

The ramp to life after graduate school is long because I am what seems to be termed (fondly, I hope) a “mature” student, otherwise known as someone who has accumulated experience and education in a variety of disciplines. My checkered educational, work, and life experiences give me a kaleidoscope of perspectives and languages. This variety contains the potential to bring new eyes, insight and language to deep work within a discipline.

While work and academics form a magnetic core for the graduate student, what makes meaning in life is always more than what we do. Finding ways to integrate experience is essential for nurturing individuation and authorship, for finding one's voice. One of the ways to juice life's experience is by fostering multidisciplinary

collaborations. These exciting conversations promote collaborative problem solving between disciplines and foster the creative potential that exists at the intersection of disciplines.

So, look for the opportunities that exist at the intersection between disciplines and bring the values of your life's experiences to that arena. Cultivate opportunities for conversation with colleagues from other disciplines. Value and encourage diversity in your life and interests. Through this, you may be able to bring new eyes and insights to complex problems while on the trajectory from graduate school to life.



Rachelle Haroldson is the junior graduate student representative for Division I. She is starting the PhD program in Science Education at the University of Minnesota-Twin Cities. She completed her MA in the past 2 years and has been pursuing research in curriculum and program evaluation. When not studying gender issues or multicultural education she likes to travel and snowboard.

Don't Fear Life after Grad School—Prepare for It!

To prepare for life after graduate school, I went right to the source—fellow graduate students. The recurring advice I received was to obtain experience in one's field and explore one's options. When planning for a professional career, students need to know what's out there and how they can apply their knowledge. Although internships and research assistantships are important, there are other avenues to discover the possibilities in one's field. For example, going out to the schools to see how they function. Students can get experience working with teachers and administrators by offering their skills (e.g. evaluation, statistics, psychology, professional development, curriculum) to help districts. Another suggestion is to get involved with legislation. Work with a campus group or local organization to lobby for new policies or policy change. The important part to keep in mind is practical application. This creates a diversity of experiences while developing and narrowing a person's interests.

Division J—Post-Secondary Education

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Tricia Bertram Gallant is the returning representative and a doctoral candidate in the School of Leadership and Education Science at the University of San Diego. She is in the thick of her dissertation entitled “A Critical Interpretive Inquiry into Integrity Culture Creation in Three American Universities” and plans to graduate in May, 2006. Christopher Coogan is our new representative working directly with Division J Vice-President Dr. Linda Hagedorn at the University of Florida. Christopher is a second year doctoral student in the Department of Educational Administration and Policy.

We were asked to write on the theme, “How to Prepare for Professional Life While in Graduate School.” As a higher education graduate student, however, you have the unique opportunity to live your professional life while you are a graduate student. Therefore, we’d like to say, do not prepare for it, **LIVE IT!** What does that mean? We suggest that there are three basic aspects of professional life in which you can engage while a graduate student: 1) specialty work; 2) institutional service; and, 3) field contributions. To provide some examples, we’re going to be very generic (apologies to those who do not fit into our neat and tidy boxes).

Predominantly, higher education graduate students are interested in two main areas: administration or faculty. If your heart lies on the administrative side (e.g., student life, athletics, finances) you should be engaging in that work throughout your doctoral program. Acquire as much diverse and in-depth experience as possible. Alternatively, if your heart lies on the faculty side, than you should be teaching, presenting and publishing. If there are no teaching positions available at your institution, teach at a local college. If you are having difficulties publishing or presenting on your own, pair up with other graduate students or faculty. The point is **live your work** as a graduate student; there is no need to wait.

The second and third aspects are just as important as the first. While you are a graduate student, you should be a professional within your

institution and, more broadly, in your field. This means that you serve on committees in your school, and you participate in associations such as AERA. Within your institution, the student government is a good place to start as they are usually looking for people to serve on university committees. In the field, you can be attending, chairing and presenting at conferences. Check out the [Division J Pen Newsletter](#) for more information. Again, the point is **live your professional life NOW**.

What is the secret behind all of the advice above? It is simple. You need to enliven your social capital, the network of people who share your interests and dreams. No one can do this alone. And remember, if you are so focused on the future, you might miss out on the here and now--- the fabulous experiences and interactions with wonderful people.. So, stop preparing for your professional life and start living it. You’ll be amazed by what can happen.



Division K Teaching & Teacher Education

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We are returning graduate student representatives from Division K. Together, we represent the largest division in AERA, with approximately 4750 members, or about 20% of the total AERA membership.

Anthony Brown is a doctoral candidate in the department of Curriculum & Instruction at the University of Wisconsin-Madison. A former elementary school teacher and school administrator, his research interests include teacher pedagogy, multicultural education, and educational history of African Americans. Anthony is currently in the process of writing his dissertation that examines the social and academic

interactions between African American male teachers and African American male students.

Jonathan is a doctoral candidate in the Department of Teaching and Teacher Education at the University of Arizona. He is a former elementary school teacher and union leader in northern New Mexico. Jonathan currently works as an instructor in the teacher preparation program at the University of Arizona and is in the process of collecting data for his dissertation. His research focuses on the enactment of academic tasks in classroom settings and the extent to which learning for understanding takes place.

As the graduate student representatives for Division K, we spend considerable time working together and talking about issues related to our preparation for professional life. We agree that the relationships that we form in graduate school help ease the transition to professional life. Specifically, we find that relationships with other graduate students outside of our respective universities are useful in shedding light on the hiring process. We discover and discuss job



opportunities, what employers look for in hiring a new graduate, and expectations that we will face as new hires. One way of going about forming such relationships is to take advantage of

opportunities to network and share experiences with colleagues who have similar interests, as well as and those who may bring different talents that may complement our work.

Division L—Educational Policy & Politics

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I hope that this newsletter finds you well this fall semester. An introduction is necessary, as I have only recently been appointed to the Graduate Student Council. My name is William Kyle Ingle. I am a doctoral candidate pursuing a Ph.D. in educational leadership and policy studies at Florida State University. Before coming to Florida State, I studied at the University of Southern Mississippi, earning both my bachelor's and

master's degree. After graduation, I taught social studies, served as department chair, and member of a middle school's leadership team. While at Florida State, I have worked as an instructor, technology trainer, and Electronic Portfolio Administrator for the master's program in educational leadership. I am currently the managing editor of the *Politics of Education Association Bulletin* and research assistant to a team of researchers investigating teacher effectiveness and hiring. My dissertation topic is first-year teacher effectiveness and retention.

The theme of this newsletter is "how to prepare for professional life while in graduate school." I will do my best to offer some advice. We have all heard that to survive in academia, there are three areas that one must address: teaching, service, and research./publication. Ask yourself whether the experiences that you are getting while in graduate school are preparing you for these. If you are blessed with an assistantship of some sort, ask yourself whether it is providing not only a means of paying for school, but also a valuable experience that prepares you for your future plans. If you are teaching an undergraduate class, this is a great experience that prepares you for part of the "big three." But as the opportunities avail themselves, consider a change that will allow you to expand your experiences. Make the most of your experiences while in graduate school. Do not view your assignments as something that will just earn a passing grade. Produce every assignment and paper with the goal of, at minimum, expanding your literature review and personal knowledge. Optimally, view each paper with the lofty goal of getting it published in some form or fashion.

So what about the graduate student who will not pursue an academic position? I think all three still apply. Effective teaching is learning, planning, and communicating—skills that anyone can use. If one were pursuing an administrative position, lifelong learning is both an exemplary practice to model and a way to better oneself. This can be accomplished through reading and doing research. Service provides not only benefits to others, but also an opportunity to network—social capital that benefits both the academic and practitioner. Lastly, take advantage of opportunities that are available through AERA and your institution. Volunteer and stay on top of the benefits and opportunities that the organization and your university offer.