



# CONNECTIONS

The AERA Graduate Student Council Newsletter

VOLUME 4, ISSUE 1

JULY 2006

## Meet your 2006-2007 GSC Officers

### INSIDE THIS ISSUE:

From the Chair	1
From the Chair-Elect	2
From the Past Chair	3
Thanks for 2005-2006 Service	3
Welcome the 2006-2007 Division representatives	3
Recap of Fireside Chats at the Annual Meeting	5
GSC Roster	10

The newsletter of the Graduate Student Council seeks to further the GSC mission by providing an outlet for graduate students and other contributors to address topics of interest to graduate students in education, including issues of intellectual, academic, professional, organizational, and personal relevance.

**Newsletter Editors:**  
Ingrid Salamanca  
Sheila Sherman

### In this issue

**Ingrid Salamanca**  
**Senior Newsletter Editor**  
**University of California,**  
**Santa Barbara**

**H**i everyone! The academic year is finally over and summertime is here! I hope all of you have a chance to enjoy some summer fun.

This past year proved to be an exciting one for graduate students in AERA and the GSC. San Francisco hosted the annual meeting this past April. The GSC provided several opportunities for graduate students to partake in including the Graduate Student Resource Center (GSRC) where graduate students could network with other graduate students in the organization, attend numerous fireside chats organized by the division representatives to the GSC, and an open business meeting where the GSC efforts to provide a voice representing graduate students to AERA were addressed. Elections for GSC officer positions were also held. This issue provides a recap of each divisions fireside chats and introduces graduate students to the 2006-2007 GSC officers.

So read on and meet the GSC!

### From the Chair

**From the Chair**  
**Hugo A. Garcia**  
**Claremont Graduate**  
**University**

Hello everyone I am currently a Ph.D. student in Higher Education Administration and Student Affairs at Claremont Graduate University. My area of research pertains to access and equity to higher education, retention of underrepresented students at two and four-year postsecondary institutions, and history of higher education. Prior to coming to Claremont, I attended the University of Southern California (USC) where I received a Master's of Education in Postsecondary Administration and Student Affairs. At USC, I worked as a graduate student researcher for current Division J Vice-President Dr. Linda Serra Hagedorn.

As past Chair-Elect, I was primarily responsible for the Graduate Student Resource Center (GSRC) and collaborated with Diane Jass Ketelhut (immediate Past-Chair) to conduct two graduate student-oriented sessions. The GSRC was extremely successful due to the hard work and collaboration of the GSC members. In addition, all events and sessions were well attended. Nearly 90

students attended OUR session entitled, "Preparing for the Job Search." A great turn out even though this session was conducted at 8:00am on Sunday.

Prior to being Chair-Elect, I was the Division J (Postsecondary Education) co-representative with Tricia Bertram Gallant at the 2005 Annual Meeting in Montreal. As a rep for Division J, I helped organize the Graduate Student and New Faculty Seminars, and co-chaired a Fireside Chat. In addition, I assisted the Division J Conference Program Planning Committee and provided other miscellaneous tasks for the Vice-President.

For this upcoming year, we will build upon this past year's success. We will achieve this by continuing to inform graduate students on the various ways of getting involved as well as providing networking opportunities within AERA and the GSC.

Over the years, the GSC has produced a student-oriented newsletter and managed a website. This past year, the newsletter and website were redesigned by our talented newsletter editors and web secretary.

*(Continued on page 2)*

# From the Chair-Elect

**From the Chair-Elect  
Stacy DeZutter  
Washington University in Saint  
Louis**

Dear fellow graduate students:

Hello, I am a fourth year doctoral student at Washington University in St. Louis. I study sociocultural approaches to human development, learning, and teaching. Before coming to St. Louis, I spent two years as a doctoral student in Curriculum and Instruction at the University of Central Florida. I have been a member of the GSC for the past year, during which I served as the junior representative for Division C (Learning and Instruction). I was also a GSC campus liaison for four years before becoming a division representative.

As Chair-Elect, my main focus this coming year will be to support the efforts of our current Chair Hugo Garcia. I'll also be responsible for organizing the Graduate Student Resource Center at the annual meeting next year in Chicago. For those who don't know, the resource center is a place where graduate students can come and hang out, meet other students, pick up flyers about grad student events, and generally make themselves at home during the meeting. I'll be eager to hear your ideas for the continued improvement of the resource center, and when it's time to begin planning, I'll solicit your input. My goal is to increase awareness about the Center among graduate students, and to increase the extent to which people take advantage of what the GSRC offers.

When I become Chair (2007-2008), I plan to focus my efforts in a similar direction, by looking for ways to increase the visibility of the GSC and the resources it provides both among education graduate students and within the

association.

If you have ideas, questions, or concerns of any kind, please feel free to contact me. My email address is [sdezutt@wustl.edu](mailto:sdezutt@wustl.edu).

I look forward to working with you!

Stacy DeZutter

From the Chair

(Continued from page 1)

For example, our newsletter editors Shannon T. Hodge and Ingrid Salamanca developed a new newsletter, *Connections*, which has received great reviews by AERA members. Also, our past GSC web secretary Ann Tiao did a fabulous job on our website that is now easier to navigate. Due in large part to the improvements of the

newsletter and our website, we had a large number of graduate students running for GSC positions at this year's Annual Meeting in San Francisco. In addition, I have reappointed Jennifer L. Steele of Harvard University as the GSC Program Chair and Wendi B. Laurence of Portland State University as Community Leader. Both have been great assets to the GSC and will undoubtedly continue to be valuable Council members. With new and returning divisional reps, and a talented and enthusiastic executive committee, the GSC will continue to achieve its goals of providing graduate students the support networks they need in the 2006-2007 year.

**Welcome GSC 2006-2007 Officers**

<b>Chair:</b>	Hugo A. Garcia
<b>Chair Elect:</b>	Stacy DeZutter
<b>Past Chair:</b>	Diane Jass Ketelhut
<b>Secretary/Historian:</b>	John Oliver
<b>Web Secretary:</b>	Alex Bowers
<b>Newsletter Editors:</b>	Ingrid Salamanca Sheila Sherman
<b>Chair Appointments:</b>	
<b>Program Chair:</b>	Jennifer Steele
<b>Community Leader:</b>	Wendi B. Laurence

# From the Past Chair

**Diane Jass Ketelhut**  
**Past Chair**  
**Harvard University**

Hi! I hope you all enjoyed AERA and San Francisco as much as I did! San Francisco was a great host city with lots to explore and taste!

I am the outgoing Chair of the Graduate Student Council (GSC). I have served on the GSC for 4 years: 2 as Division C representative, and 2 as Chair-elect and Chair. My service to the GSC, now as Past Chair, will end after this year. I'm currently at Harvard University, but will be graduating in June—yes, there is light at the end of the tunnel! I will be starting a position as an assistant professor at the College of Education at Temple University at the end of the summer. My area of interest is scientific inquiry and technology.

I want to take this opportunity to thank you for attending and participating in the Graduate Student Council events. It was great to see so many graduate students coming together to discuss issues of practice, theory, policy, and of course, gradu-

ate school. Bringing together such a diverse and involved group led to many a fascinating conversation.

I particularly want to thank the members of the Graduate Student Council. The amount of work that went on behind the scenes to prepare for the annual meeting was quite intense and required a distinct dedication. The fruits of those labors were quite clear: a great Orientation to AERA kick-off, wonderful sessions, a fun and tasty social, and an informative and friendly Graduate Student Resource Center.

As outgoing Chair, I will miss working with such a dedicated, friendly and conscientious group. They accomplished so many things this year in addition to preparing for the conference: a new format for this newsletter which now includes the *Connections across Divisions* column, a redesigned website, and a revised election process to improve access and engagement.

Each new Chair embarks on their year with an overly ambitious list of things

they hope to accomplish in their year. I was no different. However, with the help of these thirty wonderful people, my list was completely checked off, and we had lots of fun while doing it! I extend wishes to the new Chair, Hugo Garcia, and the upcoming Council that they have an equally successful year! If the energy exhibited during the elections is anything to go by, it should be an awesome year!


Visit the GSC on the web at <http://aera.net/Default.aspx?id=275>. Learn



about the GSC discussion listserv on our website.

**2005-2006 Officers**

Chair: Diane Jass Ketelhut  
 Chair Elect: Hugo A. Garcia  
 Past Chair: Cheri Simpson  
 Web Secretary: Ann E. Tiao  
 Newsletter Editor: Shannon T. Hodge



for your 2005-2006 service in the GSC!

**2005-2006 Division Representatives**

Division A: Alex Bowers  
 Division B: Eva Ritter  
 Division C: Yi Yang  
 Division C: Stacy DeZutter  
 Division F: Perzavia Praylow  
 Division G: Mark Evan Nelson  
 Division H: Sonia Ben Jaafar  
 Division J: Tricia Bertram Gallant  
 Division K: Anthony Brown  
 Division K: Jonathon Schwartz

**2006-2007 New Representatives**

Division A: Christi Ford  
 Division B: Rowena Xiaoqing He  
 Division C: Juan Barrientos  
 Division C: Dana K. Manning  
 Division E: Rebecca Hurst

Division F: Katherine Sedgwick  
 Division I: Tammy Wagner  
 Division J: Cassandra Lewis  
 Division K: Kristen French  
 Division K: Juanita Perea



your 2006-2007 Division Representatives!

**2006-2007 Returning Representatives**

Division A: Leslie Hazle Bussey  
 Division B: Thomas C. Turner  
 Division D: Dirk Richter  
 Division D: Emily Shaw  
 Division E: Seleena Smith  
 Division F: Lori Rhodes

Division G: Minda M. Lopez  
 Division I: Rachele Ann Haroldson  
 Division J: Christopher Coogan  
 Division L: Angela Hull  
 Division L: William Kyle Ingle

# Meet your GSC officers

**Sheila L. Sherman**  
**Junior Newsletter Editor**  
**Michigan State University**

I currently reside in East Lansing, Michigan, home to the Spartans of Michigan State University. In the fall of 2006, I will commence my second year in the Educational Administration, K-12 doctoral program. My cognate is in the area of Labor & Industrial Relations with emphasis in Human Resources. As a former manufacturing supervisor, I recognized early in my professional career that a position in management best suited my interests. .

In my hometown of Gary, Indiana, I had the opportunity to become a long-term substitute teacher for a cohort of eighth graders at my former middle school in between automotive jobs. At least two of those sixty children have already earned their doctorate degrees. Teaching in my hometown was a humbling and eye-opening experience; I fell in love with working with young people. This was one of the most enjoyable and rewarding experiences ever. Like many young people fresh out of college who seek status and income in lieu of personal satisfaction, I refused everyone's suggestions to become an educator. Well, during the span of 14 years of teaching, I have earned several certifications in education: Spanish, Business Education, Bilingual Education (K-12) and ESL (K-12).

I believe drive and passion are needed to work effectively with people of diverse cultural and ethnic backgrounds. I treat my students as if they were my children even though I have children of my own. Alexis is a 22-year who attends Purdue University and Sydney (girl) is a 9-year old fourth grader.

My areas of interest in education research are: African Americans who homeschool, achievement gaps, urban education, social justice, and all areas of diversity. I am a practitioner at heart.

Ultimately, my strongest desire and long-term career goal is to become the superintendent of my hometown school district, an urban district. I would like to be an advocate for those who are under-represented. Respect as an advocate is not automatic; it has to be earned. Perhaps, in the future, my work will prepare me for this role. There is a need for advocates at all levels in the public school system. Advocates are needed for administrators, teachers, minorities, students, and parents, for example. However, students and parents who lack ample socio-economic resources are often left out of the decision-making processes that often affect schools within their own communities. I choose to be an advocate for the underrepresented and the voiceless; this is my passion.



**Alex Bowers**  
**Web Secretary**  
**Michigan State University**

Hello! I am currently the 2006-2007 Graduate Student Council Web Secretary. In the past I've also served on the GSC as the 2004-2006 Division A Graduate Student Representative. I am currently a doctoral candidate in Educational Administration at Michigan State University with plans to graduate in 2007. My dissertation focuses on data driven decision making by educational leaders. As the Web Secretary for the GSC it is my responsibility to maintain and update the GSC section of the AERA website. The GSC has many plans for the website as a tool for communication and outreach, and I plan to continue the work of the past web secretaries in helping to streamline information and the user experience, update and upgrade the GSC elections process, electronically

publish the GSC newsletter and other important documents, and continue the evolution of the website into a central resource on the web for graduate students in education.

**John Oliver**  
**Secretary/Historian**  
**Michigan State University**

Greetings fellow graduate students! I am pleased to serve as the secretary historian for the Graduate Student Council. I look forward to serving on the council. I realize that my duties include recording, maintaining and disseminating minutes of GSC meetings, updating GSC history and maintaining contact information for GSC members. However, I also plan to incorporate methods that will assist in greater communication, increased ease in updating information, and a forum to provide helpful suggestions and tips that could improve the GSC.

I am a second year doctoral student in K-12 educational administration at Michigan State University. I earned my bachelors from Morehouse College, masters from Marygrove College, taught for six years, and served as a school administrator for two years. I am currently a member of the National Evaluators Team for the Kellogg Foundation's project for leadership and community change. My research interests involve youth development and youth leadership models.

oliver10@msu.edu

**Welcome Back to the GSC!**  
**Officers returning from the**  
**2005-2006 GSC to continue**  
**their service in 2006-2007.**

**Newsletter Editor:**  
**Ingrid Salamanca**

**Program Chair:**  
**Jennifer Steele**

**Community Leader:**  
**Wendi Laurence**

# Connections Across Divisions

## Recap of Fireside Chats at the Annual Meeting (April 7-11, 2006)

### Division A: Administration, Organization, & Leadership

Leslie Bussey  
St. Louis University

**Fireside Chat:**  
**The Challenges of Measuring the Leadership Effect**

**T**he Division A Fireside Chat in San Francisco brought together Rodney Ogawa, Michael Dantley, Linda Skrla and Jennifer O'Day to discuss the challenges of researching the "leadership effect" in schools. Though the room was a little chilly, the conversation quickly warmed up as panelists debated the very meaning of leadership, modeling the first challenge of any leadership research endeavor: defining leadership. Does leadership reside within individual leaders? Does it reside in relationships between individuals? Is it manifest in many points within an organization, wherever leadership is exerted? Or is it contextually bound, so that it can only be defined by individuals within a particular organization?

The conversation then turned to methodological challenges and pitfalls to measuring leadership. Drawing on their research experiences, panelists described a range of research approaches. One approach is to measure the indirect effects of leadership. Another approach is to "back into" the leadership effect by studying leadership succession. With every measurement approach, panelists offered a lively critique of limitations.

Out of this provocative exchange came important lessons for future researchers of school leadership. Future researchers must be careful, deliberate, and thoughtful about definitions. Establishing what is meant by leadership, and bringing a critical lens to traditional notions of "school success" and "student achievement," are important in moving knowledge of leadership forward. New investigations of leadership must ask the right questions. In particular, researchers have an ethical obligation to conduct research that is meaningful to and useable by practitioners – school leaders, teachers, and parents. Finally, as one panelist put it, new researchers must simply "pick your poison" (methodological approach). Rather than excessively wringing our hands over methodological limitations, experienced scholars at the Division A Fireside Chat encouraged new researchers to roll up our sleeves, investigate, and "see if it works."

### Division B: Curriculum Studies

Thomas C. Turner  
Arizona State University

**Fireside Chat: The Intellectual Properties of Learning**

**G**reetings from Division B Curriculum Studies! I would first like to welcome Rowena Xiaoqing the new Division B Junior Representative! Rowena is a doctoral student at the University of Toronto. I would also like to give a big thank you to outgoing Senior Representative Eva Ritter. Eva played a large role in organizing this year's fireside chat for Division B. This year, Eva invited [John Willinsky](#), professor of language and literacy education at the University of British Columbia.

Dr. Willinsky spoke about the ideas outlined in his new book [The Access Principle: The Case for Open Access to Research and Scholarship](#). According to Dr. Willinsky, it is not enough to participate in scholarly work; the work must be as physically accessible as possible. Locking research into expensive research journals and books serves a limited circle of readers, most often academic researchers. Through open access, research is made available to a wide audience, including fellow scholars, working professionals, and teachers and students from all academic levels. During the Fireside Chat, Dr. Willinsky addressed questions on the new types of publishing (online journals, for example), copyright laws, and the necessity for everyone to have access to research.

Finally, I would like to thank all those involved with the Graduate Student Council. Everyone I met helped make my first AERA a wonderful experience I will never forget...and one I hope to repeat!

If you would like additional information about Division B Curriculum Studies please feel free to contact me at [TT@asu.edu](mailto:TT@asu.edu) ("ATN AERA" in the subject line).

#### What is Division B Curriculum Studies?

Curriculum studies is interested in the *knowledge* taught at school. It reminds us that:

- A). The formal purpose of schooling is *curricular*: to provide all youth access to society's valuable knowledge (Page, 1991, p. 18), and that
- B). Decisions about what is taught at schools to whom and how are not neutral or given, but culturally and politically derived. Consequently, such decisions have a socio-cultural impact on students and society at large.

(Continued on page 6)

# Connections Across Divisions

(Continued from page 5)

## References

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## Division C: Learning and Instruction

**Juan Barrientos**

New York University

**Fireside Chat: Getting the Word Out About your Research: Emerging Scholars and Publishing in Public Forums.**

**A**t this year's highly successful Division C Fireside Chat, upwards of forty attendees participated in the session entitled "Getting the Word Out About Your Work". Our three panelists – Dr. Richard Lehrer (*Cognition and Instruction* editor), Dr. Keith Sawyer (editor of the *Cambridge Handbook of the Learning Sciences*), and Dr. Gerunda Hughes (associate editor for the *Review of Educational Research*) – provided their unique perspectives on the publication process.

Dr. Lehrer addressed students first by explaining that journal editors perceive their roles as facilitators of information in the field, and that though the publication process can be difficult, that editorial comments are meant to provide informative feedback and constructive criticism for authors. Second, Dr. Sawyer informed the attendees about the different types of books written for an academic audience (e.g. monograph, edited volume) and provided information on how to obtain a book contract at different points in one's academic career. And our third speaker, Dr. Hughes, provided practical advice on the draft standards of AERA journals and suggested that graduate students volunteer to serve as reviewers of authored works in order to keep abreast of the direction of the field and to improve one's writing and editorial skills. In addition, all three panelists stressed the importance of tempering one's emotional reactions while reading editorial comments since they are meant to help authors improve their contributions to the field.

Following the panelists' presentations, a lively question and answer session was initiated by Yi Yang, the 2005-2006 Senior Division C Representative to the GSC. Attendees asked questions about writing for a practitioner audience, publishing non-significant findings, and writing book chapters.

## Division D: Measurement and Research Methodology

**Emily Shaw**

Fordham University

## Fireside Chat: The Tricks of the Trade: Decisions Made, Risks Taken, and Opportunities Seized by Accomplished Researchers Throughout Their Careers

**I**n an effort to forge connections to students' own lives and highlight potential avenues for career growth, Division D's fireside chat was designed to help graduate students understand the opportunities, experiences, decisions, and people that have significantly shaped the careers of six distinguished educational researchers; including David Berliner (Arizona State University), Lloyd Bond (The Carnegie Foundation), Gregory Cizek (University of North Carolina – Chapel Hill), Ida Lawrence (ETS), Barbara Plake (Buros Center for Testing and University of Nebraska – Lincoln), and Stephen Raudenbush (University of Chicago). Some of the panelists were psychometricians while others were educational psychologists; some were in the midst of their careers and others at the end of their careers; some in academia and others at educational organizations. And, though they were a diverse group, there were many common threads in the stories they offered and in the "tricks of the trade" they shared.

Many of the panelists credited their career choices to chance events. None of the panelists said that they had envisioned doing what they wound up doing – even as undergraduates! Given the incredible success the panelists have found in their professions, they offered several accessible and humble pearls of wisdom to help those of us embarking on what we hope will be similar paths to theirs. Here are a few of these pearls:

- Surround yourself with people who know more than you and those who expect more of you than you feel you're capable of at that time. This will force you to get yourself up to speed by reading, learning, asking questions, and ultimately, growing.
- Do not give up or give in to feelings of failure or rejection along the way. There will be depressing reviews of your work and attacks on your ideas or your credibility. Just keep in mind that even the best of the best have faced and continue to face similar struggles. And, as Dr. Cizek pointed out, it often helps to have a good sense of humor.
- Submit your work to the best journals because this is often where you will get the best feedback. The importance of strong, sound feedback cannot be underestimated.
- Seek out positions on boards and important committees so that you can learn from the exchange of ideas and the most effective ways to state opinions, thoughts, and suggestions.
- While it's interesting to know a little about a lot of different things in the field of education, many panelists have found it to be more useful to know a lot about one particular area.
- Don't forget to make your ideas accessible to the general public and not exclusively available to journal readers.

# Connections Across Divisions

## Division E: Counseling and Human Development

**Seleena Smith**

University of Oklahoma

**Rebecca Hurst**

University of Oklahoma

**Fireside Chat: Early Career Challenges: From Entry to Tenure**

**G**reetings! We hope that everyone's spring semester has ended on a good note, and hopefully now everyone's enjoying the summer heat and taking time out to relax and unwind. It was certainly a pleasure meeting the many graduate students at the AERA Convention in early April, and we were especially impressed by the graduate student turnout at the Division E Fireside Chat, which took place on April 8. The topic was Early Career Challenges from Entry to Tenure, and our speakers consisted of various faculty members who were in various stages of their career who shared their experiences from the beginning of their career up to the present point. Our speakers were: Dr. Denise Beesley and Dr. Chan Hellman from the University of Oklahoma, Dr. Namok Choi from the University of Louisville, and Dr. David Simpson from Valparaiso University. The speakers engaged the audience members in a variety of issues ranging from the importance of establishing a relationship with a mentor while in graduate school, ways of getting research published while in graduate school, and the process that occurs when interviewing for faculty positions. David Simpson stressed the importance of not getting discouraged when going through the interview process, but he admitted that the process can be a rough one. Denise Beesley identified ways to join or establish research teams with fellow classmates to make the goal of getting published while in graduate school easier to obtain, in addition to preparing for possibly getting your manuscript rejected by journals. Graduate student participants came ready to share experiences and seeking advice from not only the speakers, but from each other, and we hope that it was a helpful session. We came away with a lot of insight and information, and we not only thank the speakers, but especially the students who came out to the fireside chat! Enjoy the summer break, and feel free to contact us with any questions or comments. We look forward to reuniting with all of you next year in Chicago!

## Division F: History and Historiography

**Lori Rhodes**

Stanford University

**Fireside Chat: Why Do We Need History?**

**T**his year at its Fireside Chat, Division F History and Historiography tackled the question, "Why Do We Need History?" A

group of about 20 graduate students (both historians and history teachers) came to hear Professor Ronald E. Butchart of the University of Georgia speak to this topic as he reflected on his over thirty years of experience in academia. After discussing his own research on the formal education of freed slaves in the American South from 1861-1875, the conversation turned to the idea of how studying history and uncovering stories of the past can serve to empower students today. Historians and teachers debated and discussed ways to make curriculum accessible for students by enabling them to see themselves reflected in the stories of America. The conversation then turned to the larger American public and the role historians can play in both expanding and complicating the history of this nation by highlighting tensions and different viewpoints as we attempt to deepen our understanding of an often DIFFICULT AND CONTENTIOUS PAST.

## Division G: Social Context of Education

**Minda Lopez**

University of Texas, San Antonio

**Fireside Chat: Education and the Disciplines: Promises and Dilemmas in Considering Research Agendas and Careers**

**W**hether education should be regarded as a fully qualified discipline in and of itself or as a kind of laboratory for work in other "proper" disciplines—that was the question. Distinguished panelists María Fránquiz, Glynda Hull and Ernest Morrell provided their opinions and experiences regarding their unique paths to the field of education. Various social contexts, personal influences, and academic preparation had a profound impact on each panelist's career development and they shared these experiences with the audience of graduate students from around the country. Panelists urged students to consider their own diverse paths and interests in selecting research agendas and career choices. Two graduate students served as discussants for the session, Jung Kim from the University of Illinois-Chicago and Tambra Riggs from the Catholic University of America in Washington, D.C. These students gave a short introduction for each panelist and after a short presentation by each faculty member asked targeted questions to guide the discussion. The session closed with time for additional questions by the audience and a final urging from panelists for students to consider their own unique interdisciplinary and personal backgrounds as assets to their careers in educational research.

# Connections Across Divisions

## Division H: School Evaluation and Program Development

**Colleen Paeplow**

North Carolina State University

**Fireside Chat: Balancing Research and Consulting: The Ethics of High Stakes Testing**

**B**alancing Research and Consulting: The Ethics of High-Stakes Research, provided open dialogue about the ethical tensions that exist when consulting in educational research and evaluation. Our four guest speakers—Dr. Lorna Earl (Aporia Consulting Ltd), Dr. Daniel Koertz (Harvard Graduate School of Education), Dr. Karen Mundy (Canada Research Chair in Global Governance and Comparative Education, OISE-University of Toronto), and Dr. Thomas Parrish (Managing Director in the Education Program, AIR) were senior academics who work in applied educational research. The Fireside Chat was well attended by graduate scholars and educational professionals. The senior academics provided real-world examples of their experiences, balancing consultation with research ethics. Graduate students were provided ample opportunity to ask questions and engage in meaningful dialogue with our guest speakers.

## Division I: Education in the Professions

**Tamara Wagner**

Capella University

**Fireside Chat: Making the Leap Across Careers: Becoming an Educational Research Professional**

**T**he Division I Fireside Chat: *Making the Leap Across Careers: Becoming an Educational Research Professional*, was a highly interactive session within a collegial context organized by Nancy Sinclair and Rachelle Haroldson. The panel participants, Muriel J. Bebeau (University of Minnesota), Ilene B. Harris (University of Illinois at Chicago), and Sally H. Cavanaugh (Wellspan Health Emig Research Center), shared their experiences in becoming educational researchers in professions' education. One of the most interesting and exciting aspects of this session was the sharing of diverse life experiences of the participants and the exchange with the experiences of students and junior faculty in the audience. Through this personal exchange, students were able to identify the different significant moments in one's career when one is on the educational researcher professional path. The career advice and support offered by the panel inspired many students who came to the session with questions and concerns regarding the field of educational research.

Hopefully many students came away from the session with the idea that anyone can be what they aspire to be at any point in

his/her life. He or she may not follow a linear route to becoming an educational researcher professional, but it is important to recognize and grow from the learning and life experiences along the way.

## Division J: Postsecondary Education

**Cassandra C. Lewis**

University of Maryland, College Park

**Fireside Chat: Be Careful What You Wish For: Themes, Tensions, and Tradeoffs in Public Calls for Accountability in Higher Education**

**D**uring its 2006 Fireside Chat entitled, "Be careful what you wish for: Themes, tensions and tradeoffs in public calls for accountability in higher education," Division J graduate students had the pleasure of being addressed by Dr. George Kuh, Chancellor's Professor and Director of the Center for Postsecondary Research at Indiana University. Dr. Kuh's began his address by updating students on the Secretary of Education's Commission on the Future of Higher Education. He spoke directly to specific themes, tensions, and tradeoffs in accountability in higher education by noting several unanswered questions and challenges that must be addressed before a national assessment system, like that being considered by the Commission, can be implemented. Some of the themes presented by Dr. Kuh included: a focus on outcomes, building a transparent system designed to measure and gather data on how postsecondary institutions impact students, the public reporting of data, how collected data would be used, the challenge of developing a common template for data reporting and how assessment efforts across education systems (P-16) and workforce performance would be linked.

Several important questions were asked concerning tensions of the accountability debate. Examples included: who is going to decide where, what and when we will measure? Should there be a single tool for measurement? How will stakeholders be convinced that tools are valid, reliable, and useful? Who is going to implement and monitor the system? Will a national database for accountability data be required? Will students comply with assessment measures? How will issues of data integration be resolved? How will issues of access to the data be resolved?

According to Dr. Kuh, potential tradeoffs in establishing a national system for accountability and assessment include: the potential for compromises in institutional autonomy, institutional fears of embarrassment over data that is publicly reported and the potential for faulty conclusions.

Dr. Kuh's thought provoking presentation was followed by a period of questions and answers and discussion about the future of the movement, as well as our responsibility as emerging

# Connections Across Divisions

scholars, researchers, and administrators in responding to calls for accountability.

## Division K: Teaching and Teacher Education

**Kristen French**

University of Massachusetts-Amherst

**Juanita Perea**

California State University, Monterey Bay

### Fireside Chat: Inciting Change: A Critical Discussion about the Practice of Teacher Educators

Inciting change was the topic of discussion on April 10 at AERA during the Division K Fireside chat. Senior critical multicultural education scholars, Sonia Nieto, Carl Grant and Richard Ruiz spoke to the current issues and the need for social change in teacher education. The fireside chat was shortened by Nieto's suggestion that we honor those who wanted to participate in the immigrant rally held nationwide during the later part of the session. After an hour and a half of discussion and questions, a few participants joined Sonia for the march. The theme, solidarity and action, was evident in the restructuring of the talk and the content of the discussion.

Inspired by the wisdom of the speakers, graduate students in teacher education were engaged in a discussion about how scholarship and activism inform future policies and practices regarding teacher education. With the participants these scholars grappled with the question of how educational researchers committed to issues of social justice effectively respond to the current educational climate of teacher education. They provided the group with some suggestions toward a new movement of social change.

Ruiz suggested the need for forming broad coalitions preparing candidates, as multiple agents for change, to act in the best interest of students. Nieto urged the participants to take collective actions to recruit diverse faculty and to take a stand especially when looking at courses that are offered, field placements, and honoring work in social justice. Finally, Grant concluded by questioning the theme of 'social justice' toward what end and for whom. He recommended that teacher educators, as a diverse group, work together to prepare those coming into the field and examine the hierarchy within the university systems. Overall, they urged the participants to critically examine educational policies and practices and critically envision the roles of future teacher educators.

## Division L: Education Policy and Politics

**Angela Hull**

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**William Kyle Ingle**

Florida State University

At AERA 2006, Division L hosted its annual "fireside chat" entitled, "Defining Success in Academia." Graduate students had the opportunity to hear notable scholars William Boyd (Penn State), Andrew Porter (Vanderbilt), and Meredith Honig (University of Maryland).

Dr. Boyd provided insight from his experience as an author and editor on the publishing process. He advised the audience to carefully review the various journals and choose one that is the best fit for your manuscript. Although it would seem common sense, Dr. Boyd pointed out that if it is not submitted, it will not be accepted. Most importantly, he told the audience to expect rejections and to use the reviewers' feedback to improve your manuscript.

Dr. Porter discussed how to pursue outside funding for research. He discussed the various funding sources (i.e. private and public) and suggested that "just because there is an RFP (Request for Proposals) does not mean you have to apply for it." In other words, make sure that you will actually enjoy doing the research you proposed, because you just might be the one chosen after all. Dr. Porter also gave tips that would seem obvious but are often forgotten. If you don't submit a proposal, you are definitely not going to get the funding, and if your proposal is poorly constructed, your chances are poor for acceptance.

Dr. Meredith Honig discussed the promises and pitfalls of the tenure track process. Most notable of Dr. Honig's presentation was that advice on the tenure process is not consistent from one institution to another, or for that matter, within an institution or department. She suggested that the new faculty member get all the advice one can from as many sources available and prepare to muddle through. She also suggested that a quality mentor can be an invaluable resource.

Do you have ideas for next year's topic? Send them to:

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Do you have suggestions for future "Connections Across Divisions" columns or other newsletter-related recommendations? Email your ideas to the Newsletter Editors, Ingrid Salamanca ([isalaman@education.ucsb.edu](mailto:isalaman@education.ucsb.edu)) and Sheila Sherman ([ssherman@msu.edu](mailto:ssherman@msu.edu)).

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The Graduate Student Council has five major responsibilities: annual meeting planning, student advocacy, information dissemination, community building, and self governance. The mission of the Graduate Student Council is to facilitate and promote the transition from graduate student to professional researcher by providing opportunities within AERA for professional growth, development and advancement. In addition, the Graduate Student Council seeks to help graduate students navigate the obstacles, rewards, challenges, and support networks of academic life. Further, the Graduate Student Council will carry out the mission of AERA through the research, scholarship, and professional endeavors of graduate students.