



# CONNECTIONS

The AERA Graduate Student Council Newsletter

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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 L. Sherman

## The World of Educational Quality: A Reflection

Juan Barrientos • Division C Representative • New York University

The 2007 Annual Meeting and Exhibition is in Chicago from April 9th-13th. Each year the annual meeting is highlighted and characterized by a theme. For graduate students who are junior researchers and entering the field of education, what does this year's theme mean for us? Here is one perspective.

In light of AERA President Eva Baker's support of an international education research community (AERA December, 2006, p.55), graduate students throughout AERA represent the future of this vision. One way to share our experiences and synthesize knowledge globally is for graduate students to extend our efforts beyond our own theses and dissertations and beyond our colleges and divisions by including educators and student experiences from around the world in a collaborative effort to strengthen the research and knowledge base of educators worldwide.

President Baker's call could not come at a more opportune time. The dissolution of traditional boundaries between people and nations arising from new communication technologies in this time of historic global migration and cultural surge will call on us to adjust our understanding of many social structures. Indeed, the nature of work and family and what will be required of learners and workers in the global age have already been radically transformed. A new literacy at the intersection of cultures seems destined to play a critical role in all facets of life. On a practical level, the communications revolution can be a boon to graduate students looking for affordable ways to increase efficiency with websites like [www.getafreelancer.com](http://www.getafreelancer.com) offering avenues to outsource transcription, data entry or scripting.

Many of our graduate students are international and have teaching and educational experiences that may provide insight and guide our own practices and research. Several universities offer master's degrees in foreign countries where U.S. and Canadian school teachers, studying alongside host-country educators are taking advantage of this opportunity to enhance their professional



knowledge and create more advanced learning situations for all students in those countries; what better resources into global perspectives exist? If we are able to reach those globally experienced teachers, who are also life-long learners, by encouraging them to become active members in the AERA, to collaborate in research efforts that cross borders, we can inform and guide the future of educational research on a global level, empowering not just individual learners, but nations of learners.

As we consider our roles as education researchers, is it possible to ignore the fact that one in five children in the United States is a child of immigrants or that 42 percent of public school students are racial or ethnic minorities? Over 100 languages are spoken in New York City schools alone. How is this breathtaking diversity considered in the framing of our questions and how can our colleagues outside the U.S. inform us about this cultural inflow? Can we practice our work cognizant of fallen borders in a collaborative fashion more closely resembling modern life in a vastly interconnected world?

We hope while you are in Chicago you will participate in the many sessions and seminars hosted by some of the most renowned names in educational research; they are developed and organized with you, the graduate student in mind. By committing time and resources to graduate students as they develop their research skills and interests, we can assure quality educational leadership for the future, in the United States and throughout the international community.

## From the Chair

### Hugo Garcia

Chair  
Claremont Graduate University

Recently, I was talking to a few colleagues of mine before class when the topic of the AERA Annual Meeting came up. I stated how excited I was to be going to Chicago to attend the conference in April. As the Chair of the Graduate Student Council, I try to encourage all graduate students to attend. Thus, I asked if they also planned to attend. One replied that she had never gone nor did she plan on going to this upcoming Annual Meeting because she heard that it was “too” large and impersonal. She proceeded to try to persuade our other colleague that she would be better off simply attending the Association for Study of Higher Education (ASHE) because it was much more intimate and the possibility of networking was therefore better. I was also asked by another graduate student “Why would someone whose focus is higher education ever want to attend a conference with so many other disciplines?” My answer is simple: I sincerely believe that AERA’s greatest asset is its size.

First, where else but at AERA’s Annual Conference will you find scholars from a variety of educational fields collaborating with one another? For example, you will find scholars from counseling & human development presenting alongside scholars from learning and instruction or researchers in measurement & research methodology working with researchers in educational policy? As a doctoral student in higher education, I enjoy going to presentations from scholars conducting research on teacher education and the K-12 system. Education is very interdisciplinary. I believe that it is important that I understand the issues affecting the K-12 system. AERA provides a venue for all educational researchers to engage in meaningful dialog that otherwise would not occur. In addition, there are over 100 Special Interest Groups (SIGS) within AERA. So if you don’t associate yourself with one of the divisions, you are more than welcome to join a SIG or even create your very own!

Second, where else can graduate students receive such incredible professional and

academic support? For example, most divisions offer graduate student seminars on Sunday and Monday before the start of the conference. These sessions are designed to help you as you go in search of your first academic faculty or research position. So if you are almost done with your doctoral studies, take advantage of these great sessions. In addition, there are several writing and publishing workshops designed specifically for students. Finally, all divisions will be conducting Fireside Chats. These are unique opportunities for graduate students to have small intimate conversations with a scholar in their field. Below is more information on each divisional Fireside Chat.

So in response to my colleague’s comment of AERA being too large, I replied that it was because of its size and various disciplines that she should be at AERA. It is what makes AERA such an energetic and stimulating environment that every graduate student should experience. Thus, I hope you’re able to come to the Annual Meeting to experience this amazing conference!

## From the Chair-Elect

### Stacy DeZutter

Chair-Elect, 2006-2007  
Washington University in St. Louis

Participating in a dissertation support group has made an enormous difference in my productivity and in the quality of my writing – and I’ve talked to many graduate students who have had similarly positive experiences in peer groups. That’s why I’ve decided to offer a session on starting and sustaining peer support groups for research and writing. The session will be an opportunity for dialogue between students who are interested in starting peer support groups and those who have successfully implemented them. The panel for the session will include members of a thriving group that originated at SUNY Buffalo, as well as members from my own group at Washington University in St. Louis.

The session will be highly interactive, so come ready to chat. We’ll discuss how

support groups can serve as resources in navigating the many questions, challenges, and distractions that complicate the lives of graduate students. We’ll start by considering the following topics, and then we’ll take the discussion wherever you want it to go!

1. Getting Started: Forming the group, formats for meetings, potential challenges
2. The Accountability Factor: The group as a resource for goal setting, organizing tasks, and prioritizing multiple demands
3. Staying Connected: The group as a resource for those who are working away from campus
4. Transitioning: The group as a resource for life after graduation

If you do not have a peer support group at your university, I encourage you to come and learn about how to get one started. If you do have one, I hope you will come and share

your experiences.

I look forward to seeing you in Chicago!



## From the Past Chair

**Diane Jass Ketelhut**  
Past Chair  
Temple University

It is hard for me to believe that my tenure on the Graduate Student Council is over. I started nearly 5 years ago as the junior representative from Division C before being elected as Chair-elect. Many of the highlights of my doctoral student career are associated with this group of people. I have amazing memories of long discussions about equity and access, community and communication, and support and collaboration conducted in hotel lobbies, conference rooms and of course local watering holes! The group of people changed over the years, but the passion and the ideas never did.

After graduating last June, I accepted a position as an assistant professor, and so it is time for me to say good-bye to the members, both past and present, of the Graduate Student Council. I want to take this opportunity to publicly thank them all their devotion to the needs of the graduate student community. I have enjoyed every minute of working with you all—come visit me at Temple any time! And, if any others of you are thinking of joining the GSC, DO!

Are you a first-time AERA attendee? Or, are you interested in finding out how to get more involved in this community? Then come to our



orientation to AERA, specifically geared for graduate students.

Monday, April 9 ▪ 4:05pm  
Graduate Student Resource Center  
Hyatt Regency Chicago, Grand Ballroom  
Section B East Tower  
Gold Level

## Graduate Student Resource Center: Your Home Away from Home

**Stacy DeZutter**  
Chair-Elect, 2006-2007  
Washington University in St. Louis

While you are at the annual meeting, be sure to stop by the Graduate Student Resource Center. The GSRC is a service provided by the Graduate Student Council to help make the annual meeting a great experience for graduate students. Here's what you need to know:

### When:

Monday, 1:00 – 4:00 pm  
Tuesday, Wednesday, & Thursday,  
10:00 am – 6:00 pm

### Where:

Hyatt Regency Chicago, Grand Ballroom,  
Section B, East Tower - Gold Level

### What you will find there:

- Friendly graduate students, including members of the GSC, there to help you navigate the meeting and network with other students
- Tables and chairs where you can relax, plan your day, or put the last minute touches on your conference paper
- Information on GSC-sponsored events and other conference happenings of interest to graduate students
- Displays introducing you to the GSC and letting you know how to get involved
- Refreshments! Snacks and beverages available throughout the day

## The Graduate Student Resource Center is a great place to:

- Relax between sessions.
- Interact with other graduate students.
- Network, share information, and make dinner plans with old and new friends.
- Get FREE coffee and tea.
- Review the AERA Annual Meeting Program.
- Plan your day or week.
- Nominate graduate students (or yourself) for GSC officer positions during the GSC Open Business Meeting.
- Meet GSC representatives.
- Leave messages for other graduate students on our message board.
- Make dinner plans with fellow graduate students.
- Get information about events prepared by Division Graduate Student Reps and other members of the GSC.
- Get information about Campus Liaisons.
- Learn how to get more involved!

# What to do in Chicago? Highlights for Grad Students

## Minda Lopez

Division G Representative  
University of Texas, San Antonio

Bring your walking shoes and your credit cards. AERA 2007 is in the heart of Chicago's Magnificent Mile. Chicago isn't cheap! Here is a short guide to some of the best venues that downtown Chicago has to offer—ranging from freebies to expensive and everywhere in between.

## Architecture

Chicago is known for its architecture, and one of the best ways to experience it is by boat. Visitors to Chicago may take one of many architectural river cruises to experience the preservation of ageless architectural styles in classic and modern structures along the Chicago River. For a more detailed look, the *Chicago Architecture Foundation* offers countless walking or bus tours, conducted by very knowledgeable guides. Located in the historic Railway Exchange Building at 224 S. Michigan Avenue, the foundation's bookstore, gift shop and the *Chicago ArchiCenter*, which is designed to raise public interest in Chicago's magnificent architecture, heightens the architectural experience for visitors.

For those who prefer a self-guided tour, visitors can pick up a free street map at one of the official Visitor Centers or stop by the Chicago Architecture Foundation to purchase a map of the Chicago buildings featured on its tours. Visitors can also purchase one of the many guidebooks to architecture and landmarks at local bookstores or newsstands. A self-guided tour might begin by marveling at the work of Ludwig Mies van der Rohe at the *Federal Center and Plaza* (Jackson Boulevard and Dearborn Street). A few blocks away, the 1886 *Rookery Building* (LaSalle and Adams Streets) designed by Burnham and Root with a lobby remodeled by Frank Lloyd Wright is a Chicago landmark. An excellent example of Wright's Prairie School of architecture is the *Robie House* (5757 S. Woodlawn Avenue), near the University of Chicago.

*Sears Tower* (bounded by Wacker Drive, Jackson Boulevard, Franklin Boulevard and Adams Street) is one of the world's tallest buildings, topping off at 1,450 feet. Designed by Skidmore, Owings and Merrill and opened in 1974, Sears Tower consists of black aluminum and bronze-tinted glass on a structural steel frame, and encompasses 101 acres of

floor space. The sky deck should not be missed and offers a multi-media presentation and spectacular view of Chicago and beyond.

## Museums

Chicago's museum selection is dazzling. *The Art Institute of Chicago* (111 S. Michigan Avenue) is one of the world's leading art museums with a renowned impressionist and post-impressionist collection of works by Monet, Renoir, Degas, Van Gogh and others. Visitors can study classics such as *Sunday Afternoon on the Isle of La Grande Jatte* (Seurat), as well as masterpieces such as *Nighthawks* (Edward Hopper), or *Inventions of the Monsters* (Salvador Dali).



For those with more aquatic tastes, the *John G. Shedd Aquarium/Oceanarium* offers the world's largest indoor collection of marine mammals, reptiles, amphibians, invertebrates and fish. Totalling more than 750,000 gallons of water, the Shedd's Wild Reef exhibit allows guests to have an intimate encounter with more than 30 sharks, one of the largest and most diverse shark exhibits in North America, and a coral reef exhibit houses more than 500 aquatic species. Also, the museum's magnificent Oceanarium is the world's largest marine mammal pavilion. The Oceanarium is home to Beluga whales, dolphins, Alaskan sea otters, seals and penguins in habitats replicating their natural environments. Guests are allowed to watch one of the Aquarium's daily feedings in the newly renovated exotic Coral Reef exhibit, where a diver hand-feeds the fish and describes the different species of fish.

After exploring the oceans, visitors can gaze up at the heavens in nearby *Adler Planetarium & Astronomy Museum*. The museum allows guests to lean back and relax as the Planetarium sky show takes them on a journey into outer space. The Sky Pavilion and StarRider Theatre shows transport visitors to planets, moons, and distant galaxies, and cover the latest topics in space news.

Come back to earth by visiting *The Field Museum*, where mummies, Egyptian tombs, Native American artifacts, dinosaur skeletons and more than 16 million other specimens for the fields of anthropology, botany, geology and zoology are on display. A recent addition to the museum is Sue, the largest, most complete, and best-preserved *Tyrannosaurus rex* fossil yet discovered.

And for those with a tight budget and south of the border taste, the nation's largest Mexican museum is located in Chicago's Pilsen neighborhood. Admission is free to the *Mexican Fine Arts Center Museum* (1852 W. 19th Street). After a recent expansion, the Museum now offers 68,000 square feet of Mexican culture through a variety of art exhibits, art classes, theater, and music and dance events.

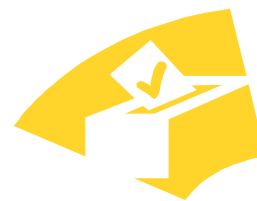
## Around Michigan Avenue

North Michigan Avenue is one of the world's greatest streets. On it you will find world-class shopping, food, hotels, and entertainment. Take a walk from Randolph St. and Grant Park, across the bridge, and all the way north to around the *Drake Hotel* to enjoy everything Michigan Ave. has to offer. Check out the architecture, do some shopping at *Water Tower Place* and visit the historic *Water Tower*. The Water Tower is considered one of Chicago's historic landmarks. It was completed in 1869. The great fire of 1871 leveled nearly every building in the city except the Water Tower. So it is considered a symbol of Chicago's rise from the ashes. Inside is a gallery exhibiting photographs of Chicago taken by local photographers.

And you absolutely cannot miss the third-tallest building in the city (*Sears Tower* and *Aon Center* claim the top spots), the *John Hancock Building*. And if you are feeling really festive, be sure to stop in at the up-scale restaurant and bar, the *Signature Room* at the 95<sup>th</sup> for a \$15 martini. You'll love the view. For a

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# Get Involved! Join us for GSC Elections!



## Diane Jass Ketelhut

Past Chair  
Temple University

This is the last year that open elections will be held during the GSC open business meeting at the annual conference in Chicago. The elections will be for the positions of chair-elect, secretary-historian, web secretary and co-newsletter editor. If you are interested in one of these positions, contact the current council member in that position now or come to our orientation where you can talk to them in person. Open nominations for all the positions, except chair-elect, will be accepted right up to the start of the business meeting. All nominees will deliver short speeches about their platform and interest in the position prior to a ballot election.

Starting in 2007-08, our election process will change in the hopes of reaching a wider audience. Elections will be conducted online in a manner similar to AERA's. A call for nominations will be published after the annual conference with nominations due in mid-summer. The complete slate of candidates will be published on the AERA website and in the December issue of ER with online elections in January. Results will be published in March and we will still have our traditional candle installation ceremony at the Annual Meeting!

If you want to meet a great group of future colleagues, then consider running for a position on the Graduate Student Council. Talk to any current member about why they became involved...we all have very different reasons, but we all agree that this was an incredible experience! Come join us!

## GSC ELECTED POSITIONS

### Two-year positions

Must be a graduate student for the first full year and at least one non-summer semester of the second year

#### **Chair-elect:**

- Must have prior experience as a member of the GSC.
- Oversees the Graduate Student Resource Center at the Annual Meeting and assists chair as needed.
- Will assume responsibilities of chair in second year, including presiding over the GSC's meetings and activities, drafting the annual GSC budget, sitting on the AERA Executive Council, and serving as a liaison between the GSC and AERA leadership.
- If you are interested in running for chair-elect (to be chair in April 2007), the nomination window is now open. Send your name and short position statement to the current chair and chair-elect, Diane Jass Ketelhut and Hugo Garcia.

#### **Newsletter editor:**

- Assembles and disseminates the GSC newsletter, which comes out at least two times per year.
- A collaborative position—two newsletter editors are elected for staggered terms

### One-year positions

Must hold student status for entire term of office

#### **Secretary/historian:**

- Records, maintains, and disseminates minutes of GSC meetings, updates the GSC history, and maintains contact information for GSC members.

#### **Web secretary:**

- Serves as the contact and support person for all GSC web and internet related activities; primary responsibility is overseeing the GSC website.

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## Division Representatives: A Rewarding Way to Get Involved

### Cassandra C. Lewis

Division J Representative  
University of Maryland, College Park

Looking for a rewarding way to get involved with AERA or your division? Well, look no further. Your answer may be found in the position of AERA Division Graduate Student Representative. Service as division representative is an unique and enjoyable way to get involved with the association, connect with other graduate students, and network with colleagues (or soon-to-be colleagues). While the duties of division representatives can and do vary, they are united in the central purpose of the role; representing the interests of division graduate students to AERA and a division and ensuring that graduate

students are both knowledgeable of association news and events as well as events in that division.

Division representatives, in different capacities, actively participate in governance meetings and planning sessions for the broader association, divisions, and their respective sub-committees. In many instances, representatives who are local to a division vice president are relied upon to provide support and coordination for organizational tasks. Each fall, one graduate representative from each division (usually the senior rep) attends the Association's Washington, DC planning session to participate in meetings with the AERA Graduate Student Council and the division leadership. With the exception of this event and, of course, activities during the annual

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# Connections Across Divisions

## Fireside Chats at the Annual Meeting

These sessions are designed and planned by graduate students for graduate students. Sessions address topics geared specifically to graduate students' needs. Check out the annual meeting program for further details.

### GSC Chair

**Hugo Garcia**

Claremont Graduate School

**Stacy DeZutter**

Washington University at St. Louis

### The Publishing Process: How to Successfully Publish as Graduate Students and Junior Faculty Members

As graduate students approach the end of their doctoral studies, or as newly minted Ph.D.s join the faculty ranks as scholars, they will be expected to publish. Although graduate students are immersed in their studies and dissertations, students and junior faculty should understand how to compose proposals properly and pursue publication successfully in order to gain tenure and contribute to their respective fields. This session will feature a workshop-like atmosphere for instructing graduate students and junior faculty members on how to publish in peer-reviewed journals

In addition, this session will showcase the various participation opportunities available to graduate students in the peer-review process and on Student Editorial Advisory Boards.

#### Panelists:

Sonja L. Lanehart, University of Texas at San Antonio

Paul A. Schutz, University of Texas at San Antonio

Gail L. Thompson, Claremont Graduate University

Steven J. Zuiker, Indiana University

### GSC Chair-Elect:

**Stacy DeZutter**

Washington University at St. Louis

**Hugo Garcia**

Claremont Graduate School

### Peer Support Groups for Writing and Research, in Graduate School and Beyond

As graduate students begin the dissertation phase of their studies, we are expected to move from being consumers of research to producers of research. This phase offers unique challenges; we must organize our time and efforts without the structure provided by classes with assignments, and we must develop new ways to think about and engage in our research. While many graduate students struggle with the isolation that comes from spending so much time focused on one's own work, the dissertation process need not be a solitary one. Indeed, there is much to be gained by sharing the journey with one's peers. Graduate students at many universities are exploring the benefits of peer support groups, which can provide accountability, an expanded network of resources, and a sense of community, while students work toward the goal of completed dissertations.

This interactive discussion session will examine the process of forming and sustaining a peer support group, and will explore how such groups

can serve as resources in navigating the many questions, challenges, and distractions that complicate the lives of graduate students. Peer support groups from two universities will share their experiences and insights. In addition, the group from SUNY Buffalo will describe their evolution from a dissertation support group to an education research faculty network. If you are interested in forming a support group at your institution, or if you are already involved in one, we encourage you to come and join our dialogue about the peer support process.

#### Panelists:

Mary Ellen Bardsley, Niagara University

Elizabeth Berkes, Washington University in St. Louis

Sarah English, Sweethome Central School District

Jill Gradwell, Buffalo State College

Kathleen Lesniak, SUNY Fredonia

Ellen McCallie, Kings College

Dianne McCarthy, Buffalo State College

Melissa Mosley, Washington University in St. Louis

Lynn Shanahan, University at Buffalo

Rene Wroblewski, St. Bonaventure University

### Future Faculty of Color

**Hugo Garcia**

Claremont Graduate School

This session is designed to help those graduate students of color who aspire to the professoriate. We would like to talk with interested students of color and prepare a hand-out for them containing tips for participants in becoming competitive as they apply for faculty positions, such as the importance of finding mentors within and outside of their doctoral institutions. This hand-out will also include a list of potential fellowships and workshops available to support their progress.

#### Sponsor:

Graduate Student Council

#### Co-Sponsors:

Committee on Scholars of Color in Education

Committee on Scholars and Advocates for Gender and Equity

### Division A:

#### Administration, Organization, and Leadership

**Leslie Hazle Bussey**

Saint Louis University

**Christy D. Ford**

University of Missouri-Columbia

#### Teaching and Service in Educational Administration: A Competition of Commitments and Competencies

The field of educational administration/school leadership is well-structured to prepare effective researchers. Future professors must also learn to become effective teachers, and to balance their research and teaching with their commitment to service. This session aims to shine light on the roots of teaching knowledge, or how professors of

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# Connections Across Divisions

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educational administration/school leadership learn to teach, as well as the development of a commitment to service in professorial life. Panelists will discuss the tensions between these commitments and their research, as well as strategies for preparing students to be effective scholar-teachers with deep commitment to service in their local and professional communities.

## Panelists:

Colleen Capper, University of Wisconsin –Madison  
Martha McCarthy, Indiana University  
Matt Militello, University of Massachusetts – Amherst  
Linda C. Tillman, University of North Carolina – Chapel Hill

## Division B: Curriculum Studies

**Thomas Turner**  
Arizona State University  
**Rowena Xiaoqing He**  
University of Toronto

### Exploring Ethnodrama as a Research Methodology

**F**or this year's fireside chat, Division B Curriculum Studies has invited Arizona State University Professor Johnny Saldana. Professor Saldana serves as the Associate Director for the School of Theatre and Film, and Artistic Director of the Herberger College Mainstage Theatre at Arizona State University.

Professor Saldana was invited to discuss his most recent book *Ethnodrama: An Anthology of Reality Theatre (Crossroads in Qualitative Inquiry)*. In his book, Saldana explores the emerging field of arts-based research called Ethnodrama. Ethnodrama is the result of research in the forms of case studies and auto-ethnography combined with the Theatre Arts. The power of Ethnodrama is in its ability to breathe life into written research. Placing particular attention on the personal stories of marginalized groups and individuals, Ethnodrama is an exciting and potent form of qualitative research.

## Division C: Learning and Instruction

**Juan Barrientos**  
New York University  
**Dana Manning**  
Texas Tech University

### Good Work in a Global Context

**W**ho exemplifies good work — work that is excellent in quality, socially responsible, and meaningful to its practitioners? How do individuals who desire to do “good work” succeed or fail at a time when unmodulated market forces are extremely powerful and the search for ever greater profits pervades the society, there are few if any comparable controlling forces or counter forces, and our whole sense of time and space is being altered in our technologically oriented global society? Marcelo Suarez-Orozco will also pose and moderate challenges from the audience to Howard Gardner with regard to Multiple Intelligences Theory in the context of an increasingly globalized world.

## Panelists:

Howard Gardner, Harvard University  
Marcelo Suarez-Orozco, New York University

## Division D: Measurement and Research Methodology

**Dirk Richter**  
Ohio State University  
**Emily Shaw**  
Fordham University

### The Partnership Between Research and Policy in Educational Testing

**E**ducational testing continues to be a hot topic in the public debate, extending its scope from P-12 settings to institutions of higher education. A call for high quality education and highly qualified educators has brought issues related to testing and educational measurement not only to the close attention of the popular media, but to the forefront of educational research. Focusing on these developments, this fireside chat will provide an opportunity for lively discourse on the impact of current and prospective research in measurement on the educational testing field, as well as the impact of educational testing policy on the measurement field. A distinguished panel, comprised of researchers from testing companies, educational organizations, and academia, will share their ideas on what the future holds for educational testing based on current and forthcoming research. All graduate students are welcome to attend.

## Panelists:

Wayne Camera, The College Board  
Drew Gitomer, ETS  
Laura Hamilton, RAND Corporation  
Suzanne Lane, University of Pittsburgh  
Cynthia Parshall, University of South Florida  
**Discussant:**  
Mark Reckase, Michigan State University

## Division E: Counseling and Human Development

**Seleena Smith**  
University of Oklahoma  
**Rebecca Hurst**  
University of Oklahoma

### The Personal Meets Professional: Intersections of Lived Identities within the Culture of Academe

**T**his session is designed to foster an interactive discourse between panelists and graduate students regarding different lived identities and their intersections with the professional role of faculty member. Panelists will include five faculty members who will share personal experiences and observations highlighting how different cultural and personal identities have impacted and informed their professional identities within the culture of academe. The discussion will include an exploration of a variety of lived identities potentially including, but not limited to, gender, race, ethnicity, culture, socioeconomic background, sexual

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# Connections Across Divisions

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orientation, religion, national origin, age, and ability and their connections with the academic roles of teacher, mentor, and scholar. The session will be relatively informal to permit free-flowing interaction between students and panelists and to ensure that topics of concern and/or interest to participants are addressed.

## Panelists:

Dr. Namok Choi, University of Louisville  
 Dr. Dorothy Espelage, University of Illinois at Urbana-Champaign  
 Dr. Patricia Hardre, University of Oklahoma  
 Dr. Velma LaPoint, Howard University  
 Dr. Jim Lichtenberg, University of Kansas

## Division F:

### History and Historiography

**Lori Rhodes**

Stanford University

**Kate Sedgwick**

University of Pennsylvania

### Writing History for Public Consumption

This session will be an informal discussion between graduate students and NYU History of Education Professor Jonathan Zimmerman. The conversation will be an open dialogue centered on ways in which historians of education can use history to illuminate and analyze current issues arising in the field of education. Participants are invited to discuss a range of related topics, such as the professional and political role of historians of education both inside and outside of the academy, the relationship between historical understandings of the past and the creation of contemporary public policy in education, and the importance of historical context in education research design and methodology. All graduate students are invited to participate in this important dialogue as we collectively explore the utility and effects of historical knowledge and research regarding the state of education.

## Division G:

### Social Context of Education

**Minda M. Lopez**

University of Texas, San Antonio

**Jevon D. Hunter**

University of California, Los Angeles

### Affiliations, Institutions and Relationships: The Where, When, and How of Forming a Professional Identity in the Academy

In preparing for a career in academia, graduate students and early career scholars must make countless decisions which potentially have a great impact on their future careers and professional identities. Although not always visible, ongoing choices regarding affiliations, alignments, organizations, journals and publications contribute to each professional's complex identities in academia. In order to prepare nascent academics for their own journey, this session will demystify how several scholars came to their own professional identities through a dis-

ussion and analysis of their own experiences. The distinguished panel of faculty members will shed light on the factors which influenced and shaped their professional paths as well as analyze the influence of personal, disciplinary, organizational and institutional relationships on their own identities and career trajectories.

## Panelists:

Arnetha Ball, Stanford University  
 Kris Gutierrez, University of California, Los Angeles  
 Gloria Ladson-Billings, University of Wisconsin, Madison  
 Barbara Rogoff, University of California, Santa Cruz

## Division H:

### School Evaluation and Program Development

**Colleen Paepow**

North Carolina State University

**Vernita Morgan**

University of Iowa

### Careers in Educational Research and Evaluation: A Conversation from a Variety of Perspectives

The 2007 Fireside Chat, "Careers in Educational Research and Evaluation: A Conversation from a Variety of Perspectives," will showcase the variety of career options available within educational research. Since the theme of the 2007 AERA Annual Convention is "The World of Educational Quality," we plan on having guest speakers who represent a variety of organizations involved in educational research who will focus on two key areas: 1. The variety of research settings: Each speaker will address research conducted from his/her perspective. 2. The meaning of quality in educational research and practice: Defining and addressing quality research (i.e., either a positive and negative example of research conducted).

Our panelists will include representatives who are engaged in research within district, state, federal, university, and private organizations.

## Panelists:

Gary J. Asmus, University of Louisiana at Lafayette  
 Nancy Baenen, Wake County Public Schools  
 Zollie Stevenson, U.S. Department of Education  
 Rolf Blank, Private agency contracting with states  
 Julie M. Kearney, Center for Evaluation and Assessment, The University of Iowa

## Division I:

### Education in the Professions

**Rachelle Ann Haroldson**

University of Minnesota

**Tamera Wagner**

Capella University

### Career paths for theory-based researchers of educational practice

As a graduate student planning a research career, it can be difficult to determine how to position oneself in the field. "Who is my audi-

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# Connections Across Divisions

(continued from page 8)

ence, what are my goals, and what gets me excited about this enterprise?" are questions that can help shape a personally meaningful program of research and, ultimately, a career path. By comparing and contrasting examples of the ivory-tower, academic model of research as a theory-building exercise to the front-line, applied model of research as an agent of system change, the discussion will address how one manages to be a theory-based researcher in an applied domain. This balance of theory and application is particularly relevant to researchers and students who are interested in research in the professions. The session will provide graduate students with an interactive opportunity to ask Dr. Regehr questions regarding the development and framing of a research project as well as networking to complete the project.

## Panelists:

Glenn Regehr, PhD  
Richard and Elizabeth Currie Chair in Health Professions Education Research;  
Professor, Dept. of Surgery, Faculty of Medicine, University of Toronto  
Scientist, Toronto General Research Institute, University Health Network  
Associate Director, Wilson Centre for Research in Education

## Division J:

### Postsecondary Education

**Christopher Coogan**

University of Florida

**Cassandra C. Lewis**

University of Maryland, College Park

### Crafting a Research Agenda that is Relevant, Timely and Personally Fulfilling

**F**inding a dissertation research topic, much less crafting a quality research agenda, is one of the most daunting tasks for many graduate students. Some are unsure of the relevance of a potential topic, while others wonder about the prospects of finding personal satisfaction through research. In this informal chat, accomplished researchers and authors of "How College Affects Students" Dr. Pascarella and Dr. Terenzini will share how they have crafted personal and collaborative research agendas that are personally and professionally fulfilling. This session promises to be informative and enlightening for graduate students, regardless of their stage in the program or their chosen career path.

## Panelists:

Dr. Ernest T. Pascarella, University of Iowa  
Dr. Patrick T. Terenzini, The Pennsylvania State University

## Division K:

### Teaching and Teacher Education

**Kristen B. French,**

University of Massachusetts-Amherst

**Juanita Perea**

California State University, Monterey Bay

### Crossing Borders: Applying Current Research in Teacher Education

**T**his year's theme urges us to engage in a discussion of "The World of Educational Quality." The "world" of teacher education has the potential to create spaces for those in the margins or borders, whether they are oppressed groups or disciples outside of educational theory, to find creative possibilities in the center. The concept of "quality" pushes us to look beyond the current trends to standardize education and to rethink how "quality" is interpreted in teacher research. This year's panel will draw on the most current research reflecting the "world" of border crossers who straddle multiple communities. These border crossers include researchers/teachers, academics within fields that inform teacher education and, finally, research that addresses the "un-standardization" of the quality of teacher education.

## Panelists:

Sandy Grande, Associate Professor of Education, Connecticut College  
Jane Hannaway, Director of Education Policy at Urban Institute  
Christine Sleeter, Professor Emerita, California State University-Monterey Bay  
Kenneth M. Zeichner, Professor, Associate Dean, University of Wisconsin-Madison

## Division L:

### Education Policy and Politics

**William Kyle Ingle**

Florida State University

**Angela Hull**

University of Missouri-Columbia

### In Pursuit of Quality through Education Policy and Research

**T**he theme of the 2007 Annual Convention is *The World of Educational Quality*. This broad theme calls for "a heightened focus on the quality of the educational enterprise" and "refocuses our attention on the diverse aspects of educational quality." With this diversity of aspects in mind, this year's Division L Fireside Chat draws together three leading scholars to discuss their research into policies that pursue quality in K-12, postsecondary, and international contexts. Finally, the call also solicits an intensified focus on the quality of education research. To that end, the invited researchers are asked to advise future researchers and practitioners on how to pursue quality in their research endeavors.

## Panelists:

Dorothea Anagnostopoulos, Assistant Professor of Teacher Education, Michigan State University  
Michael McLendon, Associate Professor of Public Policy and Higher Education, Peabody College and Vanderbilt University  
Tom Luschei, Assistant Professor, Florida State University

We want to take this opportunity to thank our three distinguished speakers for giving us their valuable time and wisdom. Please join us in Chicago for what will be a great opportunity to meet some of the best minds in the business of educational policy & politics research.

## Chicago Highlights (continued)

(continued from page 4)

cheaper thrill there are spectacular views from the 94th floor observation deck (minus the alcohol). On a clear day, you can see as far as Michigan, Indiana and Wisconsin. Start at the concourse level, where a re-creation of the Hancock's 1965 construction site (the structure was completed in 1970) includes blueprints and exposed steel beams. From there, take the 39-second ride on the fastest elevator in North America to the top, 1,000 feet above the Magnificent Mile. View the Windy City from all sides--and even feel it from the Skywalk, a patio-like enclosure with industrial-strength screens "Soundscape" binoculars zoom in on city sights. Admission is about ten bucks.

Another famous building in Chicago is the *Wrigley Building*, the crown jewel of Michigan Avenue. The 30-story building was completed in 1924 and is the headquarters for the Wrigley chewing gum company. It was modeled after the Sevilla Cathedral's Giralda Tower. The outside of the building is covered in over 250,000 terra cotta tiles, which are individually tracked with a complicated computer database. The 2-story clocks, with 6 ft. long hour hands and 9 ft. long minute hands are the most prominent features on the building. The Wrigley Building is impressive in the daytime, but is stunningly beautiful at night when it is illuminated with floodlights.

### Eateries

Who can visit Chicago without indulging in some pizza? Some of the best are listed here, if pizza is not your thing, some other options along Michigan Ave are described below.



**Cafe Spiaggia**, 980 N. Michigan Ave. Cafe Spiaggia is the easygoing younger sibling of Spiaggia, the upscale Italian restaurant down the hall. In the Cafe, Chef Tony Mantuano tones down the cost, but not the devotion to simple, seasonal food. There's no dress code, but the neighborhood regulars do radiate a certain ready refinement. The dining room glows with modern Italian furnishings, a marble floor and dramatic 15th Century frescoes reproduced from an Italian villa in Mantua, Italy. Hand-blown Venetian blue glass light fixtures complete the traditional yet modern vibe. Some tables also offer a dramatic lake view.

**Cosi**, 116 S. Michigan Ave. Cosi is an unusual restaurant, in that its menu and atmosphere evolve throughout the day. In the morning, it's a coffee bar; at lunchtime, working stiffs drop in for made to order sandwiches and pizzas in a casual atmosphere; after 5 pm, it's cocktails and table service. Specialties of the house include the famous sandwiches; "Cosi corners," bread-based appetizers served with a variety of spreads; coffee cocktails; and s'mores, which you can cook right at your table.

**Gino's East**, 633 N Wells St (Cross Street: Ontario Street). The pizza's polenta crust is light and crispy, and slices are so big it's difficult to stretch your mouth around them. Once you do, rich, creamy mozzarella and zesty tomato sauce await. Crumbled sausage, spicy and mouthwatering, makes for an even better topping.

**Lou Malnati's Pizzeria**, 439 N Wells St (Cross Street: Hubbard Street). There's no meat on the namesake "Lou," but not even carnivores can resist this hearty, heavenly combo of spinach, mushrooms, sliced tomatoes and a blend of mozzarella, Romano and cheddar cheeses.

**Pizzeria Due**, 619 N Wabash Ave (Cross Street: Ontario Street). Any of the five specialty pizzas are a good idea, especially the trademarked Numero Uno, a hearty combination of cheese, sausage, pepperoni, mushrooms, onions and green peppers. The Spinoccoli, (spinach, broccoli, garlic) is a good meatless option.refinement. The dining room glows with modern Italian furnishings, a marble floor and dramatic 15th Century frescoes reproduced from an Italian villa in Mantua, Italy. Hand-blown Venetian blue glass light fixtures complete the traditional yet modern vibe. Some tables also offer a dramatic lake view.

**Pizzeria Uno**, 29 E Ohio St (Cross Street: Wabash Avenue). The pies take 45-60 minutes to bake at this low-ceilinged, dark pizza joint, so a host takes orders from customers while they stand in line. It's all deep dish--no thin-crust pizza here--and broccoli is about the most exotic topping you'll find. The pizza arrives dripping with cheese and not too much sauce, and a flaky, crunchy, almost pie-like crust.

**Potbelly Sandwich Works**, 520 N. Michigan Avenue. This chain sandwich shop serves sandwiches to order on fresh baked rolls with standard deli meats such as turkey,

ham, chicken salad and roast beef- very reasonable for a quick lunch.

**South Water Kitchen**- 225 N. Wabash Ave (Cross Street: Wacker Drive). South Water Kitchen, adjacent to Chicago's hip Hotel Monaco, is a neighborhood restaurant offering American Home Cooking. The smart, sophisticated comfort-food menu offers starters like mussels steamed in chowder-style broth with bacon, leeks, potatoes and celery, and seafood scampi redolent of garlic butter, parsley and lemon. Popular entrees include braised lamb shank with creamy goat cheese grits and sauteed spinach, and tilapia served with mashed potatoes and caper butter sauce.

**Szechwan Restaurant**- 625 N. Michigan Ave. A few steps below street level, Szechwan House is one of the Magnificent Mile's most popular Chinese restaurants. At lunch, workers from the surrounding offices enjoy the all-you-can-eat buffet. In the evening, the dining room draws tourists and locals ordering from the menu.

**Tucci Benucch**- 900 N. Michigan Ave. Moderately priced Italian food served in a faux Italian country-house setting, a bit incongruous in the 900 N. Michigan building, but nevertheless a convenient spot for a meal after shopping. In addition to pizzas, salads, and pasta dishes, look for seasonally influenced daily specials.

**Wow Bao**, 835 N. Michigan Ave. This carryout-only shop specializes in bao, steamed Chinese buns filled with Thai curry chicken, Kung Pao chicken and other savory fillings. With a name like this, who can resist? It's super cheap, too.

Of course this short "guide" cannot do Chicago justice. It is an exciting city full of interesting neighborhoods, great restaurants, exciting theatre, fabulous shopping and incomparable architecture. For more details and planning for fun outings during AERA, because you will need a break from all those scholarly talks and intellectual conversations, visit these web sites:

<http://www.chicagonighborhoodtours.com/>  
<http://metromix.chicagotribune.com/>  
<http://www.lonelyplanet.com/worldguide/destinations/north-america/usa/chicago/>

## Division Representatives (cont.)

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meeting, representatives primarily conduct duties through e-mail and occasional conference calls.

Whether it is writing an article for "Connections" or a division newsletter, posting announcements on a listserv, coordinating mentoring programs, or simply responding to the questions of individuals, division representatives use many different approaches to keep graduate students informed and supported. One activity, which culminates at the annual meeting, is the important task of soliciting graduate student input and ideas in the planning of division fireside chats.

As important as these activities are to AERA and the divisions, one need not be in fear of an exorbitant time-draining commitment. Throughout the year, completion of division representative duties average no more than 5 hours per month. In the months leading up to the annual meeting, time spent on representative duties can increase to 2-3 hours per week, depending on the activities of the division and the designated role of the representative. I, like other reps, have found that this increase in time, have likewise meant an increase in truly meaningful acts of service and engagement with other members of the association.

While the above captures the gist of the activities and expectations of a graduate student representative, I would like to offer a personal reflection on the position. As I near completion of the first year of my two-year term, I remain excited about this opportunity to contribute to AERA and in particular, Division-J. The thoughtfulness and care taken by division leadership in planning special events to conducting 'business as usual' have been inspiring and personally instructive. My own acts of service have been interesting and enjoyable, without being at all taxing. Last but not least, it has been a pleasure interacting with the other reps, and the GSC leadership in promoting and supporting the interests of AERA graduate students.

I hope after reading this piece, many of you will consider the position. If your curiosity is piqued or even if you have a few more questions, feel free to contact your current division graduate student representative for more information. We also welcome you to stop by the Graduate Student Resource Center at the annual meeting, attend your division's fireside chat, or graduate student meeting. See you in Chicago!

## AERA Connections

### Featuring the UCEA-AERA Connection: Graduate Student Opportunities

#### David L. Clark National Graduate Student Research Seminar

##### Angela Hull

Division L Representative  
University of Missouri-Columbia

For over 30 years, the David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy has produced leading scholars in the field of educational administration and policy. This 2-day professional development event is jointly sponsored by AERA's Divisions A and L, as well as the University Council for Educational Administration (UCEA), and Corwin Press. The seminar is held around the AERA annual meeting. 40 scholars are chosen the preceding fall through a blind review process based on department chair or dean nominations, a packet including an abstract and short proposal of dissertation research and an abstract of student research.

Students must have completed coursework and have developed a proposal. Two students per university may be nominated; the process and forms are available at [www.ucea.org](http://www.ucea.org). Once selected, these scholars develop a research presentation for the seminar. The agenda also includes discussion and faculty presentations and guidance. The Clark Seminar provides an opportunity to learn new approaches to research, as well as to develop new working relationships with both faculty and students beyond a participant's own institution. Many former Clark Seminar graduates are now faculty members at research institutions.

#### Barbara L. Jackson Scholars Network Program

##### Sheila L. Sherman

Newsletter Editor  
Michigan State University

##### *In the Beginning*

The Barbara L. Jackson Scholars Program was created by the plenum of the University Council for Educational Administration in November of 2003 to provide UCEA member institutions graduate students who are interested in the professoriate an opportunity to network with other students and faculty. *Who is Barbara L. Jackson?*

Dr. Barbara L. Jackson is Professor in the Division of Educational Leadership, Administration and Policy at the Graduate School of Education, Fordham University, the Jesuit University of New York City, located at Lincoln Center. Dr. Jackson has also served as Associate Professor and Associate Dean at Atlanta University, Professor and Dean of the School of Education at Morgan State University—both are historically black institutions. In 1987, Dr. Jackson joined the faculty of Fordham and even served as Chair of the Division from 1997-2003. She received her Doctor of Education degree from Harvard Graduate School of Education in 1970.

##### **What is the link between UCEA to AERA for Jackson Scholars?**

For the forty-two mentors and selected scholars of the 2006-2007 class, it has been an ongoing opportunity to build a rapport with each other. This relationship began at the 2006 UCEA Conference in San Antonio, Texas, which supports minority students interested in becoming professors. The networking continues during the April 2007 AERA Conference to be held in Chicago. At a special session for Barbara L. Jackson Scholars, UCEA Past President, Dr. Michael Dantley and UCEA President Elect, Dr. Fenwick English extended warm greetings. UCEA's Executive Director, Dr. Michelle Young, introduced the Jackson Scholars and Mentors at the Scholars' program. The Keynote Address featured a father-son team of Dr. Edmund Gordon, Professor Emeritus, Columbia University and Dr. Edmund T. Gordon, Director, Center for African & African American Studies, University of Texas-Austin.

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## Barbara L. Jackson Scholars (cont.)

(continued from page 11)

As a selected participant in the 2006-2007 Barbara L. Jackson Scholars Network Program, it has been an invaluable experience. I was paired with an energetic & ambitious faculty member, Dr. Gaetane Jean-Marie, Assistant Professor, Educational Leadership & Policy Studies from Florida International University. Together, we are collaborating on a couple of research projects and looking to present and publish our research projects in the near future.

During a private lunch with Dr. Jean-Marie, a scholarly discourse ensued about what is required to become a professor, but fraternization with all mentor faculty and organizational leaders was actually endorsed by everyone. Those holding leadership positions – I refer to them as “UCEA dignitaries” reached out and invited many Scholars to breakfast, lunch, and dinner. I felt honored to be invited, along with other Scholars, to have lunch with Past President, Dr. Dantley and dinner with UCEA Associate Director of Graduate Student Development, Dr. Linda C. Tillman.

Barbara L. Jackson Scholars will have some closed sessions at AERA, but we will be able to participate in most events of our choosing. Last year, I attended the 2006 AERA Conference for the first time in San Francisco. Many graduate students come to AERA feeling overwhelmed by the quantity and diversity of sessions offered to attendees. There were over 14,000 members in attendance. Personally, I did not feel overwhelmed because Dr. Andrea Evans reached out to me and guided me through the conference based on my research interests. I did, however, realize early on that it is virtually impossible to attend all sessions of interest due to many time & session conflicts. Logistically, I could not dream of attending all the sessions that were of interest to me.

I would suggest first-time attendees to rank sessions in order of preference relative to dissertation studies and subsequent research interests. Ladies, bring or wear comfortable walking shoes and if you love your heels, carry them in a tote bag- there will be a lot of walking downtown Chicago. There are many receptions sponsored by Special Interest Groups (SIGs), so try to plan to attend those receptions to meet other graduate students and faculty. I was able to meet Dr. Gloria Ladson-Billings, Past President of AERA. To answer the question, “*What is the link between UCEA to AERA for Jackson Scholars?*”

The link from UCEA to AERA is that the networking and collaborative opportunities continue and many of the faculty who attended UCEA will be present at AERA-you should be too especially if you would like to collaborate with the heavy hitters in education research.

## Professional Development and Training Courses

In addition to attending the Fireside Chats, graduate students may also want to check out the professional development and training courses offered at the annual meeting. These courses cover a variety of research topics, tools, and methodologies that are essential for junior researchers. There are extended and mini courses offered for nominal fees throughout the week.

For more information check out the AERA website at <http://www.aera.net/annualmeeting/?id=1556>

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



Learn about the GSC discussion  
listserv on our website.



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 L. Sherman ([ssherman@msu.edu](mailto:ssherman@msu.edu)).

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.

# Graduate Student Council Roster, 2006-2007

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