



Candidates for AERA Office: 2008 Election

Candidates for office in AERA's 2008 election have provided brief biographical statements, which are printed below. The purpose is to inform voting AERA members about the candidates' experience as education researchers and as members of the Association.

As approved by AERA Council, since the 2005 election candidates' statements have been published in *Educational Researcher* and posted on the AERA website. This information will *not* appear in the form of a biographical booklet, which accompanied the mailed ballot in past years.

The following are biographical statements prepared by the 2008 candidates.

Candidates for the Office of President-Elect

Carol D. Lee (Ph.D., University of Chicago) is Professor of Education and Social Policy in Learning Sciences at Northwestern University. She is a member of the National Academy of Education, author of two books—*Signifying as a Scaffold for Literary Interpretation*, and *Culture, Literacy and Learning: Taking Bloom in the Midst of the Whirlwind*—and co-editor of *Vygotskian Perspectives on Literacy Research*. She is Past President and Fellow of the National Conference of Research on Language and Literacy and was a Fellow at the Center for Advanced Study in the Behavioral Sciences. She has also served in leadership roles in the National Council of Teachers of English.

Lee has been active in leadership roles within AERA; currently she is Vice President of Division G and a member of the AERA Council and Executive Committee. Past roles include chairmanships of the Social Justice Action Committee, the Minority Fellowship Committee, and Division C's Scribner Award Committee; she has also been Section Chair for Division G, a member of the Outstanding Book Award Committee, and a member of the Editorial Boards of the *American Educational Research Journal* and *Educational Researcher*. She is a member of Divisions G, C, and K and of the Research Focus on Black Education SIG.

"Drawing on the roles I've served within AERA, as President, I'd work to enhance collaborations across divisions around persistent and compelling open questions in educational research, further AERA's international collaborations, expand AERA's presence in policy issues around educational equity, and increase leadership and mentoring opportunities for graduate students and early career scholars. In coordination with other research and policy entities, AERA is poised to further shape educational policy and practice."

James Joseph "Jim" Scheurich (Ph.D., Ohio State University) is Professor and Head, Educational Administration and Human Development Department, Texas A&M University. His scholarship focuses on social justice and school success for all students. He is Co-Editor of the *International Journal of Qualitative Studies in Education* and has served on several editorial boards. He has

served on the AERA Publications Committee and on Divisions A and L committees, as a Division D Co-Program Chair, and on the Executive Board for the University Council for Educational Administration, from which he received the Master Professor Award. He is the lead author of "Coloring Epistemology" (published in *Educational Researcher*) and has published 5 books and more than 30 refereed articles. He also directs a Science, Technology, Engineering, and Mathematics (STEM) Center.

"All of us—whether we are school teachers or university researchers—*care deeply* about education, educational research, and their critical roles in a democracy. Indeed, in our hearts we consider our profession as not a job but a calling to make a difference that truly matters. At the same time, we in the United States have substantial educational, health, income, housing, etc., gaps/differences based on race, sexual orientation, culture, language, gender, disabilities, etc., *differences that deeply violate the very nature of democracy itself*. I believe that these inequitable differences must be fundamentally unacceptable to all educators. I would suggest, then, that we AERA members recommit to use our research and teaching to remove these differences and thus to carry forward the dream of a truly equitable democracy."

Marcelo M. Suárez-Orozco (Ph.D., University of California, Berkeley) is Ross University Professor and Co-Director of Immigration Studies at New York University. His research is on migration and education. His dissertation won AERA's Division G Award in 1988. He has served AERA in presidential sessions and committee presentations and is a member of the Editorial Board of *Educational Researcher*. His books include *Children of Immigration* and *Learning a New Land: Immigrant Students in American Society*, winner of the Stone Award, Harvard University Press, for the Outstanding Book on Education. He is Editor, most recently, of *Learning in the Global Era*.

He lectures widely on his research, with recent addresses at the German Foreign Office, Pontifical Academy of Sciences, and Kofi Annan's U.N. Colloquium of University Presidents. He taught in Paris, Barcelona, and Leuven and was a Fellow at the Center for Advanced Study, Stanford. Elected to the National Academy of Education and a recipient of the Mexican Order of the Aztec Eagle, he attended public schools in Argentina, where

his parents were teachers for 40 years. Before coming to New York University he was Thomas Professor of Education at Harvard.

“I would build on two decades of scholarly work to (1) foster interdisciplinary dialogues around research to best practice models, (2) improve understanding of the challenges that immigration and globalization present to education, and (3) bring international voices to our discussions of shared dilemmas for education and equity in the 21st century. I can’t think of a better organization than AERA to lead the conversation on the forces shaping education moving forward: globalization, migration, and rapid technological changes.”

Candidates for the Office of Division Vice President

Division B: Curriculum Studies

William C. Ayers is Distinguished Professor of Education and Senior University Scholar at the University of Illinois, Chicago, and founder of both the Small Schools Workshop and the Center for Youth and Society. A graduate of the University of Michigan, the Bank Street College of Education, and Teachers College, Columbia University, he writes about social justice, democracy and education, the cultural contexts of schooling, and teaching as an essentially intellectual, ethical, and political enterprise. His articles have appeared in numerous journals, including the *Harvard Educational Review* and the *Journal of Teacher Education*, and he has written or edited fifteen books, including *A Kind and Just Parent: The Children of Juvenile Court*; *To Teach: The Journey of a Teacher*; *Fugitive Days: A Memoir*; *Teaching Toward Freedom: Moral Commitment and Ethical Action in the Classroom*; and *Race Course: Against White Supremacy* (in press). He blogs on billayers.org.

Ayers has taught in the Graduate Student Seminars and served on several Division B committees, including chairing the Lifetime Achievement Award Committee.

“Division B, with its emphasis on questions of what is just and worthwhile to know and experience, and its nourishing of our radical imaginations, is home base—and for many whose primary interests are elsewhere, a natural second home—for so many AERA members. We can make the connections that might both deepen and broaden the Division and create an even more yeasty and energetic intellectual site.”

Patricia A. Lather is a Professor in the Cultural Foundations Program, School of Educational Policy and Leadership, at Ohio State University, where she teaches qualitative research, feminist methodology, and gender and education. She has held visiting positions at the University of British Columbia, Göteborg University, York University, and the Danish Pedagogy Institute, as well as a 1995 sabbatical appointment at the Humanities Research Institute, University of California, Irvine, for a seminar on feminist research methodology. She was the recipient of a 1989 Fulbright to New Zealand. Her work examines various critical, feminist, and post-structural theories in the context of curriculum and research, with a recent focus on the implications for qualitative inquiry of the call for scientifically based research in education. She is the author of *Getting Smart: Research and Pedagogy With/in the Postmodern*, which received a 1991 Critics Choice Award; *Troubling the Angels: Women Living with HIV/AIDS*, co-authored with Chris Smithies, which

received a 1998 CHOICE Award as one of the best academic books of the year; and *Getting Lost: Feminist Efforts Toward a Double(d) Science* (2007).

She has been a member of Division B and has presented regularly at AERA Annual Meetings since 1983. She has served on committees such as those for the Equity Curriculum Materials Award and the Division B Book and Lifetime Achievement Awards, as well as participating in various AERA doctoral pre-seminars and mini-courses. Her vision of Division B is as a gathering point for those committed to both honoring the past and continuing the relevance of the theory and practice of curriculum studies.

Division F: History and Historiography

Rubén Donato (Ph.D., Stanford University) is Historian of Education and Professor in the area of Educational Foundations, Policy and Practice, in the School of Education at the University of Colorado, Boulder. His research focuses on American educational history in general and the historical experiences of Mexican Americans in particular. He was Program Chair of Division F in 2002 and National Academy of Education, Spencer Postdoctoral Fellow in 1991–1992. He is author of *The Other Struggle for Equal Schools: Mexican Americans During the Civil Rights Era* (Albany: SUNY Press, 1997) and *Mexicans and Hispanos in Colorado Schools and Communities, 1920–1960* (Albany, SUNY Press, 2007). He received the 2007 American Educational Studies Association Critics’ Choice Award for his current book.

Karen Graves (Ph.D., University of Illinois) is an Associate Professor of Education at Denison University. She served as Program Chair (2001) and as Secretary (2004–2006) for AERA’s Division F and has chaired the History of Education Society Outstanding Book Award Committee. She participated in the Spencer Foundation Conference “New Directions in the History of Education,” and the National Endowment for the Humanities Summer Institute, “Educating a Citizenry: School and Society in the World of Thomas Jefferson.” She has served on the Advanced Studies in England Academic Board, Bath, and was appointed a Wye Fellow at the Aspen Institute on Citizenship and the American Polity. She reviews articles and texts for the *History of Education Quarterly*, *Gender and Education*, and *Educational Studies*. Her research focuses on women’s schooling and curriculum shifts during the Progressive Era, and the Cold War repression of gay and lesbian teachers. Her publications include *Girls’ Schooling During the Progressive Era: From Female Scholar to Domesticated Citizen* (New York: Garland, 1998); *Inexcusable Omissions: Clarence Karier and the Critical Tradition in History of Education Scholarship*, co-edited with Timothy Glander and Christine Shea (New York: Peter Lang, 2001); and articles published in *Educational Studies* and the *Florida Historical Quarterly*. She co-wrote a funded Mellon Foundation Grant proposal, “Their Highest Potential: A Study of the Legacy of *Brown v. Board of Education* at the Occasion of the 50th Anniversary of the 1954 Decision.” Her current book project is “*And, They Were Wonderful Teachers*”: *Florida’s Purge of Gay and Lesbian Teachers, 1956–1965*.

Division G: Social Context of Education

Alfredo J. Artiles is a Professor of Special Education at Arizona State University. His interdisciplinary scholarship examines the ways that ideologies of *difference* (indexed by race, language background)

mediate schools' responses to student needs. He examines disability identification practices as a window into schools' cultural constructions of *difference*. His research also focuses on teacher learning for social justice.

Artiles has published extensively, including three co-authored books; other work has been published in the *Harvard Educational Review*, *Teachers College Record*, *Educational Researcher*, *Review of Research in Education*, *Educational Leadership*, *Language Arts*, *Exceptional Children*, the *Journal of Learning Disabilities*, *Theory Into Practice*, the *Journal of Special Education*, and *Handbook of Research on Multicultural Education*.

Artiles has been an advisor/consultant to organizations/programs such as Harvard's Civil Rights Project, the Council for Exceptional Children, the Southern Poverty Law Center, and the Kennedy Foundation. His AERA service includes Division G Secretary, Division K Graduate Student Seminar Mentor, Program Co-Chair (Division C and G sections), Minority Fellowship Selection Committee, proposal reviewer, and session chair/discussant.

Artiles is Co-Editor of the *International Multilingual Research Journal* (Erlbaum), and serves on editorial boards of 10 national and international journals. He has made more than 150 presentations at professional conferences/forums in the United States, Latin America, Africa, and Europe. He received a Postdoctoral Fellowship from the Spencer Foundation/National Academy of Education and received the 2001 Early Career Award from AERA's Committee on Scholars of Color in Education. He is a Principal Investigator for the National Center for Culturally Responsive Educational Systems. He will be a 2008–2009 Resident Fellow at the Center for Advanced Study in the Behavioral Sciences (Palo Alto, California).

Garrett Albert Duncan (Ph.D., Claremont Graduate School) is an Associate Professor of Education in Arts and Sciences at Washington University in St. Louis, where he holds appointments in African and African American Studies, American Culture Studies, and Urban Studies. His research focuses on the relationships of race, culture, education, and society and how they shape the post–Civil Rights Era schooling of students of color in public schools. His research has been published in an array of journals. Among the awards that he received for teaching, service, and research is a 2002–2004 grant from the AERA/IES Research Grants Program. Duncan has served Division G as the Section 4 Program Chair for the 2002 Annual Meeting and as the Section 1 Program Chair for both the 2007 and 2008 Annual Meetings. In addition, he has served AERA more broadly as a member of its Committee on Scholars of Color in Education from 2001 to 2004.

“Over the years, Division G has positioned itself as a leader within AERA through its support of scholars whose research engages head-on educational matters of local, national, and international significance. In my view, it is of paramount importance that we marshal our research to address and to take a public stance on the increasingly punitive character of public policy related to K–12 schooling, the range of challenges that face our students in higher education, and the ideological constraints that threaten the rigor, diversity, and potentially socially transformative nature of our work as scholars.”

Division H: School Evaluation and Program Development

Faith Connolly (Ph.D., University of Maryland) has held a number of leadership positions in Division H, including 2008 Division H Program Chair, Applied Research Section Chair (2006), and Newsletter Editor (2004, 2005). She has received six Outstanding Publication Awards in policy and management research, institutional research, and statistics research. In addition, she is the immediate Past President of the Directors of Research and Evaluation.

Connolly is Vice President of Research and Evaluation at Naviance, the nation's leading provider of planning and advising systems for secondary schools. She previously served as Director of Research, Evaluation and Assessment at Montgomery County Public Schools (Maryland). Connolly has participated in a variety of teaching and research positions at Johns Hopkins University, the University of Maryland, the Maryland State Department of Education, and the Baltimore City Public Schools. She participated in a program evaluation of the National Assessment of Vocational Education and designed and implemented a longitudinal retention study in an urban community college that has been replicated by several organizations.

“My vision for Division H focuses on continuing to encourage collaborative research conducted by academics, research organizations, and school districts which will have a direct impact on students. I would like to see Division H continue to develop, support, and recognize excellent research being conducted independently and collaboratively in the field.”

Michael J. Flicek (Ed.D., University of South Dakota) is the Research Assessment Director for Natrona County Schools in Casper, Wyoming. During doctoral training in school psychology he embraced the notion of the scientist practitioner. This led to regular participation as a presenter at annual meetings of the National Association of School Psychologists. During that time he published in the *Journal of Clinical Child Psychology*, the *Journal of Abnormal Child Psychology*, and *Behavioral Disorders*. He also served on the editorial review board for *Learning Disabilities Research & Practice*. In 1998 he began coordinating and directing assessment and research for his school district. He is a board member for the National Association of Test Directors and a past Secretary and Newsletter Editor. He is the Chairman of the Board of Directors for the Northwest Evaluation Association (NWEA), and he serves on the Advisory Committee for the NWEA Growth Research Data-Base. He is member of the Technical Advisory Committee for Wyoming's state assessment. A regular presenter at AERA Annual Meetings, he has also reviewed proposals for the *Journal of Teacher Education* and the *American Educational Research Journal's* Section on Social and Institutional Analysis. He was the Division H Program Chair for the 2007 Annual Meeting and a Program Chair for Section 2 for the 2005 Annual Meeting.

“The university, research organization, and school district researchers who constitute the membership of Division H have in common a unique ability to bring science to the fore as policymakers and educators work on the difficult task of improving options for students from all backgrounds.”

Thel Kocher (Ed.D., University of Kansas) is Director of Research and Evaluation for the Edina (Minnesota) Public Schools. He has served for nearly three decades as a school district Director of Research and Evaluation in urban and suburban settings. He is a long-time member of Division H and the Special Interest Group on Research Utilization. He has frequently served as a reviewer for both Divisions H and D and is a former recipient of the Division H Outstanding Discussant Award. He has published articles in seven different journals or monographs and has presented more than a dozen professional papers.

Kocher has served as a member of the Board of Directors and President of the National Association of Test Directors. He has served as Chair of the DRE section of the Council of Great City Schools. He is a long-standing participant in the Minnesota Minority Education Partnership and a recipient of its All My Relations Award. He was an Education Policy Fellow at George Washington University and served in the Office of Educational Research and Improvement at the U.S. Department of Education. Kocher served on the staff of the University of Minnesota, where he co-directed a minorities and women project and provided national technical assistance. He also serves as a peer reviewer for several programs at the U.S. Department of Education.

“Division H has experienced outstanding leadership over the years; I would be honored to lead the Division over the next two years.”

Division I: Education in the Professions

Ara Tekian (Ph.D., MHPE, University of Illinois, Chicago) is an Associate Professor of Medical Education and Director of International Programs in the Department of Medical Education at the University of Illinois College of Medicine, Chicago. He has been involved in leadership and scholarship in health professions education for over two decades, with experience worldwide, in Europe, the Middle East, Asia, and South America. His scholarship has focused on simulations, performance assessment, curriculum design, and underrepresented minorities and is reflected in more than 30 papers in peer-reviewed journals, several book chapters, a book, and hundreds of invited and peer-reviewed presentations. Within AERA, he has had sustained involvement and been effective in leadership roles in Division I. He was Chair of the Division I Affirmative Action Council (2003–2006), Program Chair for Division I (2006), and Secretary (2006–2008). Most recently, he was invited to be a member of the editorial board of *Educational Researcher*.

“Over the years Division I has distinguished itself from the rest of the AERA divisions by promoting a research agenda in education for the professions. My vision is to further promote the high quality of research on education in the professions through partnerships and collaborations among scholars across the various professions, across various institutions, and among junior scholars and their mentors. Division I should be a place where innovations and creative perspectives in professions education are introduced, discussed, debated, and disseminated. I want to bring to Division I the visibility that it deserves based on its significant contribution to education in the professions.”

Paul F. Wimmers (Ph.D.) is a faculty member at the University of California, Los Angeles, School of Medicine and serves as the Associate Director for Research in the Center for Education Development and Research. He is an Assistant Professor in

Medicine and is the Course Chair for first- and second-year elective courses. He is also a member of the Admissions Policy Committee. His professional interests include the acquisition of expertise, professional learning and assessment, problem solving, and admissions policies and procedures. His research includes the application of statistical methods, such as structural equation modeling and hierarchical linear modeling, in multivariate practical learning and assessment settings.

Shortly after his introduction to Division I, Paul won the Best Paper by an Established Researcher Award. Since 2005 he has served as Chair for the Outstanding Research Publication Award and was elected as Member-at-Large in 2007. His vision as future Vice President of Division I is to build a larger and broader membership by recruiting new faculty and researchers in the professions and to continue supporting great initiatives such as the graduate student group. As well, he wants to expand Division I scholarly work by publishing the proceedings in a yearly volume and continuing to work on encouraging members of Division I to collaborate on editing books that address key issues in professional education. He is currently editing an AERA book about competence development across the professions. Wimmers is passionate about professional education, and his wide experience, from technical engineering (B.S.) to medical education and cognitive psychology, makes him a perfect candidate for this challenging position.

Candidates for the Office of Division Secretary

Division A: Administration, Organization, and Leadership

Judy A. Alston (Ph.D., Pennsylvania State University) is an Associate Professor in the Leadership Studies Doctoral program at Ashland University. Her research foci include Black female school superintendents; the exploration of how the intersections of class, race/ethnicity, gender, sexual diversity, and ability affect leaders; and servant leadership. She is the co-author of *School Leadership and Administration: Important Concepts, Case Studies, and Simulations* (2007) and the author of *Multi-leadership in Urban Schools* (2002). She has been an active member of AERA for more than 11 years and has served in the Division as a Section Chair and Program Chair.

Catherine A. Lugg (Ph.D., Pennsylvania State University) is an Associate Professor of Education at Rutgers, The State University of New Jersey. She is also an Associate Director of Publications for the University Council for Educational Administration. Her research focuses on the politics of education, the history of education, and the influences of political ideology and social movements on educational policy. Lugg is the author of *For God and Country: Conservatism and American School Policy* (1996, Lang) and *Kitsch: From Education to Public Policy* (1999, Garland). She has been an active member of Division A since 1996.

Khaula Murtadha (Ph.D., Miami University of Ohio) is an Associate Professor of Educational Leadership and Policy Studies and serves as the Executive Associate Dean for the Indiana University School of Education, Indiana University–Purdue University Indianapolis. Murtadha is on the editorial review boards of several journals, including the *Educational Administration Quarterly* (EAQ) and the *Journal of Research in Educational*

Leadership. Her research interests include urban school reform and women of color in educational leadership. In her 2005 *EAQ* essay “Linking the Struggle for Education and Social Justice,” coauthored with doctoral student Daud Watts, she stresses the importance of accurately capturing leadership narratives.

Division C: Learning and Instruction

P. Karen Murphy (Ph.D., University of Maryland) is an Associate Professor at Penn State University, where she holds appointments in Educational Psychology and the Children, Youth, and Families Consortium. Her research focuses on the role of knowledge and beliefs in students’ comprehension of written and oral language. She is Chief Executive Editor of the *Journal of Experimental Education* and serves on editorial boards of other journals, including the *American Educational Research Journal’s* Section on Teaching, Learning, and Human Development, *Contemporary Educational Psychology*, and the *Journal of Educational Psychology*. Murphy has also been actively involved in Division C and has served as its Program Section Co-Chair and as Chair of the Scribner Award Committee.

JoyLynn Hailey Reed (Ph.D., University of Texas, Austin) is the Director of the Center for Excellence in Learning and Teaching at the University of Texas, Dallas. Since 1984, Reed has been a member of AERA, contributing as presenter and reviewer. Recently, she served as the Division C Newsletter Editor (2004–2006) and as a Program Co-Chair for Division C’s Section 6 (2003–2004). Reed is published in the *Journal of Educational Psychology*, the *Educational Psychologist*, the *Teachers College Record*, and the *Journal of Research in Technology and Education*. Reed is an effective communicator with great organizational skills.

Division D: Measurement and Research Methodology

Abbas Tashakkori (Ph.D., University of North Carolina, Chapel Hill) is a Professor of Research and Evaluation Methodology at Florida International University and the founding Co-Editor (with John Creswell) of the *Journal of Mixed Methods Research*. He has been a Mellon Post-Doctoral Fellow (Carolina Population Center), a Visiting Scholar at Texas A&M University, a faculty member of universities in the United States and abroad, and has served as the Founding Chair of the Mixed Methods SIG. He has published on school improvement, gender/minority issues, and mixed methods. He has a new book in progress entitled *Foundations of Mixed Methods Research* (co-authored with C. Teddlie, in press, Sage).

Cindy M. Walker (Ph.D., University of Illinois, Urbana-Champaign) is an Associate Professor in the Department of Educational Psychology at the University of Wisconsin, Milwaukee. She teaches courses in statistics and measurement. Her research focuses primarily on applied issues in psychometrics and includes work with Microsoft, the state of Washington, the Milwaukee Public School District, the Association of American Medical Colleges, and the National Science Foundation. She has published on the topics of differential item functioning, multidimensional item response theory, and proficiency classifications in the *Journal of Educational Measurement*; the *International Journal of Testing*; *Applied Psychological Measurement*; *Applied Measurement in Education*; and *Educational Measurement: Issues and Practice*.

Division E: Counseling and Human Development

Denise Beesley (Ph.D., University of Oklahoma) is an Associate Professor of Educational Psychology at the University of Oklahoma. She currently serves as the Coordinator for the School Counseling Program and as Director of the Oklahoma University Counseling Psychology Assessment Clinic. Her research interests include school counselor and teacher training, working with at-risk youth, diversity issues, relational and behavioral health, and psychological and psychoeducational assessment. For the past year, she has served as Division E Newsletter Editor. She also serves on the editorial boards of the *Journal of Multicultural Counseling and Development* and the *Journal of School Counseling*.

Carol A. Dahir (Ed.D., Hofstra University) is an Associate Professor/Coordinator of School Counselor Education at the New York Institute of Technology. She has served as a middle and high school counselor and as a supervisor of school counseling/student services programs. Dahir works extensively with departments of education, school counselor associations, and organizations on program development and continuous improvement for school counselors. She is a researcher and author and for the past 5 years has focused on widening the representation of counselor educators in Division E, especially those who train preservice school counselors. In addition, she serves as an AERA program proposal reviewer.

Division J: Postsecondary Education

Sharon L. Fries-Britt (Ph.D., University of Maryland) is an Associate Professor in Education Leadership, Higher Education and International Education at the University of Maryland, College Park. Her research focuses on the experiences of high-ability Black collegians and their academic, social, and racial experiences. A second line of inquiry examines race, equity, and diversity in higher education, to which she brings 25 years of administrative and consulting experience. She is co-author of a 2007 article entitled “The Black Box: How High-Achieving Blacks Resist Stereotypes About Black Americans,” published in the *Journal of College Student Development*.

Mary F. Howard-Hamilton is a Professor at Indiana State University, Department of Educational Leadership, Administration, and Foundations, Higher Education Program. She received her B.A. and M.A. degrees from the University of Iowa and her Ed.D., from North Carolina State University. Howard-Hamilton has experience as a higher education administrator and academic affairs administrator. As a researcher, Howard-Hamilton has published more than 80 articles and book chapters. Her most recent co-authored book is *Unleashing Suppressed Voices on College Campuses: Diversity Issues in Higher Education*. She has been a member of AERA for 16 years.

Carolyn J. Thompson (Ph.D., University of California, Los Angeles) is an Associate Professor of Higher Education at the University of Missouri, Kansas City. She is a long-time member of Division J and has served the organization and the higher education community in a number of ways. These include her roles on advisory and editorial boards, her involvement in state-level discussions on higher education policies, and her service as Chair of the ASHE Awards Committee. Her research focuses on social justice issues and empowerment of underrepresented groups. She

is completing a book on the 1968 African American student-led strike at San Francisco State College.

Division K: Teaching and Teacher Education

Rosa Hernández Sheets (Ph.D., University of Washington) is an Associate Professor at Texas Tech University. Her research examines how teacher learning in diversity coursework influences the development of culturally responsive teachers. She is the author of the award-winning book *Diversity Pedagogy: Examining the Role of Culture in the Teaching-Learning Process* (2005, Allyn & Bacon). This text demonstrates and explicates the interconnectedness of culture and cognition in the teaching-learning process. She is Co-Editor of *Starting Small: Teaching Tolerance in Preschool and the Early Grades* (1997) and *Racial and Ethnic Identity in School Practices: Aspects of Human Development* (1999).

Cynthia A. Tyson (Ph.D., Associate Professor at Ohio State University) has scholarship interests that include teaching for social justice, early childhood social studies, children's literature, and examining race in qualitative methodology. She currently chairs the Division K Program Committee, the Affirmative Action Council, and the Social Justice Action Award Committee. She served as Chair of Research Focus on Social Studies Education, Affirmative Action Officer for Division B, member of the Committee on Scholars and Advocates for Gender Equity in Education, and member of the *Brown* Lecture Series Selection Committee. She has published in *Educational Researcher*, *Theory and Research in Social Education*, *International Journal of Qualitative Research in Education*, and other books and journals.

Division L: Educational Policy and Politics

Kathryn M. Borman is a Professor of Anthropology at the University of South Florida and is affiliated with the Alliance for Applied Research in Education and Anthropology. She is a past editor of the *Review of Educational Research* and recently contributed to the National Academy of Education's report *Race-Conscious Policies for Assigning Students to Schools*. Her research includes studies (with AIR) of comprehensive school reform, NSF-supported studies of the STEM pipeline, especially as issues in STEM career attainment affect women and minority group members, and an IES-supported randomized controlled trial on school reform in science.

Lora A. Cohen-Vogel (Ph.D., Vanderbilt University) is an Assistant Professor in the Educational Policy and Evaluation Program at Florida State University, Tallahassee. She began her career in education directing a music education program in Oakland, California, during the Ebonics debate in the mid-1990s and now studies the politics of education reform. Focusing primarily on teacher quality issues, she is co-author of an article in the September 2007 issue of *American Educational Research Journal* (Section on Teaching, Learning, and Human Development), that compares arguments for the reform of teacher preparation with the evidence. She is currently conducting a study funded by the Spencer Foundation on the assignment of teachers to schools and classrooms.

Candidates for SIG Executive Committee Member

Vincent A. Anfara, Jr., is an Associate Professor of Educational Administration at the University of Tennessee, Knoxville. He is

currently the Executive Director and a Past President of the Middle Level Education Research (MLER) SIG and Treasurer of the Politics of Education SIG. He served as Vice President and Program Chair for MLER. As President of MLER, Anfara expanded membership, developed a handbook series, revitalized the SIG's newsletter and website, and engaged the membership in strategic planning. He has authored more than 80 articles and is the author/editor of 10 books related to middle-grades education and qualitative research methods.

Bruce S. Cooper, Fordham University, has served for 4 years as Chair of the Politics of Education SIG and as the editor of *Private School Monitor* for the Associates for Research on Private Schools SIG. He helped build the SIG's functions and infrastructure and would serve on the SIG Executive Committee as a supporter of this Committee in AERA, which performs an important role in bringing colleagues together to pursue research and publications in education. A University of Chicago Ph.D., Cooper taught at the University of Pennsylvania and Dartmouth College before coming to Fordham University.

Mark A. Earley is an Associate Professor of Educational Research and Statistics at Bowling Green State University, College of Education and Human Development. His research focuses on the teaching and learning of statistics and research methods. Since joining AERA in 1997, Earley has served as Secretary/Treasurer for the Educational Statisticians and the Mixed Methods Research SIGs. He is currently Program Chair for the Professors of Educational Research SIG. He is also a member of the Action Research, Qualitative Research, and Teacher-as-Researcher SIGs and has reviewed proposals and chaired/discussed paper sessions for these SIGs and Division D.

Sharon H. Ulanoff, an AERA member since 1992, is a Professor of Bilingual/Multicultural and Literacy Education at California State University, Los Angeles. She has been an active member of several SIGs since joining AERA, has served as Secretary/Treasurer and Program Chair of the Bilingual Education Research Issues SIG, and is currently the SIG Chair. She serves on the Editorial Board of the Urban Learning, Teaching and Research SIG's *Online Yearbook*. Ulanoff believes that SIGs play a vital role in AERA, and she wants to explore how SIGs provide mentorship and opportunities for AERA participation in addition to the nature of SIG governance/bylaws.

Candidates for Graduate Student Council Chair-Elect

Helen Janc Malone (M.A., University of Maryland, College Park; Ed.M., Harvard University) is a doctoral candidate in Education Policy, Leadership, and Instructional Practice at Harvard University. Her research focuses on education policy, out-of-school-time learning, community education, and youth services and support systems. She is also a graduate research assistant at the Harvard Family Research Project, conducting research on complementary learning. In addition to her academic work, she is an education columnist for *Phi Kappa Phi Forum* magazine, a Board of Directors member of the Phi Delta Kappa Harvard Chapter, and a founding fellow of the college access nonprofit ThroughCollege.

She has been an active member of AERA for several years, serving as a founding member of the Comprehensive School Reform and Out-of-School Time SIGs, where she has held roles such as a membership director, newsletter editor, and Web manager. In addition, she has served as a proposal reviewer and has also presented her research in substantive sessions. She is a member of Division L and three additional SIGs.

“I welcome the opportunity to grow and strengthen the GSC and facilitate constructive discussions that will help propel it further in its vision. If elected GSC Chair, I will continue to develop the Graduate Student Resource Center, support newsletter and listserv outreach, and strengthen our website. Fostering the current vision for intragenerational support, I also plan to develop an online learning community encouraging interdisciplinary collaboration. I have the experience and determination to be a leading voice of graduate students in AERA.”

Thomas C. Turner is a third-year doctoral student in curriculum studies at Arizona State University. He holds an M.A. in Theatre Arts from the University of Nevada, Las Vegas, and an M.Ed. in Cross-Cultural Teaching from National University.

Over the last 2 years, it has been his honor and privilege to serve as the Graduate Student Representative for Division B (Curriculum Studies). During that time, Turner worked closely with Past Chair Hugo Garcia, Current Chair Stacy DeZutter, and Chair-Elect John Oliver. He has attended the Division B planning meeting, where he was able to assist the Division’s planning committee in organizing the Division B program for last year’s national meetings in Chicago. In addition, Turner attended the Graduate Student Council meeting in Washington, D.C. He was also fortunate enough to write three articles for *Connections*, the Graduate Student Council newsletter, as well as one article for the Division B newsletter.

“It is my belief that while we are students, we are at the same time adults who are active academic participants in AERA, and in my opinion the Graduate Student Council/Graduate Resource Center needs to become a place which represents that unique perspective. It would be my honor to serve as your GSC Chair.”

Andrea Tyler-Maple is a Ph.D. student at Miami University of Ohio, where she is pursuing a degree in educational administration and curriculum studies. Her research focuses on the underrepresentation of African American females pursuing STEM (science, technology, engineering, and math) degrees, with a specific focus on retention and graduation rates of African American females attending historically black colleges and universities and predominantly White universities. Tyler-Maple is an active member of AERA, currently holding the office of Web Secretary of the Graduate Student Council. She is currently a member of Division G and has served as an Annual Meeting reviewer.

Prior to entering the doctoral program, Tyler-Maple held the position of Associate Director of Technology for a large urban school district in Ohio. In that position she managed several departments and a multimillion-dollar budget. She currently holds a B.S. degree in mechanical engineering and an M.A. in education and curriculum and technology.

“I welcome the opportunity to continue working with a team of graduate students who are serious about advancing the mission and

goals of the Graduate Student Council and the AERA organization. If elected, my foci will be to facilitate an organization that embraces global perspectives, social justice initiatives, theory and practice research, and membership inclusion.

My leadership and teamwork experiences are skills that are indicative of my advanced levels of dedication. If elected, I will continue to be an example of professionalism, a pillar for the organizational goals, and a constant resource for progressing the Graduate Student Council’s initiatives.”

Candidates for Graduate Student Council Newsletter Editor

Amy Hilgendorf is a graduate student at the University of Wisconsin, Madison, in the Department of Human Development and Family Studies. Her research interests include the interrelations of schools and families and their effects on children’s personal and academic development.

To support AERA’s service to its members, Hilgendorf hopes to broaden the Graduate Student Council’s reach to graduate students. As an AERA member from a nontraditional discipline, a former teacher with experience from preschool to high school settings, and an outreach-focused scholar, Hilgendorf has many potential connections to graduate students who may not be currently engaged in Graduate Student Council activities.

Julie Smart is a third-year doctoral student in curriculum and instruction at Clemson University, with an emphasis on elementary education. She currently works on a research fellowship with Clemson’s Inquiry in Motion Institute as well as pursuing individual research projects. Smart has taught at the elementary and undergraduate levels, has presented research at national and regional conferences, serves on multiple committees within the School of Education, and has published in state and practitioner journals. She has received awards for her research, including the Eugene T. Moore School of Education Graduate Research Award and the AERA Teacher as Researcher Travel Award.

Sandra Street is pursuing a joint Ph.D. in learning and developmental sciences and cognitive science at Indiana University. As a second-year doctoral student, she studies early literacy, language development, and factors that affect reading achievement in elementary school.

“I hope to gain the opportunity to create an informative and engaging newsletter for graduate student members of AERA. I have previously enjoyed working on newsletters in my prior employment, as well as in other organizations in which I have been involved, and would love to do so again.”

Candidates for Graduate Student Council’s Secretary/Historian

Pandwe Aletha Gibson is a third-year doctoral student in Claremont Graduate University’s Special Education and Urban Leadership Ph.D. program. She is currently completing her second masters at Harvard University in School Leadership and is an assistant principal in Boston.

“I envision my role as Secretary/Historian as an opportunity to support AERA by working with scholars toward the advancement of education policy and practice. I am a good listener, organized, detail

oriented, and have a keen understanding of the role that accurate documentation plays in public policy. Thank you for your consideration.”

Xyanthe Neider is a doctoral student in higher education administration at Washington State University, with a cognate in cultural studies and social thought. She has served the Education Graduate Organization for two terms, currently holding the position of President. She is also the College of Education District Representative to the campuswide graduate student executive body.

“Having the opportunity to collaborate with students and faculty from across the nation has provided a wider perspective from which to engage ideas and coordinate efforts. I will be honored representing graduate students in AERA on the Graduate Student Council.”

Shana Shaw (doctoral student, University of Texas, Austin) is in her third year of a doctoral program in educational psychology. She is pursuing a dual Ph.D. with concentrations in learning, cognition and instruction and in quantitative methods. Her research interests lie in the area of assessment and its impact on student learning and motivation. She has held AERA graduate student positions for the past 3 years, first serving as a campus liaison to the Division C Graduate Student Committee and then as a junior and senior co-chair on the same committee.

Candidates for Graduate Student Council Web Secretary

Kevin Kalinowski is a Ph.D. student at the University of North Texas, majoring in education research and minoring in educational computing. He will present his dissertation proposal this spring.

For the past 2 years, Kalinowski has been a Lecturer at the University of North Texas. He taught undergraduate courses in

Web authoring and computer graphics with outstanding results. In addition, he was the Director of the Educational Computing Research and Development Lab. He designed, created, and maintained websites for doctoral students and faculty using XHTML, CSS, PHP, and JavaScript standards.

Kalinowski is the current Graduate Student Representative for the Southwest Educational Research Association.

Stacey Kizer is an Ed.D. student at Pepperdine University.

“I feel I am qualified for the position of Web Secretary because I have extensive experience managing CMS-based portals for groups of all sizes. I am comfortable keeping content current and seeking that content from a variety of sources so that the group is well represented. I can help GSC put forth a professional-looking website that will best serve the needs of the group and visitors to the site. I am eager to be more involved in GSC and to create the best website possible for this group.”

Seungoh Paek is a fourth-year doctoral student studying instructional technology and media at Columbia University’s Teachers College. Her research focuses on the impact of interactive media on the cognitive development of K–12 students. She is currently involved in projects using innovative interactions to promote academic achievement in media literacy and mathematical thinking. She also works part time as a Web programmer and database manager for Academic Computing Services at Teachers College. She has a valuable technical skill set, including database management and programming knowledge of HTML, Action Scripts, ColdFusion, and PHP. Paek is fluent in Korean and English.

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