



Candidates for AERA Office: 2009 Election

Candidates for office in AERA's 2009 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 2009 candidates.

Candidates for the Office of President-Elect

James D. Anderson (Ph.D., University of Illinois, Urbana-Champaign) is the Edward William and Jane Marr Gutschell Professor of History of Education at the University of Illinois, Urbana-Champaign. Anderson is the author of *The Education of Blacks in the South, 1860–1935*, which received the Outstanding Book Award of AERA in 1990. He is a member of Division F and a member of the Research Focus on Black Education SIG. Anderson served as an at-large member of the AERA Executive Board from 2004 to 2007 and as General Program Chair in 2008. He has served as expert witness in a series of federal desegregation cases, including *Liddell v. Missouri*; *Jenkins v. Missouri*; *Knight v. Alabama*; *Ayers v. Mississippi*, and the recent University of Michigan affirmative action case, *Gratz v. Michigan*. His most current work includes a book in press entitled *No Sacrifice Too Great: The History of African American Education From Slavery to the Twenty-First Century*. He was named a fellow at the Center for Advanced Study and Behavioral Science at Stanford University and recently received the Distinguished Career Contributions Award from AERA's Committee on Scholars of Color in Education. He served as advisor to and participant in the PBS documentaries *School: The Story of American Public Education* (2001), *The Rise and Fall of Jim Crow* (2002), and *Forgotten Genius: The Percy Julian Story* (2007). He is the Senior Editor of the *History of Education Quarterly*. In 2008 he was elected a member of the National Academy of Education.

Kris D. Gutierrez (Ph.D., University of Colorado, Boulder) is a Professor of Social Research Methodology in the Graduate School of Education, University of California, Los Angeles, and Affiliated Faculty, Laboratory for Comparative Human Cognition. Her scholarship focuses on literacy, learning, and culture. She was a fellow at the Center for Advanced Studies in the Behavioral Sciences and is author of 60-plus publications (40 peer reviewed) and Co-Editor of *Learning and Expanding With Activity Theory*. Gutierrez is a recipient of the Division C Sylvia Scribner Award and the Scholars of Color Distinguished Scholar Award sponsored by the AERA

Committee on Scholars of Color in Education and holds current leadership roles in the National Reading Conference and the Council on Anthropology and Education.

Gutierrez is an active leader within AERA—Chair, Social Justice Action Committee; Distinguished Contributions to Research in Education Committee; Division C Sylvia Scribner Award Committee; *Brown* Lecture Selection Committee; an active member of Divisions C, G, and K; Cultural Historical Research; Hispanic Research Issues; Out-of-School Time; Bilingual Education Research; Research in Reading and Literacy; Writing and Literacies; Language and Social Processes SIGs. She serves on numerous editorial boards.

“If elected, I would draw on my experience across divisions and SIGs and my interdisciplinary work to foster collaboration around key issues in educational research, expand international presence, and promote the use of robust methods and theories to inform and increase AERA's contribution to policy, policy-to-practice, and equity issues. I believe AERA needs to expand mentorship and development activities for graduate students and early career scholars and to support initiatives that reflect the diversity of methods, theoretical perspectives, and communities.”

Larry V. Hedges (Ph.D., Stanford University) is the Board of Trustees Professor of Education and Social Policy and Statistics at Northwestern University. He is a fellow of the American Academy of Arts and Sciences, of AERA, of the American Psychological Association, and of the American Statistical Association, as well as a member of the National Academy of Education. He is the author/editor of several books, including *The Social Organization of Schooling* (with Barbara Schneider) and the *Handbook of Research Synthesis* (with Harris Cooper). He has served as editor or associate editor for journals in education, psychology, sociology, and statistics and has been the recipient of the AERA Review of Research Award and the Palmer O. Johnson Award. Within AERA he has served as an Editor of the *Journal of Educational and Behavioral Statistics*, and on the committee to formulate standards for reporting empirical research, the E. F. Lindquist Award Committee, and the Division D Program Committee.

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“Educational research is facing a crisis. Researchers in schools of education are losing influence over the future of education as educational policy makers increasingly turn to disciplinary specialists outside of education for evidence and analysis of educational problems. I believe it is important that those of us committed to improving education and with experience from real educational settings not lose our voice. If elected, I will work to strengthen AERA by promoting collaborations among our diverse constituencies and with other organizations to increase the influence of high-quality education research, promote equity, and nurture the development of early career scholars.”

Candidates for Member-at-Large

Robert E. Floden (Ph.D., Stanford University) is University Distinguished Professor of Teacher Education, Measurement and Quantitative Methods, and Educational Psychology at the Michigan State University College of Education, where he directs the Institute for Research on Teaching and Learning. In AERA, Floden has served as Features Editor of *Educational Researcher* and Editor of *Review of Research in Education*. He has also been a member of the AERA Research Advisory Committee and Program Chair for Division K. His work has been published in every AERA journal, in other AERA publications (e.g., *Handbook of Research on Teaching* and *Studying Teacher Education: The AERA Panel on Research and Teacher Education*), and in many other journals and books. Floden has studied teacher education and other influences on teaching and learning, including work on the cultures of teaching, on teacher development, on the character and effects of teacher education, and on how policy is linked to classroom practice. His current research examines teacher preparation and teachers’ mathematical knowledge for teaching. He is a member of the National Academy of Education and is Past-President of the Philosophy of Education Society.

“AERA has an important role to play in current national discussions about the conduct and use of education research. It is incumbent on AERA members to make clear which claims are grounded in scholarship, and what evidence and argument support those claims.”

Vivian L. Gadsden (Ed.D., University of Michigan) is the Carter Professor of Education and Child Development in the Graduate School of Education at the University of Pennsylvania. Her research and publications span interests in cultural and social factors affecting learning and literacy across the life course and within families, particularly those at the greatest risk for academic, health, and social vulnerability; intergenerational poverty and educational access; and the interconnectedness among students’ and families’ political, cultural, and social histories and racialized identities. At Penn, she directs the National Center on Fathers and Families, has served as Associate Director of the National Center on Adult Literacy, and has chaired the Penn Symposia on Equity, Access, and Race. Gadsden has significant service—from the National Academy of Sciences to a range of federal, state, and local initiatives. She has served or serves as principal or co-principal investigator of multiple government and privately funded projects, including NICHD, the U.S. Departments

of Education and Justice, and the Casey, Ford, Hewlett, Mott, and Spencer Foundations. She was a 2007 fellow-in-residence at the Spencer Foundation and is the 2009 Program Co-Chair for the Biennial Meeting of the Society for Research in Child Development.

Gadsden has been actively involved in AERA for 20 years, working on several divisional and Association committees and boards. In 2003–2006, she served as Vice President of Division G and established the Social Context of Education Research Project, involving 22 early career scholars and mentors. She is Editor, along with Alfredo Artiles and James Davis, of the forthcoming Volume 33 of *Review of Research in Education*.

Susan R. Goldman (Ph.D., University of Pittsburgh) is Distinguished Professor of Liberal Arts and Sciences and Education and Co-Director of the Learning Sciences Research Institute at the University of Illinois, Chicago. She conducts research on subject matter learning, instruction, assessment, and roles for technology, especially in literacy and mathematics. She is researching assessment for learning of digital literacy skills and mathematics. She collaborates with educational practitioners to bridge research and practice, with a current project focusing on building capacity for high-quality teaching and student learning in literacy. Goldman is widely published in discourse, psychology, and education. She is Executive Editor for *Cognition and Instruction* and Associate Editor for *Discourse Processes*, *Educational Research Review*, and the *Journal of Educational Psychology*. Goldman served as Vice-President of Division C (2000–2002) and as a member of the Government Professional Liaison Committee. She headed the Division C Program Committee, various sections of the program, and is a regular reviewer.

“As the premier professional organization for educational research, AERA must promote the range of high-quality and diverse research approaches needed to address the complex issues that children, teachers, schools, and communities face every day. To do so, we must create opportunities for greater cross-division communication and collaboration on research and its policy implications, the development of young investigators, and their preparation for research and teaching careers. Absent such collaborations we severely limit the questions we ask, what we learn, and the uses of educational research for the improvement of policy, practice, and people’s lives.”

Candidates for the Office of Division Vice President

Division A: Administration, Organization, and Leadership

C. Cryss Brunner (Ph.D., University of Kansas, Lawrence), an Associate Professor at the University of Minnesota’s Department of Educational Policy and Administration, conducts research (on identity, power, superintendency, technology, and leadership preparation) appearing in more than 50 scholarly chapters and articles (journals such as *Educational Administration Quarterly*, *Educational Policy*, *Journal of Educational Administration*, *Policy Studies Journal*, *Urban Education*, *Computers and Human Behavior*, and—forthcoming—*Teachers College Record*). In addition to

sole-authoring one book and editing two books (one with Lars Bjork), she recently coauthored the book *Women Leading School Systems: Uncommon Roads to Fulfillment* (2007) with Margaret Grogan. Brunner is a recipient of the National Academy of Education's Spencer Fellowship for work on superintendents, power, and decision making and of the 1998 University Council for Educational Administration (UCEA) Jack Culbertson Award for outstanding contributions as a junior professor. With Margaret Grogan, she was recognized in 2006 by the American Association of School Administrators for research on women superintendents. Additional awards include the University of Minnesota's Multicultural Teaching and Learning Lifetime Fellowship and others for her virtual power and identity-sensitizing process, Experiential Simulations. Brunner's service to UCEA and AERA includes being a presenter in more than 100 paper and symposia sessions at UCEA and AERA; Division A Program Co-Chair with Paul Bredeson; and founder, with Lars Bjork, of the AERA Research on the Superintendency SIG, serving as Chair, Treasurer, and Dissertation of the Year Committee Chair. Her additional UCEA roles were founder and co-director with Lars Bjork of the UCEA Center for Study of the Superintendency (1998–2008), Jackson Scholar mentor, Plenum Representative, 1000 Voices Project, Women's Task Force, and Conference Program Advisory Committee.

Gerardo R. López (Ph.D., University of Texas, Austin) is Associate Professor of Educational Leadership at Indiana University. His research intersects parental involvement, migrant education, and social science epistemology. He teaches courses in school–community relations and race/class/gender issues in educational leadership. His work has appeared in the *American Educational Research Journal*, *Educational Researcher*, *Educational Administration Quarterly*, *Harvard Educational Review*, and the *Journal of School Public Relations*, among other outlets. He also coedited *Interrogating Racism in Qualitative Research Methodology* (2003), which applied critical race theory to educational research. He currently serves as Associate Director for Publications for the University Council for Educational Administration and sits on the Committee for Global Diversity of the American Association of Colleges for Teacher Education. He chaired the Division A Outstanding Dissertation Award Committee, served as a Section Chair for Division A, and now serves on the AERA Outstanding Book Award Committee.

“We live in an age of global diversity, coupled with increased calls for accountability for all students. Quite often, it seems as though time-worn theories, practices, and constructs are simply insufficient to effectively lead schools towards educational success. Now, more than ever, we need to critically reexamine our theories, policies, and practices and gauge their utility for the social, educational, and political realities of today—as well as those of tomorrow. In a time when educational leadership struggles for relevance and importance, we need a renewed vision and focus. I welcome the opportunity to help lead those discussions and reassert our roles in the broader discourse surrounding educational change.”

Linda Skrla (Ph.D., University of Texas, Austin) is Associate Dean for Research, P–16 Initiatives, and International Programs in the College of Education and Human Development and is Professor of Educational Administration at Texas A&M University. Prior to joining the Texas A&M faculty in 1997, Skrla worked as a middle school and high school teacher and as a campus and district administrator in public schools. Her research focuses on educational equity issues in school leadership, including accountability policy, high success school districts, and women superintendents. She has received significant federal and foundation grant funding to support this research. Skrla has served on the editorial boards of *Educational Administration Quarterly*, the *Cambridge Journal of Education*, the *Journal of Cases in Educational Leadership*, and the *International Journal of Qualitative Studies in Education*. She has coauthored and coedited five books, the most recent of which are *Educational Equity and Accountability* (RoutledgeFalmer, 2003) and *Equity Audits* (Corwin Press, forthcoming). She received the Jack A. Culbertson Award from the University Council of Educational Administration (UCEA) in 2001. Skrla has been an active member of both AERA and UCEA for the past 12 years. She cochaired the 2001 UCEA Annual Convention, represented Division L on the 2004 Clark Seminar planning committee, and served as a Division A Section Chair for the 2007 AERA Annual Meeting. Two of her doctoral advisees have been honored by the American Association of School Administrators (AASA) as recipients of Educational Administration Scholarships for outstanding graduate students.

Division C: Learning and Instruction

Harry O'Neil has a long and varied commitment to the principles of research and development encompassed by Division C in both government and academia. He is now a Professor of Educational Psychology and Technology at the Rossier School of Education at the University of Southern California. His current technology research interests, with a focus on young adults with histories of underperformance, involve the use of formative feedback in collaborative problem solving, self-regulated learning, and other key 21st-century skill areas. He collaborates with scholars in various countries (e.g., Australia, the United Kingdom, and Taiwan) and with the Organisation for Economic Co-operation and Development. He is a fellow in AERA, the American Psychological Association, and the Association for Psychological Science. He is also a Certified Performance Technologist. O'Neil has served on major committees of the National Research Council as well as on the Institute of Education Sciences peer review panel. A devoted AERA member, he is a member of a number of special interest groups. He has attended Annual Meetings for almost four decades, reporting on funded research sponsored by both civilian and military agencies. Since 2005 he has coedited four books on distance learning, problem solving, and games.

“As Vice President of Division C, I will work to further the induction and mentoring of young scholars, particularly those of color. In the lean financial times ahead, I promise to work tirelessly to gain research support for young researchers so that the future of our scholarship will be secure.”

Gale M. Sinatra (Ph.D., University of Massachusetts, Amherst) is a Professor of Educational Psychology at the University of Nevada, Las Vegas. She is the Editor of the APA Division 15 journal *Educational Psychologist* and a member of AERA's Division C since 1986. Sinatra's research focuses on the intersection of motivation and knowledge restructuring, which she recently described in "The 'Warming Trend' in Conceptual Change Research" (2005). The book *Intentional Conceptual Change*, which she co-edited with Paul Pintrich, examines how students can be catalysts of their own knowledge change. She is currently Co-PI on a National Science Foundation grant exploring the challenges of teaching and learning about biological evolution, which include emotional, motivational, and epistemic barriers.

"Division C has provided a home for me within the larger AERA organization during my more than 20 years of membership and consecutive years of attendance at the national conference. I have also tried to give back to the division by serving in various roles such as reviewer, Newsletter Editor, Program Chair, Faculty Mentor, Co-Chair of the Graduate Student Seminar, and Secretary. I take particular pride in having helped found Division C's mentoring initiative and reinvigorate the Graduate Student Seminar. My vision is for Division C to provide a home for graduate students, junior faculty, and developing scholars to not only share but also elevate their research. Now, more than ever, the Division needs to foster high-quality and impactful research that makes a difference in our schools."

Division D: Measurement and Research Methodology

Robert Calfee (Ph.D., University of California, Los Angeles, Cognitive Psychology and Learning Theory) is Professor Emeritus, Stanford University, and Research Professor on Recall, University of California, Riverside. Over the past 40 years, his research has focused on the social-cognitive aspects of literacy, ranging across the grades, and emphasizing the integration of curriculum, instruction, and assessment. He has served as Editor of the *Journal of Educational Psychology* and of *Educational Assessment*, and as coeditor, with David Berliner, of the *Handbook of Educational Psychology*. He is a fellow of several societies and has works published and in progress on several topics, including design experiments and mixed/multiple-methods techniques.

Barbara G. Dodd (Ph.D., University of Texas, Austin) is a Professor of Educational Psychology at the University of Texas, Austin, where she teaches courses in psychometrics and research methodology. Her research has focused on the application of item response theory to measurement issues in computer-based testing, standard setting, and academic placement. She has been an active member of Division D since 1984 and has presented regularly at the Annual Meetings of AERA. She was Secretary of Division D and Editor of *d'news* from 1999 to 2001. From 2005 to 2007, she was a member of the management team for the *Journal of Educational and Behavioral Statistics*. She is the current Chair of the E. F. Lindquist Award Committee. She has also been actively involved in the National Council on Measurement in Education (NCME) since 1984, regularly reviewing proposals and serving on committees. She was Editor of the *Journal of Educational Measurement* from 2002 to 2004 and has served on the editorial boards of the two NCME journals. She has been a

member of four additional editorial boards and a guest reviewer for 13 other journals. She has also served on technical advisory committees for state departments of education and for a number of national organizations.

"Accountability issues in almost all professions have created a huge demand for trained statisticians, psychometricians, and program evaluators. Division D should partner with other groups to increase the number of individuals in applied and university settings to address the shortage of trained professionals."

Sharon F. Rallis is Dwight W. Allen Distinguished Professor of Education Policy and Reform in the University of Massachusetts, Amherst, School of Education, where she is also Director of the Center for Education Policy. Rallis has been involved with education for more than three decades as both practitioner and researcher. Currently, she teaches and writes about inquiry, program evaluation, qualitative methods, and organizational change. Her research focuses on ethical issues in research and education reform. President of the American Evaluation Association in 2005, Rallis has held faculty positions at the University of Connecticut, Harvard University, and Vanderbilt University. She received her doctorate from Harvard. Having served in various roles and presented regularly at annual meetings since the 1980s, Rallis considers her experiences in AERA to be critical to her professional development as educator and research methodologist. She has been AERA Division D Section III Co-Chair for both the 2008 and 2009 Annual Meetings. Her publications on methodology include the coedited book (with Reichardt) *The Qualitative-Quantitative Debate: New Directions in Evaluation* (1994); the coauthored book (with Rossman) *Learning in the Field: An Introduction to Qualitative Research* (2nd ed., Sage, 2003); and a chapter in *Handbook of Mixed Methods in the Social and Behavioral Sciences* (Sage, 2003).

"Division D's purpose, to promote excellence in design, execution, and dissemination of educational research methodology, is central to AERA's mission as a national research society. I support division efforts to value and recognize scholarly inquiry into epistemologically diverse methodologies and applications. My vision for D is to honor and maintain this inclusive balance in division dialogue."

Division E: Counseling and Human Development

Namok Choi (Ph.D., Oklahoma State University) is an Associate Professor of Educational Research at the University of Louisville. Her research focuses on gender role orientation, its measurement, and its relationships with other important psychological constructs. She has served in various leadership positions within the university, including membership on the selection committee for the prestigious Grawemeyer Award in Education. Her major publications have appeared in *Educational and Psychological Measurement* and other peer-reviewed journals. She is also an editorial board member for the *Journal of Educational Psychology* and the *Journal of Counseling and Development*. She has been an active member of Division E since 1992, serving in various roles, including Counseling Section Program Chair, Division E Newsletter Editor, Junior Faculty

Mentoring Co-Chair, Session Chair, panelist for the Graduate Student Fireside Chat, discussant, and proposal reviewer.

“Division E has experienced an increase in members and an expanded role within AERA. My vision for Division E will focus on promoting high-quality research within the division, including efforts to foster greater collaboration with other divisions as a means of supporting interdisciplinary research. I would also like to broaden student involvement in the division and ensure that helpful and effective mentoring of junior faculty is a priority.”

Dorothy L. Espelage (Ph.D., Indiana University) is a Professor and Associate Chair in the Department of Educational Psychology at the University of Illinois, Urbana-Champaign. She was named University Scholar 3 years ago. She holds fellow status in Division 17 (Counseling Psychology) of the American Psychological Association and in AERA. She has been actively involved in AERA’s Division E (Counseling and Development) since 1991, assuming various roles, including Graduate Assistant to the Vice President, Program Chair, graduate student seminar mentor, mentor to early career scholars, awards committee Co-Chair, and Secretary.

Espelage earned her Ph.D. in counseling psychology from Indiana University in 1997. She has conducted research on bullying for the last 15 years. As a result, she presents regularly at national conferences and is author on more than 70 professional publications. She is coeditor of two published books: *Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention* and *Bullying Prevention and Intervention: Realistic Strategies for Schools*. She has been on numerous editorial boards. Her research focuses on translating empirical findings into prevention and intervention programming, and her work has informed the Department of Health and Human Services Anti-Bullying Campaign, U.S. Congress and U.S. Senate bills, and U.S. Embassy work in Korea and Japan.

“If given the opportunity to serve as Vice President of Division E, I will focus on increasing the visibility of developmental and counseling psychology in AERA, recruiting new graduate students and faculty members to the division, and increasing involvement among current division members.”

Division H: Research, Evaluation, and Assessment in Schools

Dale Whittington (Ph.D., Columbia University) is Director of Research and Evaluation for the Shaker Heights City School District. She conducts research, coordinates professional development, and manages testing. Past roles include Associate Professor and Teacher Education Director at John Carroll University, Assistant Professor and Director of Assessment, Evaluation and Accreditation at the University of Akron, and Program Director and Associate Examiner at ETS. A member of AERA since 1977, Whittington chairs the Division H Program Committee and chaired Section 4 (2007) and Section 2 (2006). From 1998 to 2002, she edited the newsletter, was Program Chair, and then chaired the Classroom Assessment SIG.

Bo Yan (Ph.D., Michigan State University) is a program evaluator at Blue Valley School District in Overland Park, Kansas. Believing in the power of research and the value of local wisdom, Yan is committed to finding ways through which research marries practice in a reciprocal manner. Along this journey, he has learned to take a different approach to research and evaluation in local schools. He won Division H’s 2008 Outstanding Publications Competition in the category of Advances in Methodology. His work has been published in *Teachers College Record* and the *International Handbook of Information Technology in Primary and Secondary Education*.

Division J: Postsecondary Education

Philo Hutcheson (Ph.D., University of Chicago) has been a member of AERA since 1992. He was a member of the Division J Nominating Committee (1998) and the division’s Awards Committee (2007, 2008), and has often served as a proposal reviewer. He was Program Chair (1993–1996) and Chair of the Biographical and Documentary Research SIG (1998–1999). In 2005–2006 he was Chair of the Division F (History and Historiography) Program Committee. He has served as a member of the Annual Meeting Policies and Procedures Committee (2006–2008). He has also been active in the Association for the Study of Higher Education. He has published in journals such as the *Review of Higher Education* (and is now on the editorial board) and the *Community College Review*; he has a book, *A Professionalized Professoriate*, and chapters in many edited volumes. His broad scholarly interests have an enduring deep link, the varied conditions of access, recently evidenced in his chapter “Shall I Compare Thee? Reflections on Naming and Power” in *Understanding Minority-Serving Institutions*, edited by Marybeth Gasman, Benjamin Baez, and Caroline Turner.

“There are times when I think university organization looks simple compared with AERA. My range of experiences on AERA committees are a continual reminder that an extraordinary number of voices, some with much different perspectives from others, constitute AERA. Clarifying key postsecondary education issues in this setting is an important role for the Division J Vice President, as is working toward including Division J concerns in AERA policy and practice.”

Laura W. Perna (Ph.D., University of Michigan) is Associate Professor of Higher Education at the University of Pennsylvania. Her scholarship draws on multiple theoretical perspectives and a variety of analytical techniques to understand the ways that social structures and public policies separately and together enable and restrict the ability of women, racial/ethnic minorities, and individuals of lower socioeconomic status to obtain the economic, social, and political opportunities that are associated with two aspects of higher education: access as a student and employment as a faculty member. Perna received the 2003 Promising Scholar/Early Career Achievement Award from the Association for the Study of Higher Education. She is a member of the technical review group for the Gear Up follow-up evaluation; the technical work group of the Upward Bound and Student Support Services Innovative Practices Study; the technical review panels for the National Postsecondary

Student Aid Study, Beginning Postsecondary Student Survey, and Baccalaureate and Beyond Survey; and the Lumina Foundation for Education's Research Advisory Committee.

A regular presenter and discussant at AERA Annual Meetings, she has served Division J as a member of the Council (2002–2005), of the planning committee for the Graduate Student and Early Faculty Pre-Conference (2006), the Program Committee (2002), and the Awards Committee (2008–2009).

"I welcome the opportunity to build on Division J's excellent prior leadership to continue to promote high-quality research on post-secondary education. I hope to identify ways to increase the visibility of this research and further encourage the professional development of graduate students and faculty at all ranks."

Division K: Teaching and Teacher Education

María E. Fránquiz (Ph.D., University of California, Santa Barbara) is Associate Professor of Curriculum and Instruction at the University of Texas, Austin. Her interdisciplinary scholarship examines the relationship of language and culture with teacher and student identities and has yielded a comprehensive coedited book, *Scholars in the Field: The Challenges of Migrant Education*, and articles in *Language Arts*, *Multicultural Perspectives*, *The High School Journal*, *Reading Research Quarterly*, *English Leadership Quarterly*, *Primary Voices*, *Journal of Classroom Interaction*, *TESOL Quarterly*, *The Journal of Border Educational Research*, and *California English*. Other work is forthcoming in *Handbook of Latinos and Education*, *Handbook of Adolescent Literacy Research*, and *Handbook of Research on Children's and Young Adult Literature*. Fránquiz was awarded the AERA Minority Research Dissertation Fellowship, and her dissertation won first place in the National Association of Bilingual Education's Outstanding Dissertation Competition (1997). She was a Spencer Foundation/National Academy of Education postdoctoral fellow and received the Early Career Award from AERA's Committee on Scholars of Color in Education (2005). Recently she served as mentor for the AERA/IES postdoctoral fellows program, member of the AERA selection committee for the AERA/IES Special Dissertation Fellows Competition, member of Division C Affirmative Action Committee, and Co-Chair of Division G Section 2. She is a member of Divisions C, G, and K and of the Research on Bilingual Education SIG. Fránquiz is Co-Editor of the *Bilingual Research Journal*. She served on AERA editorial boards for *Educational Researcher* and the *American Educational Research Journal*. In 2006 she received the AERA Outstanding Reviewer Award from the AERA Publications Committee and the Editors of *Educational Researcher*.

Etta R. Hollins (Ph.D., University of Texas, Austin) is Professor and Chair of Teacher Education at the University of Southern California. She teaches credential courses on teaching diverse and underserved populations and doctoral-level courses on research and practice in teacher preparation. Her scholarship is focused on the preparation of teachers for diverse and underserved students. She served on the AERA Panel on Research and Teacher Education and coauthored a chapter in the publication *Studying Teacher Education*, titled "Research on Preparing Teachers for

Diverse Populations." She is the author of the award-winning book *Culture in School Learning* (2nd ed., 2007), which now has a Greek translation. She is Editor of *Transforming Curriculum for a Culturally Diverse Society* and Co-Editor of *Teaching Diverse Populations* and *Pathways to Success in School*. She has served on editorial advisory boards for *Educational Researcher*, *Review of Educational Research*, and the *Journal of Teacher Education*. She has been a regular invited speaker at AERA Annual Meetings and has served as keynote and featured speaker for numerous professional organizations. She has served as a consultant on diversity in teacher education for urban school districts, U.S. state departments of education, and NCATE.

"A clear vision has been established for synthesizing the research in the field to better inform future research and practice, with a special emphasis on the preparation of teachers for diverse and underserved students. I hope to build upon and extend this work by including an international dimension."

Division L: Educational Policy and Politics

William A. Firestone (Ph.D., University of Chicago) is Professor of Educational Policy and Administration and Associate Dean for Academic Affairs at the Rutgers Graduate School of Education. He was President of the Politics of Education Association and, before that, chaired its Awards Committee. He has also chaired AERA's Government and Professional Liaison Committee. He has been a member of the Center for Policy Research in Education and a frequent participant in the Division A–Division L and PEA mentoring preessions for graduate students. His research has examined how a variety of external forces have influenced teaching. Over the years, these have included state testing, government-sponsored networking, professional development entities, and school and district leaders. He is author or editor of the following: *The Ambiguity of Teaching to the Test*, *A New Agenda for Research on Educational Leadership*, and *From Cashbox to Classroom*. His articles have appeared in the *American Educational Research Journal*, *Educational Researcher*, *Educational Evaluation and Policy Analysis*, and *Educational Policy*. His policy research has been presented to the New Jersey Senate Education Committee, the New Jersey State Board of Education, and the Commission on Mathematics and Science Teaching for the 21st Century, as well as in a variety of New Jersey, Philadelphia, and New York newspapers.

David H. Monk is Professor of Educational Administration and Dean of the College of Education at Pennsylvania State University. He earned his A.B. in 1972 at Dartmouth College, his Ph.D. in 1979 at the University of Chicago, and was a member of the Cornell University faculty for 20 years prior to becoming Dean at Penn State in 1999. He has also been a third-grade teacher and has taught in a visiting capacity at the University of Rochester and the University of Burgundy in Dijon, France. Monk is the author of *Educational Finance: An Economic Approach* (1990), *Raising Money for Education: A Guide to the Property Tax* (with Brian O. Brent; 1997), and *Cost Adjustments in Education* (with William J. Fowler, Jr.; 2001), in addition to numerous articles in scholarly journals. He is the Co-Editor of

Education Finance and Policy, the journal of the American Education Finance Association (MIT Press), and serves on the editorial boards of the *Journal of Education Finance*, *Educational Policy*, and the *Journal of Research in Rural Education*. Monk has served on the Government Affairs Committee of the American Association of Colleges of Teacher Education and was recently reappointed to the Institute of Education Sciences' Education Systems and Broad Reform Research Review Panel. He consults widely on matters related to educational productivity and the organizational structuring of schools and school districts and is a Past President of the American Education Finance Association.

"Division L is uniquely positioned to facilitate the conduct and translation of research into sound public policy."

Candidates for the Office of Secretary

Division B: Curriculum Studies

Erik Malewski (Ph.D., Pennsylvania State University) is an Assistant Professor of Curriculum Studies at Purdue University, where he teaches courses in curriculum theory and multicultural education. He has worked in academic administration as a diversity advocate at the Pennsylvania State University and as advisor to the United Nations International Labor Organization project to curb child exploitation in India. He is editor of *Curriculum Studies Handbook: The Next Moment*, which features 46 perspectives on the field. An AERA member since 1998, he has served on committees and SIGs, and co-edited the Division B newsletter, 2004–2006. Currently, he is Co-Chair of the Education and Student Development in Cities SIG.

Francine P. Peterman (Ph.D., University of Arizona, 1991), Professor and urban teacher educator in curriculum and foundations at Cleveland State University, writes about urban teaching and teacher education, inquiry-based curriculum, and the invention of settings that support curriculum renewal that is socially just and culturally responsive. She teaches curriculum theory, secondary methods, qualitative research, classroom research, and creativity courses. Peterman has edited *Partnering to Prepare Urban Teachers: A Call to Activism* and *Designing Performance Assessment Systems for Urban Teacher Preparation*. Her current research focuses on designing culturally responsive curriculum by listening to what schoolchildren say about teaching and learning in urban schools.

Division F: History and Historiography

A. J. Angulo (Ed.D., Harvard University), historian of education, is an Associate Professor at Winthrop University. His current research is funded by the Spencer Foundation and explores the intersection of slavery, science, and antebellum American education. He is the author of *William Barton Rogers and the Idea of MIT* (Johns Hopkins University Press, 2008), and his publications have appeared in *History of Education Quarterly*, *Perspectives on the History of Higher Education*, *Curriculum History*, and the *Education and Law Journal*, among other history and education publications. Angulo has been active in the History of Education Society and AERA Division F since 2000.

Louis Ray (Ph.D., New York University) is an Assistant Professor of Education at Fairleigh Dickinson University, Peter Sammartino School of Education. His research interests include African American education, multicultural education, and enhancing the educational outcomes of low-income, first-generation students. His work is published in *The Black Experience in America* (2006). He has coauthored articles published in the *Journal of Negro Education* and the Council of Graduate Schools' *Communicator* and has presented papers at the annual meetings of the History of Education Society and the Association for the Study of African American Life and History. He has been a member of AERA since 2006.

Division G: Social Context of Education

Adrienne D. Dixson (Ph.D., University of Wisconsin, Madison) is an Assistant Professor in the School of Teaching and Learning at the Ohio State University. She has courtesy appointments in the Department of African American and African Studies, the Department of Women's Studies, and the John Glenn School of Public Affairs. Her research focuses on educational equity and the intersection of race and gender in urban schooling contexts. She has served AERA in several capacities: Co-Program Chair for Division G (2009); Program Chair, Committee on Scholars and Advocates for Gender Equity (2005–2008); Section Chair, Divisions B, C, G, and K; and Graduate Student Representative for Division K (1998–2000).

Zeus Leonardo is Visiting Associate Professor of Education at the University of California, Berkeley. He is the author of *Ideology, Discourse, and School Reform*, and he is editor of *Critical Pedagogy and Race*, and coeditor of *Charting New Terrains of Chicano(a)/Latino(a) Education* and many articles on education and social context. He is a member of several journal editorial boards, including *Educational Researcher*; *Review of Educational Research*; and *Race, Ethnicity and Education*. Within AERA, he has served in leadership roles, including Program Co-Chair of Division G, Section 2; and Program Co-Chair of the Paulo Freire SIG. In 2007, Division G awarded him the Early Career Award.

Division I: Education in the Professions

Katherine M. Edmondson (Ph.D., Cornell University) is Assistant Dean for Learning and Instruction at the College of Veterinary Medicine, Cornell University. A member of AERA since 1988, she has contributed as presenter, reviewer, and discussant. Her research interests include the development of professional expertise, metacognition, and concept mapping. She has conducted numerous faculty development workshops, served as an educational consultant, and published articles on curriculum development, concept mapping, and veterinary education. She has served on the editorial boards of the *Journal of Veterinary Medical Education* and the *International Journal of Science Education* and as a reviewer for several other journals.

Evan Robinson (Ph.D., Auburn University) is Founding Dean and Professor at the Western New England College School of Pharmacy and has been involved in the opening of two other schools of pharmacy. He is an Associate Editor for *Currents in*

Pharmacy Teaching and Learning (formerly *Journal of Pharmacy Teaching*) and a reviewer for the *American Journal of Pharmaceutical Education* and other pharmacy journals. His research focuses on applications of technology in teaching, learning, and assessment, as well as on considerations of new program implementation. Robinson has been involved in Division I as a member of the Membership Committee.

Candidates for SIG Executive Committee Member

Geni Cowan (Ph.D., University of California, Santa Barbara) is a Professor of Educational Leadership at California State University, Sacramento. Involvement with the Indigenous Peoples of the Americas and Confluent Education SIGs—both of which she has chaired—has “afforded me more opportunity than I might otherwise have had to learn with colleagues and grow my own skills and knowledge.” Cowan believes that access to current educational research, and to the researchers themselves, are hallmarks of what SIGs offer. Cowan would work to ensure that SIGs continue to provide all-important access and opportunities to AERA members.

Mark Earley is an Associate Professor of Educational Research and Statistics at Bowling Green State University. He has served as an officer for three SIGs since joining AERA in 1997: Educational Statisticians, Mixed Methods Research, and Professors of Educational Research. He believes SIGs will continue to play an increasingly important role in promoting networking as like-minded colleagues travel from session to session and Annual Meeting attendance continues to soar. In his role on the SIG Executive Committee, Earley plans to find ways to increase SIG–Division collaboration and communication and to increase the visibility and recognition of SIGs through special sessions.

Dan Laitsch (Ph.D., American University) is on faculty at Simon Fraser University and is Director of the Centre for the Study of Educational Leadership and Policy. As former Chair and Program Chair of the Research Use SIG (and member of SIG 21), he has worked through the complexities of representing the diverse interests and needs of SIGs while supporting the broader health of AERA. Having worked for two international education membership organizations, Laitsch brings leadership experience as a member, leader, scholar, and staffer to this position—preparing him to work effectively on the SIGEC and to address the leadership challenges within AERA. His work will focus on ensuring that all voices are fairly heard.

LeAnn G. Putney is an Associate Professor in Educational Psychology at the University of Nevada, Las Vegas. She joined AERA in 1998 as a doctoral student and found that SIGs provided a critical forum for sharing complex research understandings in a supportive academic atmosphere. From 2002 to 2006 she served as Newsletter Editor, Program Chair, and Chair of the Language Social Process SIG.

“In those roles, I greatly valued bringing together seasoned, new, and emerging scholars through their involvement in the Language Social Process SIG. SIGs are an essential part of AERA, as they promote diversity of thought and offer opportunities for cross-disciplinary

research studies, and the SIG Executive Committee provides valuable service to members as SIG advocates.”

Graduate Student Council (GSC) Candidates for Chair-Elect

Annis N. Brown is a doctoral student in curriculum, teaching, and educational policy at Michigan State University. Her research focuses on urban education, school choice policies, and critical literacy studies. Brown has been an active member of the AERA Graduate Student Council, having served as the Division L Graduate Student Representative and as GSC Community Leader. She has been responsible for serving AERA’s graduate students by planning and chairing national conference sessions, disseminating information about opportunities, updating Web tools, and writing articles for the GSC newsletter, *Connections*. As Community Leader, she has also had the pleasure of managing the global network of Campus Liaisons who represent more than 130 colleges and universities around the world. Prior to beginning doctoral studies, Brown worked for the New York City Board of Education as Training and Support Coordinator for the New York City Teaching Fellows.

“Drawing on the experiences from my roles within the GSC, as chair I will foster collaboration and promote professional growth for AERA’s graduate students. We are the future of educational research, national policies, and classroom innovation. I will work diligently to unite like-minded scholars across SIGs and divisions. Additionally, my vision calls for enhancing our experiences within the organization by (1) creating Web-based guides for navigating the national meeting, (2) increasing the campus liaison network, and (3) enhancing mentorship opportunities. I have the leadership skills and willingness to learn that are necessary to be a highly effective Chair-Elect. I am eager to put my knowledge and skills into practice.”

Bradford Davey is an Ed.D. doctoral candidate at Pepperdine University in educational technology, studying online learning and its potential for individualization toward knowledge construction, especially in STEM (science, technology, engineering, math) education. Davey earned his M.A. in Educational Technology from Pepperdine after teaching middle and high school math and science for 9 years, becoming department head, and helping to spearhead a program to rewrite the science curriculum for Grades 5–8. Author, avid Web 2 participant, and research associate in educational consulting, Davey works on national-level educational program evaluation, helping organizations such as NASA and NOAA align their beliefs and goals with their actions. A presenter at AERA 2008 in New York City and a member of Division C and multiple SIGs, Davey demands of himself and others a high level of personal and professional excellence. Additional memberships in NSTA, ASCD, and PDK help connect him with a broader community of educators concerned with a wide range of educational issues, all concerned with the advancement of educational understanding and practice.

“I see the role of GSC Chair-Elect as critical in facilitating the navigation of newcomers into the rich research community represented

by AERA. To better meet the mission of the GSC, we need to continually expect an increasingly high level of personal and academic excellence, reach out through traditional and emerging means, encourage current members to be voices of evangelism, and look for innovative ways to help support AERA's growth. As graduate students of today, we are members of the professional community of tomorrow."

Nicholas Daniel Hartlep is a Ph.D. student at the University of Wisconsin, Milwaukee, where he is pursuing a degree in urban education and multicultural studies. His research focuses on urban educational reform as it relates to race, equity, and the improvement of education, especially at the collegiate level. Hartlep is an active member of AERA, currently serving as an AERA campus liaison. He is a member of Division J (Postsecondary Education) and a member of the Urban Learning, Teaching and Research SIG. Hartlep is also a teacher in the Milwaukee Public Schools, the largest school district in the state of Wisconsin. Before entering the doctoral program, he held leadership positions at the national level. As a Regional Vice President in the National Society of Collegiate Scholars (2005–2006), he led the society's members in seven states (Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, and Wisconsin). As a current AERA member, a teacher with K–12 experience, and a passionate scholar, Hartlep has many potential connections to graduate students who may not be engaged in Graduate Student Council activities. Hartlep holds two degrees in education: a B.S. in Teaching and an M.S.Ed. in K–12 Education.

"I welcome the opportunity to serve and work alongside a team of dedicated graduate students who are passionately willing to work to advance the goals of the Graduate Student Council and AERA. If elected, I am ready, willing, and able to serve in the capacity of Graduate Student Council Chair-Elect."

Candidates for GSC Newsletter Editor

Lorraine Males is a Ph.D. student in mathematics education at Michigan State University. Prior to graduate school, she spent 8 years teaching middle and high school mathematics in public and private schools throughout the country. She is interested in teacher learning and professional development and in bridging the gap between research and practice. She is currently working on two research projects and is a fellow for the Center for the Study of Mathematics Curriculum. She will bring previous newsletter editing experience to this position and hopes to reach out to graduate students and help give them a voice in AERA.

Elizabeth Soslau is a doctoral student in cognition, development, and instruction at the University of Delaware. She is investigating the relationship between supervisors' observation feedback and student teachers' professional growth. She taught middle school for the School District of Philadelphia, served as a literacy coach, and consulted for the Academy of Natural Sciences, the National Constitution Center, and the M. Night Shyamalan Foundation. Soslau has published an urban service-learning article and a chapter on action research as service-learning.

"The newsletter can be a tool which fosters participation in the research community, and I want to be a part of that effort."

Candidates for GSC Secretary/Historian

Katherine Cumings Mansfield is a third-year doctoral student in educational policy and women's and gender studies at the University of Texas, Austin. Her scholarship focuses on the relationship of gender, race, religion, and SES with educational access and achievement. Mansfield assists Division A and L members to facilitate the Clark Seminar, Jackson Scholars, and PEA Mentorship Seminars. She is published in *JRLE*; *Intersections: Women's and Gender Studies in Review Across Disciplines*; *Encyclopedia of Gender and Society*, J. O'Brien (Ed.); and *UCEA Review*. Mansfield has presented at AERA and UCEA meetings, and at the National Summit on Interdistrict Desegregation at Harvard Law School.

Lane Perry is a doctoral student in higher education at the University of Canterbury in Christchurch, New Zealand, with a focus on service-learning and its potential influence on New Zealand tertiary students' learning outcomes.

"I have studied and taught leadership at the collegiate level for the past 2 years. Therefore, I recognize that each individual on a team has an integral responsibility to the organization's success. I envision the position of Secretary/Historian to be centered on the interpretation and dissemination of information. I would like to see the doors of communication more widely opened between the members and the council executive team."

Christopher Stapel is a Ph.D. student in sociology at the University of Kentucky with concentrations in the sociology of education and rural sociology. His research is on the educational and residential aspirations of rural gay and lesbian adolescents. He has taught mathematics in an urban public high school and at a community college. He holds an Ed.M. in Education Policy from the Harvard Graduate School of Education and is the producer of a feature-length documentary about rural Appalachian college students. Stapel is an active presenter, reviewer, and committee member for a number of regional and national professional organizations.

Candidates for GSC Web Secretary

Nelson Er is a Ph.D. student at the University of Oklahoma, majoring in instructional psychology and technology. At this university, he received a B.S. in Electrical Engineering in 1997, an M.S. in Telecommunication Systems in 2000, and an M.Ed. in Educational Psychology in 2005. Er is also an eLearning Project Manager at the USPS Training Center. He has presented research at international and national conferences and published in peer-reviewed journals. His design-based research focuses on building a Web-based cognitive modeling system for supporting ill-structured problem solving. He is proficient in Web programming, including XHTML, CSS, JavaScript, SQL, ASP, ASP.NET, and AJAX.

Akesha Horton is a third-year doctoral student in Michigan State University's Teacher Education Program. Her research interests focus around the intersection of global and digital citizenship education in K–12 settings. While at Michigan State University, she has been involved in research programs helping youth from urban areas develop digital literacy skills. She also has served as a technology consultant for the Department of Teacher Education at Michigan State University, as well as designed

templates and managed the content management system for the College of Education. Horton has more than 10 years of professional work experience in the area of educational technology, having held positions at Indiana University Northwest and at Howard University, where she served as Coordinator of Web Design and Web Based Instruction for the Graduate School until 2006. She also has worked as a Web consultant for nonprofit organizations in Boston, New York, Washington, D.C., and northwest Indiana. She is proficient in Web-based design principles, human computer interaction, and programming tools such as HTML, CSS, and Flash. She will complete a certificate in Serious Game Design in December 2008.

Jeff Thibert is a fifth-year doctoral student studying philosophy of education and religious educational policy at the University of Illinois, Urbana-Champaign. His research interests include the roles of religion, spirituality, autonomy, and authenticity in liberal education. He currently serves as the Editorial Assistant for the journal *Educational Theory*. He has worked with computers for more than 25 years and is the Webmaster for the Department of Religion at the University of Illinois, Urbana-Champaign. He hopes to use graduate student feedback to ensure that the GSC website is a helpful resource, providing information related to both AERA and the graduate study of education in general.