

Critical Examination of Race,
Ethnicity, Class and Gender in
Education SIG
American Educational Studies Association
Fall 2009 Newsletter

From the SIG Chair:

Greetings SIG Members!

I am grateful to have the opportunity to serve as your Chair for the next three years. The theme for my tenure is “Pumping Up the Volume: Increasing Our Voice Through Connections and Collaborations”. It is my desire to not only continue the great work of our SIG but also create new avenues and opportunities to promote the scholarship of our membership.

To accomplish this, we have a great team in our Executive Committee. Dr. Deneese Jones, Longwood University, is our newly elected Program Chair. Drs. Marlene Munn-Joseph, Jonathan Lightfoot, and Marvin Lynn will serve as members of the Program Committee. Dr. Norvella Carter, Texas A&M University, is our Secretary/Treasurer. Dr. Benjamin Blaisdell, East Carolina University, is our new Newsletter Editor. Caryn Park will continue to serve as our Webmistress and Dr. Kimberly Scott, Arizona State University, assumes her new role as the Awards Chair. I am pleased and proud to have such a great team.

We will continue our long-standing relationships with the Research Focus on Black Education (RFBE) SIG and hope to increase our visibility through our relationship with the Race, Ethnicity, and Education journal. We also want to highlight the accomplishments of our SIG members through our newsletter and the SIG listserv.

I am pleased to announce our new partnership with the Critical Race Studies in Education Association (CRSEA). This organization hosts the annual Critical Race Studies in Education Conference. Currently, there are two benefits yielded through this partnership: (1) all SIG members attending the conference will receive a 50% discount on conference registration fees and, (2) the annual conference will dedicate a section to address the intersectionality of race, class, and gender. We will continue to work toward optimal ways of collaboration and cooperation.

Your ideas, energy, and service are welcomed! Please feel free to contact me at crfscholar1913@gmail.com to communicate your thoughts. Let your voice be heard. Help us to “pump up the volume”!

Yours in Service,
Theodorea Regina Berry, Ed.D.
Chair

From the Program Chair:

Greetings to all SIG members! This newsletter entry is intended to provide you with information concerning the SIG submissions and the 2010 Annual Meeting Allocations. In January 2009, the AERA Council approved a total allocation of 1,000 paper and symposia sessions for divisions and SIGs for the 2010 and future Annual Meetings. Based on the number of submissions received by each division and SIG in relationship to the total number of submissions received (over 10,000), each unit was allocated a certain number of paper/symposia sessions proportionally. In addition, to ensure that each unit may offer participation opportunity to similar number of presenters in 2010 as compared to 2009, each unit received an additional allocation of presentations to be used to create roundtable or poster sessions. Finally, each unit has received an allocation for one Business Meeting. As expected, the theme of AERA's 2010 Annual Meeting—"Understanding Complex Ecologies in a Changing World", caused our SIG to receive a flood of scholarly proposals for individual papers and symposium sessions. In fact, this year we received 55 proposals for individual submissions. One individual submission was transferred to another more appropriate SIG and two others were deleted because the authors asked for them to be excluded from review. Moreover, there were 18 session submissions for symposia, structured poster sessions or workshops. This means that for our SIG there was a total of 73 proposals that were received. This is phenomenal!

Based on the number of paper and session submissions received, our SIG was allocated 7 paper/symposia sessions. This allocation refers to the number of sessions and includes all types of sessions except roundtable, poster sessions and business meetings. Paper sessions are assigned a chair and a discussant is optional. In addition to the chair, the number of presenters/discussants is limited to a maximum of six in a 90-minute session and seven in a 120-minute session. Typically the paper session includes 4-5 papers.

Twenty-five individual paper/presentations that could be grouped into roundtable and poster sessions were also allocated for the SIG. (The roundtable allocation is in addition to the paper/symposia session previously described). Each roundtable is made up of 3 to 5 individual papers/presentation. And, of course, one business meeting was allotted. Acceptance and rejection letters should be received by all proposal submitters on or after October 30, 2009.

As a novice to this new technological process of reviewing proposals, accepting proposals, and creating sessions, I have been challenged. Thank you for your patience that has occurred from the moment that I begin to make mistakes with the emailing for

Executive Committee

Chair:

Theodora Regina Berry

Program Chair:

Deneese Jones

Secretary/Treasurer:

Norvella Carter

Awards Chair

Kimberly Scott

Webmistress:

Caryn Park

Newsletter Editor

Benjamin Blaisdell

Graduate Student

Coordinator

Michelle Sparza

Program Committee:

Marlene Munn-Joseph

Jonathan Lightfoot

Marvin Lynn

reviewers. In spite of me, I believe the end result is clearly that we will have a great program with maximum representation. After all of this work, frankly, I am looking forward to attending as many of the sessions as possible during my time at the 2010 Annual Meeting conference in Denver, Colorado from April 30 to May 4, 2010. And, of course, I am looking forward to seeing you and hearing about your research!

If you have any questions, suggestions, or comments, please feel free to email me at jonesdl@longwood.edu. Thank you for your support and assistance in making the 2010 Annual Meeting a robust meeting and a successful measure of scholarly work!

Deneese L. Jones, Program Chair 2009-2012
Longwood University, Farmville, VA

Additional News for 2010 Annual Meeting

Zeus Leonardo from The University of California at Berkeley and Dianne K. Smith from the University of Missouri at Kansas City will be the invited keynote speakers for the CERECC SIG business meeting.

Dr. Dianne K. Smith, Professor, University of Missouri Kansas City, has agreed to be the invited speaker and mentor for the Graduate Student Invited Poster Session

GRADUATE STUDENT WEB RESOURCES

Getting the Most out of the Relationship with Your Research Advisor

<http://web.archive.org/web/20060907234334/http://smi-web.stanford.edu/people/pratt/smi/advice.html>

How to Get the Mentoring You Want

<http://www.rackham.umich.edu/downloads/publications/mentoring.pdf>

Networking for Graduate Students: Building Professional Relationships

<http://www.helium.com/items/99924-networking-for-graduate-students-building-professional-relationships>

How to Succeed in Graduate School: A Guide for Students and Advisors

<http://www.acm.org/crossroads/xrds1-2/advice1.html>

Developing a Poster Presentation

<http://www.gmu.edu/departments/writingcenter/ppt/POSTER.PPT>

Free PowerPoint Templates for Scientific Research Posters

[note that the website is business-related, but the templates are freely available]

<http://www.postersession.com/templates.php>

Upcoming Conferences

Race Gender Class

2010 Conference

February 18-20, 2010

Hampton Inn Hotel, New Orleans

Organized and Sponsored by the journal: *Race, Gender & Class*

Conference Theme: *Race, Gender & Class Issues and the Obama Presidency*

To submit a paper or a panel proposal and/or to volunteer, please contact:

Dr. Jean Ait Belkhir, jbelkhir@suno.edu

Deadline for proposal submission:

December 1, 2009

For more information:

www.suno.edu/Race_Gender_Class/

American Association for the Advancement of Curriculum Studies

Ninth Annual Meeting

April 27-30, 2010

Doubletree Hotel, Denver, Colorado

To submit a proposal:

Deadline for Submission:

Friday, December 19, 2009

For more information:

<http://aaacs.info>

Society for Educating Women

Third International Conference

July 28-30, 2010

University of New Mexico

Conference Theme: *Educating Women Again: Crossing the Borderlands of Town and Gown*

Submissions must be filed electronically on our Open Conference System (OCS)

Deadline for Submission:

December 1, 2009

For more information:

<http://www.educatingwomen.net/conferences/index.php/SEW2010/SEW3>

Jobs of Interest

• **Elmhurst College, Department of Education**

Tenure-track in Middle Level Education beginning Fall 2010

Responsibilities include teaching undergraduate and graduate courses in middle level education, interdisciplinary methods, and early adolescent development, advising, collaborating with middle level educators, and coordinating the Middle Level Education program.

Application procedures:

Review of applications will begin on October 1, 2009, and continue until the position is filled. Candidates should send: (a) a letter of application indicating areas of expertise and addressing the required qualifications, (b) a vita, (c) three current letters of recommendation addressing teaching, scholarship, and service for this position, and (d) at least one example of scholarly work to:

Dr. Debra Meyer, Chairperson
Department of Education
Elmhurst College
190 Prospect Avenue
Elmhurst, IL 60126.

Questions regarding this position may be directed to Dr. Meyer at 630.617.3773 or debram@elmhurst.edu.

• **Teachers College, Columbia University, Department of Curriculum and Teaching**

Position: Teachers College, Columbia University, invites applications for a tenure-track position in Curriculum at the rank of Assistant Professor.

We seek candidates with strong preparation in empirical research and expertise in general curriculum, with a clear emphasis on one or more of the following: curriculum development, curriculum evaluation, curriculum policy, curriculum history, studies of contemporary curriculum, curriculum theory, and innovative curricular practice, among others.

Responsibilities: Teach curriculum courses to masters and doctoral students. Supervise masters students' action research and doctoral students' dissertations. Contribute to ongoing rethinking of advanced masters programs that aim to prepare curriculum specialists and school/instructional leaders. Develop and/or maintain a significant program of research and publication.

Qualifications: Earned doctorate in curriculum or relevant field. Evidence of or demonstrated potential for research and scholarship. At least three years experience

teaching in K-12 schools. Ideal candidates will combine extensive work in general curriculum with one or more of the following: (a) theoretical orientations: ability to bring theories to bear on debates on curriculum development, curriculum evaluation, curriculum policy, etc., (b) interdisciplinary connections: ability to bring scholarship from other disciplines and/or area studies (e.g. political science, sociology, anthropology, humanities, cultural studies, etc.) to issues of curriculum and teaching, (c) methodological focus: background in a variety of research methodologies (e.g. action research, qualitative, quantitative, mixed-methods).

Application Procedures:

Review of applications will begin November 1, 2009 and continue until the search is completed. Appointment begins September, 2010. Send CV, cover letter stating how you meet qualifications, a brief statement of research interests and teaching agenda, together with the names, email, addresses, and telephone numbers of three references (all in digital format) to:

Professor Nancy Lesko
Search Committee Chair
Department of Curriculum and Teaching
Teachers College, Box 31
525 West 120th Street
New York, New York 10027
c/o Ms. Aimee Seeram, seeram@tc.edu

• University of Colorado, School of Education

The School of Education at the University of Colorado Denver announces two tenure-track faculty positions* in Urban Teacher Education (one is at the level of assistant professor and the other at the level of associate or full professor). The faculty members filling these positions will become vital members of the school's innovative urban teacher education program, conduct research in teacher education, contribute significantly to ongoing curriculum renewal and redesign efforts of the program, and contribute to the teaching and service missions of the School of Education and Human Development.

Application Procedures:

Review of applications will begin October 26, 2009 and will continue until the position is filled. Please submit the materials listed below through our online application system at <https://www.jobsatcu.com>. Materials which cannot be uploaded due to system restrictions may be emailed to casey.washburn@ucdenver.edu; however, all applicants must be active in the jobsatcu system in order to be considered for the position.

1. A letter of application including the candidate's interests, experiences and qualifications related to the position responsibilities.
2. A current curriculum vita.

3. Transcripts of graduate work and evidence of terminal degree. Unofficial transcripts may be sent for application. Official transcripts will be requested at point of hire.
4. Three current letters of reference that address the particular requirements for the position.
5. An applicant can choose to submit a minimum number of artifacts (not to exceed three) to explicate upon information provided in the vita.

Address inquiries regarding the faculty position to:

Dr. Suzanne Arnold, Co-Chair
Urban Teacher Education Search Committee
Assistant Clinical Professor
School of Education and Human Development
University of Colorado Denver
1380 Lawrence Street, Room 723
Denver, CO 80204
Voicemail: 303.315.4925
Cell: 303.408.4096
Suzanne.Arnold@ucdenver.edu

Address inquires about the application process or submission of application materials to:

Ann Sanders
Campus Box 106; PO Box 173364
Denver, CO 80217
Phone: 303-315-4975
Email: Ann.Sanders@ucdenver.edu

• University of Toronto, Ontario Institute for Studies in Education

The Department of Sociology and Equity Studies in Education, Ontario Institute for Studies in Education of the University of Toronto, invites applications for a tenure-stream appointment in the area of Gender and Work in Education. The appointment will be at the rank of Assistant Professor and will begin July 1, 2010.

We are looking for a feminist scholar with an established record of research and teaching in the broad area of gender and work. Gender is understood to interact with other aspects of identity including race, language, class, sexuality and disability.

The successful candidate must have a completed Ph.D. (or equivalent), with a demonstrated record of excellence in teaching and research. Preference will be given to candidates that have particular expertise in one or more of the following areas: workplace organization and learning; relations between paid and unpaid work; sociology of professions; teachers' work; labour market policy; migration, globalization and

transnationalism; community organizing and social movements related to work. Interest in teaching courses in qualitative research methods would be an asset. Candidates who are able to teach and supervise students in both English and French will be preferred.

The successful candidate will contribute to SESE graduate programs leading to M.Ed., M.A., Ed.D. and Ph.D. degrees, as well as to OISE's Initial Teacher Education program. We understand education as a broad, multi-faceted endeavour-the social organization of knowledge, teaching, and learning in a number of relations and sites, within and beyond schooling. 'Equity' informs the range of critical perspectives through which these phenomena are analyzed. We blend this vision of Sociology in Education with principles of interdisciplinarity and community engagement, while working to bridge divisions between theory and practice. Salary will be commensurate with qualifications and experience.

For more information, please visit the OISE website at <http://www.oise.utoronto.ca> or the Department's website at <http://www.oise.utoronto.ca/sese>

Application Procedures:

Applications, which must include an up-to-date curriculum vitae, should be submitted by November 2, 2009, to:

Professor Kari Dehli, Chair
Department of Sociology and Equity Studies in Education
OISE, 252 Bloor Street West
Toronto, Ontario, M5S 1V6, Canada.

Applicants should also ask three referees to write letters directly to Professor Dehli at: sese.chair@utoronto.ca by the same date.

• Arizona State University
The College of Teacher Education and Leadership

1. English Language Learning: Assistant/Associate Professor

People selected for these positions will teach undergraduate and graduate courses in language and literacy/biliteracy education in university and site-based settings; teach courses with a focus on adapting instruction for diverse students within reading/language arts, including content area literacy, and model the integration of technology for meeting the linguistic and academic needs of diverse students; establish and maintain a record of scholarly productivity as demonstrated through peer-reviewed publications, acquisition of external funding, and presentations at national conferences; and provide service to the institution, profession, and community.

Required Qualifications: (a) Earned doctorate from a regionally accredited institution with a specialization in reading/language arts education for bilingual and English

language learners, (b) Three years of successful PreK-12 classroom teaching experience with English language learners, (c) At the Assistant level: demonstrated potential for scholarly productivity and leadership in professional activities. (d) At the Associate level: demonstrated record of scholarly achievement and external funding acquisition, leadership in professional activities, and evidence of teaching effectiveness in teacher education.

2. Literacy: Assistant/Associate Professor

The people selected for these positions will teach undergraduate and graduate courses in literacy; establish and maintain a record of scholarly productivity as demonstrated through peer-reviewed publications, acquisition of external funding, and presentations at national conferences; and provide service to the institution, profession, and community. Preference will be given for expertise in beginning reading and emergent literacy or one of the following emphases: literacy and technology, literacy assessment, or foundations of literacy education.

Required Qualifications: (a) Earned doctorate from a regionally accredited institution with a specialization in reading/language arts education, (b) Three years of successful PreK-12 classroom teaching experience, (c) At the Assistant level: demonstrated potential for scholarly productivity and leadership in professional activities, (d) At the Associate level: demonstrated record of scholarly achievement and external funding acquisition, leadership in professional activities, and evidence of teaching effectiveness in teacher education.

3. Educational Psychology: Assistant/Associate Professor

The person selected for this position will teach undergraduate and graduate courses in educational psychology with a focus on adapting educational psychology theory into practice for diverse students while integrating technology into instruction; establish and maintain a record of scholarly productivity as demonstrated through peer-reviewed publications, acquisition of external funding, and presentations at national conferences; and provide service to the institution, profession, and community.

Required Qualifications: (a) Earned doctorate from a regionally accredited institution in educational psychology or a closely related area, (b) At the Assistant level: demonstrated potential for scholarly productivity and leadership in professional activities. (c) At the Associate level: demonstrated record of scholarly achievement and external funding acquisition, leadership in professional activities, and evidence of teaching effectiveness in teacher education.

4. Special Education: Assistant/Associate Professor

The person selected for this position will teach undergraduate and graduate courses in special and general education, with a focus on consultation and collaboration in university and site-based settings; establish and maintain a record of scholarly productivity as demonstrated through peer reviewed publications, acquisition of external funding, and presentations at national conferences; and provide service to the institution, profession, and community. This position is designed to support our programmatic efforts

at integrating special education content and adaptation processes throughout all of our undergraduate teacher preparation programs.

Required Qualifications: (a) Earned doctorate from a regionally accredited institution in an area related to special education with a focus on consultation and collaboration, (b) An established research program and consistent record of publication in national journals appropriate to the rank sought, (c) Experience with or demonstrated commitment to field-sensitive professional education informed by scholarship, (d) Evidence of successful teaching at the undergraduate and graduate level, (e) At the Assistant level: demonstrated potential for scholarly productivity and leadership in professional activities, (f) At the Associate level: demonstrated record of scholarly achievement and external funding acquisition, leadership in professional activities, and evidence of teaching effectiveness in teacher education.

Application Procedures:

The first application deadline is November 15, 2009. Applications will be reviewed weekly thereafter until the search is closed. The appointments begin August 16, 2010. Only electronic applications will be reviewed. Applicants are asked to email the following as attachments in .doc or PDF format:

1. A letter of application in which you indicate the name of the position and rank for which you are applying, and b. describe your fit to the position relative to the qualifications listed in this advertisement.
2. A complete curriculum vitae
3. The names and contact information of three references to:

Dr. Ron Zambo
Ronald.Zambo@asu.edu
College of Teacher Education and Leadership
Arizona State University
Phoenix, AZ

Looking to Publish?

Race, Ethnicity and Education is the official Newsletter of the CERECG SIG. Here is a description of the journal from the Editor, David Gillborn:

Race Ethnicity and Education (REE) is published four times a year by Routledge. We publish original and challenging research that explores the dynamics of race, racism and ethnicity in education policy, theory and practice. Now entering its thirteenth year, the journal has established itself as essential reading for those working in this field and especially welcomes writing that addresses the interconnections between race, racism and multiple forms of oppression including class, gender, sexuality and disability. All articles are independently refereed and the journal is supported by a distinguished international editorial panel.

REE is particularly important because it combines work by some of the world's leading scholars alongside articles by newly qualified researchers – the key criterion is the quality of the work, not who produced it.

The journal is known for publishing topical, cutting-edge work that meets the highest scientific and ethical standards. Recent special issues include '*Critical Race Praxis*'; '*The State of Research on Asian Americans and Pacific Islanders*'; '*The "No Child Left Behind" Policy*'; and '*Postcolonial Perspectives on Education*'. Other important strands of work include articles on the nature of 'Whiteness' and hidden racism on campus; diversity and teacher education; educational inequality in Post-Apartheid South Africa; and the racialized consequences of educational reform internationally.

REE is open to education scholars working in any field. Although the journal is edited and published in the UK the majority of published papers are by scholars in the US. This signals its status as a truly international forum. REE is included in the World's leading indexing and abstracting services, including the Social Science Citation Index (SSCI). Perhaps most importantly, REE is *used* by scholars and activists alike. Last year there were around 40,000 full article downloads: REE does not merely report on issues, the journal carries research that informs and shapes the field.

For further information see the journal website at:
<http://www.tandf.co.uk/journals/titles/13613324.asp>

If you have any questions about the journal or would like to discuss the suitability of something you are working on (as an article or special issue proposal) please feel free to contact any of the following:

Editor: David Gillborn, d.gillborn@ioe.ac.uk
Associate Editor (North America): Annette Henry, ahenry@u.washington.edu
Associate Editor (Europe): Nicola Rollock, n.rollock@ioe.ac.uk

An Opportunity from The *Journal of African American Males in Education*

The *Journal of African American Males in Education* (JAAME) is now accepting submissions. JAAME is a peer-reviewed journal devoted to advancing scholarship and influencing practice regarding African American males in education. JAAME is committed to the study of African American males throughout the educational pipeline (P-20), in various contexts (e.g., urban, suburban, rural), and in multiple capacities (e.g., students, parents, teachers, counselors, faculty, administrators, and fathers). JAAME publishes articles that: 1) Are grounded in research, theory and experiential knowledge; 2) promote critical examination of issues facing African American males in education; and 3) provide concrete recommendations for policy and/or practice. JAAME is published online.

The *Journal of African American Males in Education (JAAME) *encourages scholarly submissions from researchers and practitioners that address the unique realities of African American males in education. Submissions must have *clearly explicated recommendations* for research, theory, and practice that can lead to the improving condition of African American male students, teachers, faculty, staff and administrators, and faculty in P-20 educational contexts. Manuscripts submissions to JAAME should illustrate clear evidence of a theoretical underpinning or conceptual framework. Submissions should be written in a manner that is comprehensible and useful to both researchers and practitioners of education in community and school settings.

JAAME publishes several types of scholarly articles: a) research studies, which exhibit rigorous standards of empirical investigation. This includes empirical studies which use mixed-methods, qualitative and quantitative in nature; b) literature reviews/conceptual analysis, whereby researchers synthesize their research to illustrate gaps in current scholarly works on a given subject area, or which present a cogent and new perspective on current theory and research in a given area. This includes studies such as integrative reviews, literature meta-syntheses, meta-analyses and general literature reviews; and c) book reviews, which critically synthesize and/or analyze recent scholarly or practitioner oriented books on a given subject area. Authors interested in conducting a book review for submission to JAAME are advised to email editors in advance. Deadline for submission is Thursday, November 12, 2009 (11:59 pm Pacific Time).

See the JAAME website for further details on manuscript preparation, review process, and copyright holdings. Additional information on submitting articles to this journal can be obtained at www.journalofafricanamericanmales.com under the “authors” tab. If you have any questions, please free to email the editorial board at www.journalofafricanamericanmales.com/contact.