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# Connections

Graduate Student Council, American Educational Research Association



## Message from our Chair

Greetings! I hope everyone enjoyed a restful winter break. I know we are all officially back in the swing of things for the new year. After serving as the Division L representative to the Graduate Student Council of AERA, I had the opportunity to serve as Community Leader, Chair-Elect and now as Chair of the Council. As you read through this newsletter, you will

meet all of the wonderful people I am privileged to work with in this role. Our mission is to make AERA accessible to graduate students and to advocate on your behalf. If you have suggestions or ideas do not hesitate to reach out to your division rep or one of the officers. You can find our contact information in this newsletter.

In this newsletter you'll find advice on navigating graduate school and preparing for graduation. This is a poignant topic for me – as I am currently writing my dissertation. This process is truly putting all the skills and virtues I have learned over these past four years to use. Patience, coding, transcription, analysis – and a healthy dose of skepticism infuse my daily work blocks. I feel like I can let everyone in on the secret now—don't tell anyone else—writing a dissertation is hard! Here is my advice for building the stamina and tenacity it takes to get to this point in the process:

1. **Form a writing group**—graduate students tend to like to work alone. Fight the urge to curl up with your computer in your “office.” Reach out to a couple of folks that you respect and come together to help one another become better writers.
2. **Teach a class**—undergraduate, graduate, workshop... Practice the skill of teaching others what you know. Planning cohesive lessons that translate into a useful semester/quarter requires a great deal of skill. Start practicing now.
3. **Present your work**—get your work out there. Craft a proposal for a conference and submit it.
4. **Research**—learn from the experts at your university/college. Your profs are always working on research projects. This is the perfect time to learn a variety of research methods and figure out what works best for you.
5. **Activate yourself**—attend as many conferences as you can afford. Start networking and get involved in student leadership both on campus and off.

Graduate school is not as tough as it may seem. Everyone has an algorithm that will help him/her figure out what's next. I like to think that the formula starts with a dash of each of the pieces of advice above. As a doctoral student, I was able to do each of these things and the experiences helped me figure out my path. It was through teaching that I discovered my commitment to working with new and pre-service teachers. I came into graduate school with a focus on educational research and wanted to step away from the classroom to hone in on writing and research. My plans have completely changed and I'm now working with practitioners in Detroit. I wish you the best of luck during this semester.

See you in New Orleans!

*Annis N. Brown*

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Elizabeth Soslau,  
Senior Newsletter Editor

Melissa S. Mitchell,  
Junior Newsletter Editor

## Messages from the Chair-Elect and Past Chair



### A Message from Chair-Elect, Nicholas Hartlep

As graduate students our journey to earn a graduate degree can, at times, be best described as a foray into uncharted waters. I have decided that the most important lesson that I have learned while in graduate school is to enjoy the journey. As a graduate student I have been told many times that it only gets harder as a person transitions from being a doctoral student to being an assistant professor. However, the longer I have been in graduate school, the more I have witnessed students who get so bent out of shape and stressed out about everything that they never really seem to enjoy the process. These stressed-out people are so fixed on the product, their graduate degree that they never enjoy the learning and struggle that accompanies studying at the graduate level.

One way to control the panic-attacks is to strengthen your support system. Family and social relationships are the most important things in life and these relationships strengthen the graduate school experience. Another way to manage stress is to stay focused. I have learned to accept that it is my sole purpose to be a student right now. I am not a professor yet, and this is okay. We should not be in a hurry to graduate and move on per se. Instead, we must enjoy the process and the journey as graduate students. I have also learned that when we collaborate with others, we feel better. We should help as many people as we can along and during this journey.

Graduate school is difficult; we endure pressures from many sources. Some graduate students are infantilized so effectively that many times we believe, internalize, and mimic this treatment. I don't believe that we should take this treatment personally, it is part of the process—our advisors all endured this too. There will also be heart-ache and frustration during coursework, exams, proposing, and dissertating. Nevertheless, stress and sorrow all are part of the graduate student experience—this all makes us stronger, better, and more patient teachers and researchers. Ultimately, I believe that stress gets in the way of true learning. I have learned that I must remember why I entered graduate school in the first place, and why I want to become a professor and conduct research. My concern is that many graduate students get “lost” during their educational tenure, only to never find themselves again. This is tragic!

Part of enjoying the “ride” is learning that I am worthy of being a graduate student, and also that I am in my doctoral program for a reason. I was admitted because my institution and my advisors all believed in me. I think the graduate school experience is a terrible thing to waste, we must learn to enjoy the ride and have confidence in our mentors and advisors. The graduate student experience is like a rollercoaster ride: there are highs and lows, but remember, you only get one ticket to ride. How will you spend your time, how will you use your ticket?



### A Message from the Past Chair, Andrea L. Tyler, Ph.D. University of Dayton

It is hard for me to believe that my tenure on the Graduate Student Council (GSC) is ending. I started 5 years ago as the Web-Secretary before being elected as Chair-elect. Many of the highlights of my doctoral student career are associated with AE-RA and the Graduate Student Council. I have amazing memories of long discussions about diversity, equity, and access; community, communication, and international relations; and support and collaboration with graduate students around the world.

The graduate student population has changed over the years, but the passion and the ideas have remained constant. After graduating in December, I accepted a position at the University of Dayton in Dayton, Ohio. At the New Orleans conference, it will be time for me to say good-bye to the membership, both past and present, however know that I will miss all the relationships I have formed over the years. I want to take this opportunity to publicly thank the GSC for all their devotion to the needs of the AERA graduate student community. I enjoyed every minute of working with you all.



Fulbright and mtvU (<http://fulbright.mtvu.com/>) have partnered to send students around the world to study and promote “the power of music” as a global force for mutual understanding. Grantees conduct research abroad for one academic year on projects of their own design, around an aspect of international musical culture.



**Upcoming Application Deadline: (March 1, 2011)**

*To learn more about how you can apply for a Fulbright-mtvU Grant, consider attending one of the upcoming webinars:*

January 25, 2011 - <https://www2.gotomeeting.com/register/783078827>

February 10, 2011 - <https://www2.gotomeeting.com/register/584529362>

February 23, 2011 - <https://www2.gotomeeting.com/register/254528666>

## GSC Mission

**The Graduate Student Council has five major responsibilities:**

- Annual meeting planning
- Student advocacy
- Information dissemination
- Community building
- Self-governance

**The mission of the Graduate Student Council is to facilitate and promote the transition from graduate student to professional researcher and/or practitioner by providing growth, development, and advancement within AERA and beyond. In addition, the Graduate Student Council seeks to help graduate students navigate the obstacles, rewards, challenges, and support networks of academic life. Further, the Graduate Student Council will carry out the mission of AERA through research, scholarship, and professional endeavors of graduate students.**

# Join In the Conversation!



## Connect with Mentors

Take advantage of AERA mentoring opportunities that pair you with a scholar who shares your academic interests. Different Divisions offer different opportunities. To learn about them, visit the Division website: <http://www.aera.net/GSCDivInfo.htm>.

## Join your Division's Graduate Student Committee

Many divisions are currently recruiting graduate student representatives for 2011-2012. Visit your division's graduate student website or contact the current representatives (<http://www.aera.net/GSCDivInfo.htm>) for more info.

## Prepare for the Annual Meeting in New Orleans

The AERA Graduate Student Wiki is a central space for gathering resources related to travel, housing and graduate students events at the Annual Meeting in New Orleans: <http://aeragsc.wikispaces.com/>.

## Find Funding Resources

The AERA GSC website offers funding and other resources: [http://www.aera.net/Default.aspx?menu\\_id=28&id=6656](http://www.aera.net/Default.aspx?menu_id=28&id=6656).

## Friend Us on Facebook

We use many online tools to disseminate information. Friend us on the AERA Graduate Student Council Group to stay in the loop.

## Sign up for Notifications Via our Listserv

[http://www.aera.net/Default.aspx?menu\\_id=28&id=1093](http://www.aera.net/Default.aspx?menu_id=28&id=1093)



# Connections Across Divisions

## Division A

Please contact Carl Keys, Senior Representative, or Angela Urick, Junior Representative for *Division A* updates.

## Division B

International Curriculum Research Graduate Student Seminar

We call for international curriculum studies graduate students to apply for the American Educational Research Association, Division B (Curriculum Studies), International Curriculum Research Graduate Student Seminar. The seminar will be co-facilitated by Rowena He (Harvard University), Suniti Sharma (University of Texas Brownsville), and Ming Fang He (Georgia Southern University). The pre-conference seminar will be held from April 7-8, 2011 in New Orleans prior to the 2011 AERA conference [Thursday, April 7, 2011, 1:00pm to 5:00 pm with a graduate student dinner hosted by Division B on the evening and Friday April 8, 2011, 9:00 am to noon with a breakfast at 8:30am]. Graduate student participants will be eligible for a Division B stipend of \$225.00, distributed after AERA, to help cover costs. The recipient of the stipend is required to actively participate in our seminar from the beginning to the end. The International Curriculum Research Graduate Student Seminar is for graduate students who are interested in international/comparative curriculum studies. The major purpose of this seminar is to share the characteristics and examples of emergent international/comparative curriculum inquiry that explore the life of diverse schools, families, and communities with the intent to foster equity, equality, and social justice. We will examine how to transform curriculum inquiry into positive social and educational change in international contexts. Contributions, potentials, and challenges of international/comparative curriculum studies are also explored. Doctoral students who are interested in human rights and social justice issues are strongly encouraged to apply.

To apply, please email your dissertation abstract, your affiliation, and the year in your program to: Rowena He [[rowenahe@fas.harvard.edu](mailto:rowenahe@fas.harvard.edu)], Suniti Sharma [[<Suniti.Sharma@utb.edu>](mailto:Suniti.Sharma@utb.edu)], Ming Fang He

[mfhe@georgiasouthern.edu](mailto:mfhe@georgiasouthern.edu)] by January 31, 2011.

Please put AERA Division B International Graduate Seminar in the email subject heading.

Please note that this seminar is co-sponsored by Division B Section 2 (Globalization, Decolonization, and Liberation) and the International Studies SIG.

## Division C

At the Annual Convention, Division C offers advanced doctoral student members the opportunity to participate in the Graduate Student Seminar. A 2010 Seminar participant, Dr. Marcus Johnson, now Assistant Professor at the University of Cincinnati, has only praise for this "absolutely fabulous" experience. He had the privilege to spend some in-person time with the likes of Drs. Dale Schunk, Lynley Anderman, and Pat Alexander, who were happy to share with him their insights on how to be successful and productive at the next level. "Even though I had already landed a job, I learned the finer details of how to negotiate a job offer, prepare my vitae for the job market, and work towards mid-tenure review from the mentors. A wealth of information is shared at the seminar, from time management strategies, preparation of grant proposals, entry into the job market, to tips on submitting manuscripts. I highly recommend doctoral students in their final dissertation year to apply for this opportunity." Depending on their availability at the Annual Convention, organizers will match successful applicants to the appropriate faculty mentors. Application submissions are closed. We eagerly look forward to see which students are chosen to participate in this amazing opportunity.

Check out the newest newsletter from Division C: [http://aera.net/uploadedFiles/Divisions/Learning\\_and\\_Instruction\\_%28C%29/Newsletters/div\\_c\\_fall\\_newsletter\\_2010.nhs.FINAL.pdf](http://aera.net/uploadedFiles/Divisions/Learning_and_Instruction_%28C%29/Newsletters/div_c_fall_newsletter_2010.nhs.FINAL.pdf)

# Connections Across Divisions

## Division D

Division D is excited to share with you the following information.

### Awards:

**State Farm Doctoral Dissertation Award:** The Doctoral Dissertation Award is a \$10,000 research grant designed to stimulate research and development of new knowledge in the field of education and to increase the number of qualified teachers of education at U.S. colleges and universities. Eligible doctoral candidates: Have completed a major portion of their coursework, have an approved proposal, have started writing but have not completed a dissertation, are enrolled in a graduate-degree program, are U.S. citizens. Eligible dissertation topics include education topics that focus on improving K-12 public education to meet current and future economic needs. Printable applications and nomination forms are now available at [http://www.statefarm.com/\\_pdf/doctoral.pdf](http://www.statefarm.com/_pdf/doctoral.pdf). Completed applications, nomination forms, and required attachments must be received in the Foundation office by March 31. Faxed copies will not be accepted. Required attachments include written appraisal from nominator, three letters of reference, transcripts, and dissertation draft - 4 copies (should be approximately 15 pages and include a one-page abstract).

### Internships:

**CTB/McGraw-Hill Companies:** Announcing the 2011 Summer Research Internship program, an eight week project for those students pursuing their Ph.D in one of the following areas: psychometrics, educational measurement, psychology, cognitive science, or statistics. Interns will collaborate with a CTB Research Scientist on a project, attend research seminars, and learn about various operational aspects of testing programs. A goal of the internship program is to facilitate interest among graduate students in pursuing a career in educational measurement. We will begin accepting applications on OCTOBER 15, 2010 with a deadline of FEBRUARY 1, 2011. Students will be able to view all application information and requirements on our Web site at [www.ctb.com](http://www.ctb.com) <<http://www.ctb.com>>. All required documents for the application process may be received

either in soft or hard copy form. Any questions please contact Brenda Jacobs at [brenda\\_jacobs@ctb.com](mailto:brenda_jacobs@ctb.com)

**Educational Testing Service (ETS):** Announcing the 2011-2012 Internship Programs in Research & Development. The goal of the ETS R&D Internship programs is to promote quality and distinction in educational measurement and related fields through support of significant research by early-career scientists and graduate students and exposure to methodologies within the ETS environment. These programs provide opportunities for talented scholars and students from diverse backgrounds – especially traditionally underrepresented groups such as African Americans, Hispanic/Latino Americans, and American Indians – to pursue scientific research under the guidance of ETS senior scientists and psychometricians. These programs encourage research in areas such as: Educational Measurement, Psychometrics, Validity, Natural Language Processing and Computational Linguistics, Cognitive Psychology, Learning Theory, Linguistics, Speech Recognition and Processing, Teaching and Classroom Research, Statistics, International Large Scale Assessments, or Assessment Design and Development. The ETS is seeking graduate students for the summer internship program in research. The program focuses on major research activities that will occur in 2011. Graduate students who are currently enrolled in a full-time doctoral program in one of the areas listed above and who have completed a minimum of two years of coursework toward their PhD or EdD prior to the program start date are eligible to apply. The application process will open on November 1, 2010. At that time, information and application instructions will be posted on the ETS Web site at <http://www.ets.org/research/fellowships.html>. The application deadline is February 1, 2011. If you have any questions about the program, please write to [internfellowships@ets.org](mailto:internfellowships@ets.org)

### Other:

Please visit the Division D Graduate Student Website for more announcements and information about available fellowships [http://aera.net/divisions/Default.aspx?menu\\_id=70&id=3896](http://aera.net/divisions/Default.aspx?menu_id=70&id=3896)



# Connections Across Divisions

## Division E

### Upcoming Conferences of Note

February 10-11, 2011

19th Annual International Conference on Parent Education and Parenting. Denton, Texas at the University of North Texas. Center for Parent Education website:

<http://www.coe.unt.edu/cpe>

"Changing Families in a Changing World." Globally families are coping with major societal changes. Economic distress, shifting resource allocation, and other societal pressures challenge families. Thus, the 2011 International Annual Conference on Parent Education will focus on issues that most affect families in an ever changing world. Strategies for educating and supporting parents and families of diverse cultures and nationalities will be highlighted.

## Division F

Please contact Jess Clawson, Senior Representative, or Nashwa Salem, Junior Representative for *Division F* updates.

## Division G

### Getting Involved in Social Context of Education

**Joining Division G.** For further information on how to add Division G to your membership, visit this link:

<http://www.aera.net/membership.htm>

**Joining our listserv.** You can join the ongoing conversations related to Division G topics, and receive announcements to Division G events by joining the Division G Graduate student listserv. Follow this link to see directions to sign up for our listserv:

[http://listserv.aera.net/scripts/wa.exe?SUBED1=aera-g\\_div\\_grad\\_student-forum&A=1&X=51EB066D9EEF1E64A1&Y](http://listserv.aera.net/scripts/wa.exe?SUBED1=aera-g_div_grad_student-forum&A=1&X=51EB066D9EEF1E64A1&Y)

**Joining our Facebook group.** You can also join our facebook group, by searching for "AERA Division G Students: Social Context of Education" in your Facebook search engine. <http://www.facebook.com/group.php?gid=60556452677>

## Division H

Greetings from Division H of AERA!

As one of the divisions of the American Educational Research Association (AERA), Division H prides itself in attracting graduate students. We realize that graduate students as imminent researchers and practitioners represent the future of Division H. We encourage you to be a part of our group that works in applied settings to improve schools and develop new knowledge through research, evaluation, and assessment. We would like to give you a little information about AERA and the newly-named AERA division— **Research, Evaluation, and Assessment in Schools (REAS or Division H)** activities and members and encourage you to join us!

Increasingly, education researchers in every state and country are striving to make their work useful and relevant to improving decisions about educational policies and practices. We have seen the evidence from recent international studies on the strong and positive relationship between educational attainment and economic performance and the key role of education in improved well-being of a society. As researchers, we want to carry out, report, and disseminate research findings that make a difference for education systems and for schools and educators.

Within AERA, members of Division H are finding a path to having their work impact key education decisions at local, state, and national levels. The activities, sessions, and interpersonal interactions within Division H are assisting its members for several reasons: first, we have many members who work directly for school systems, states, and other educational agencies; second, our members are consultants who provide their services and products for education leaders and policy-makers; and third, Division H sessions and activities provide a way to communicate and disseminate education research so that it can make a difference in how systems are organized and directed.

**Now, this fall, we are making a concerted effort to reach out to all AERA members to provide new information about Division H, and especially our colleagues who are interested in reporting on findings from their work focusing on applied research, evaluation, or assessment in schools.**

# Connections Across Divisions

## Division H cont...

Over the past three years this Division, with its unique interaction between members working in applied and academic settings, has experienced a significant percent increase in membership, and as a result we have increased the number of sessions we can offer at AERA meetings. We believe the recent increase in interest and membership is due to our focus on key applications for education research -- including student assessments (both for accountability and classroom use) and program evaluation. These are key areas of work at all levels of education, especially in K-12 schools.

Division H membership is made up of professionals from a wide range of organizations, such as: school districts, state departments of education, federal agencies, education labs, non-profit educational groups, and university faculty members and graduate students. Division H focuses on a broad range of work done by education researchers in applied K-12 settings. Program evaluations, testing programs, studies with an applied focus or impact, institutional research, and work published for use in K-12 systems constitutes much of our members' work.

This fall we are working to provide targeted information about Division H and AERA. This is the time that the AERA renewal process begins across all areas. So please take a moment and join with Division H, or renew your membership in AERA to include Division H, and become a part of a group of researchers and practitioners who are actively engaged in facilitating new knowledge. This is an energizing time in Division H because we are in a process of re-prioritizing our direction. We would be excited to have you begin or renew your association with us and hope that you will play an active role in our division. The following information has been provided below to help you sign up or with your renewal process and to also update you on the division's activities:

Division H Main Web page (Division H Home page)  
[http://www.aera.net/divisions/Default.aspx?menu\\_id=94&id=73](http://www.aera.net/divisions/Default.aspx?menu_id=94&id=73)

The link to the Division H brochure is: [http://www.aera.net/uploadedFiles/Divisions/School\\_Evaluation\\_and\\_Program\\_Development\\_\(H\)/Newsletters/Reality\\_Test\\_Spring\\_2010\\_Final\[1\].pdf](http://www.aera.net/uploadedFiles/Divisions/School_Evaluation_and_Program_Development_(H)/Newsletters/Reality_Test_Spring_2010_Final[1].pdf)

## Division I

Welcome to Division I! As a graduate student you are a vital part of the division. You bring fresh and new ideas and soon you will be leading the division. Your participation and cooperation are valued and you are encouraged to be a part of the division on all levels, from planning for the annual conference to leadership. This handbook is designed to help you learn about AERA; navigate Division I; learn how to get involved in Division I; and understand the responsibilities of being a Division I representative. If you have any further questions please feel free to contact your current Division I representatives or the current Division I vice president! We have a group account on Facebook. Please come check us out. Sign in and we are located under "applications" "groups." This allows us to have a quicker more efficient means of communication.

## Division J

### Post-secondary Education Graduate Student Travel Fund

The American Educational Research Association (AERA), Division J, provides travel funds to graduate students to attend the annual meeting. Nominations must be completed by applicants. Applications should then be verified and submitted by the respective department chair or program coordinator. Department chairs or program coordinators are asked to rank applicants if submitting more than one application. Consideration is given to graduate students who are: a) first-time attendees, b) receiving limited or no other form of support, c) presenting at the conference, and d) traveling farther distances to attend or experiencing higher costs.

More information can be found at: <http://www.aera.net/uploadedFiles/Divisions/J/Grad%20Student%20Travel%20Award%20-%202011.pdf>



# Connections Across Divisions

## Division K

Division K will again sponsor a Graduate Student Seminar in conjunction with the 2011 Annual Meeting in New Orleans. The Graduate Student Seminar provides doctoral students at the dissertation stage of their degree program with substantive feedback at this critical moment in their career. It also allows for opportunities to meet and talk with other emerging scholars as well as with established scholars in the field of teacher education research. The seminar will begin in late afternoon on April 7<sup>th</sup> and continue during the morning of April 8<sup>th</sup>. Applications from graduate students doing research on any aspect of the Division's work in Teaching and Teacher Education are encouraged. All methodological approaches and all theoretical frameworks are welcomed, and all graduate students at any stage of the dissertation part of

their graduate work are encouraged to apply.

The field of research in Teaching and Teacher Education has grown in importance and clarity in recent years and will play a major role internationally in policy initiatives in the coming years. Division K has and will continue to be a major voice in debates around education. The Graduate Student Seminar is a place for emerging scholars to experience their research as located within policy debates, as well as see the role the education research can play in changes in education.

For more information, please visit:

[http://www.aera.net/divisions/Default.aspx?menu\\_id=86&id=454](http://www.aera.net/divisions/Default.aspx?menu_id=86&id=454)

## Division L

Please contact Heather Price, Senior Representative, for *Division L* updates.

## Mark Your Calendars!

### 16th Annual TCC WORLDWIDE ONLINE CONFERENCE

April 12-14, 2011  
Pre-conference: April 5, 2011

#### EMERGING TECHNOLOGIES: MAKING IT WORK

Submission deadline: January 28, 2011

Homepage: <http://tcc.kcc.hawaii.edu>

This conference is held entirely online using a web browser to access live sessions and related content. A computer equipped with headphones and microphone as well as broadband Internet access is highly recommended.

### 4th Annual Great Lakes Conference on Teaching & Learning.

#### Greater Expectations: Thriving in an Age of Uncertainty

Wednesday, May 11 through Friday, May 13, 2011  
Central Michigan University  
Mt. Pleasant, Michigan.

<http://teachingconference.cmich.edu/>

### International Improving University Teaching Conference

Bielefeld, Germany,  
July 19-22, 2011.

Proposals will be accepted until February 1, 2011.

<http://www.iutconference.com/>

e-mail: [iutconference@gmail.com](mailto:iutconference@gmail.com)

### International Conference on Theory and Practice of Digital Libraries (formerly known as ECDL)

Erwin Schrödinger-Zentrum Adlershof, Berlin, Germany  
Main conference: September 26-28, 2011  
Tutorials, Workshops: September 25, 29, 2011

Conference Website: <http://www.tpd12011.org>

Important deadlines:

Workshop proposal submission: February 14, 2011

Tutorial proposal submission: February 14, 2011

Panel proposal submission: February 14, 2011

## My Journey toward Becoming an Associate Professor

### Amanda Jansen, University of Delaware

*Interview conducted by Senior Newsletter Editor, Elizabeth Soslau*



#### **About Amanda Jansen**

Amanda Jansen is an associate professor at the University of Delaware. She earned her Ph.D. in Educational Psychology from Michigan State University and taught middle school mathematics in Arizona before pursuing her doctorate. Dr. Jansen was the recipient of AERA's Special Interest Group for Research in Mathematics Early Career Publication Award (2009). In this interview, Dr. Jansen shares her insights about how to achieve a work-life balance and she provides worthwhile advice on how to prepare for tenure and promotion. To learn more about Amanda Jansen, please visit her website <http://udel.edu/~jansen/>

*ES. Can you describe your current position for us? What are your roles and responsibilities and how do you balance teaching, service, and research (and your social life)?*

#### **A Bit about Me**

I am an Associate Professor in the School of Education at the University of Delaware. I work in the mathematics education specialization area, so I teach undergraduate and graduate courses and doctoral seminars on topics in mathematics education. Also, I am the coordinator of the Ph.D. program in the School of Education. As a part of this role, I teach a core course in our Ph.D. program for students in all specialization areas. I recently completed a two year national service commitment as an officer in the mathematics education SIG for AERA (SIG-RME). I participate in standard service activities, like serving on standing and ad hoc committees at the department level, reviewing manuscripts for journals, reviewing applicants for admission to graduate programs, or participating in faculty searches. My research focuses on capturing students' voices about their experiences in mathematics classrooms, because I think that teachers can engage their students more effectively if they understand their students' perspectives. Additionally, I have conducted research that addresses issues in mathematics teacher education.

#### **Balance and Managing Stress**

A job in academia can lead to feeling fragmented at times across the various workload responsibilities. I felt fragmented in graduate school, so I am sure many readers of this newsletter can relate! To work toward balance, I don't have a specific approach of creating a careful schedule. I approach balance more from a mental health perspective, and I define balance as feeling less stressed about everything on my plate. Four strategies help me work toward balance: practicing gratitude, cutting myself some slack at times, processing my feelings through journaling and talking with friends, and engaging in some creative hobbies.

I feel grateful for my job all of the time. I work with inspiring and caring people, both faculty and graduate students. Being around productive and interesting colleagues helps me stay motivated. I am thankful for the opportunity to have a job that allows for so much autonomy – including the freedom to study whatever I think has the chance of making a difference in the field of education. I feel like I am doing work that matters, and I am appreciative for the opportunity to do so. This mindset of gratitude helps me feel less stressed and more in balance.

Balance also involves cutting myself some slack at times. Some days, I'm really motivated, ideas flow, and tasks are completed efficiently. Other days... not so much. I try to not let these off days get me down, and I remind myself that they happen to everyone. I've observed that my "on" days average out my "off" days, and on balance I get everything done. I also cut myself some slack if I work too much into the evenings or on weekends; I pay my-

self back and give myself extra time off during a weekday!

It has been helpful for me to work toward balance by processing stressful feelings as they arise through writing and talking. If I journal and write about my feelings – what’s making me feel stressed or uncomfortable – then I can get those feelings out of my head, which can help me stop thinking about them for a while. Processing through writing helps me understand my feelings better so that I can cope with them. Talking with friends (both work and non-work friends) helps me gain perspective, because they often share ways to see a situation differently. I have learned not to underestimate the power of journaling and seeking support from others.

Finally, I have been able to find balance from time to time through doing some form of artwork. For my first few years on the tenure track, I was involved in singing in a church choir, which meant that I spent time at choir practice with the group and worked on new songs over the piano for a few hours each week. In more recent years, I have taken up photography. I take classes at a local art school. These experiences are a great way to lose myself in the act of creation. Forms of art and creation help me learn to see the world differently. It’s important for me to have something in my life that is completely different from my work.

*ES. Congratulations! You recently and successfully completed the tenure and promotion process. What type of action plan did you develop to guide your preparations? Timeline, emotional support system, pacing, stress-outlets, etc.*

### **Planning for Tenure**

Phrasing the process as developing an “action plan” is highly relevant to my experience, actually. Before starting my job, I created an imaginary C.V. – what I wanted my C.V. to look like by the time I went up for tenure. I listed imaginary publications, when I thought they might come out, where I hoped they would be published. I listed the types of classes I hoped to teach. I imagined grants I hoped to receive. I brainstormed ideas for types of service experiences. My plan did not unfold exactly as I expected, but it was helpful for me to develop an action plan.

I found that a helpful part of developing an action plan was seeking feedback on my plan from recently tenured colleagues and more senior faculty, and I listened to their feedback. I initially did not intend to gather any new data during my first year as a faculty member; my plan was to focus on writing from my dissertation, then to gather new data in the fall of my second year. A colleague encouraged me to push my timeline for gathering new data earlier, in the spring of my first year as a professor. I took that advice, and I think it was wise! (I ended up publishing an article from that data, too.) Talking to people in my own department helped me learn more about the expectations for tenure where I worked.

Regarding pacing, I think it’s important to keep in mind that the review process for publications can take longer than we expect. Someone once told me that our tenure cases are really based on what we accomplish in the first three (maybe four) years of our jobs, because of the extended review process and timeline. (For instance, one of my articles was under review during the first phase for 10 months, then revisions were requested, the article was sent back to reviewers, etc. The article eventually appeared in print, but the process took longer than I expected.)

Additionally, I once heard someone else at a different research university say that she had a goal of submitting at least one thing somewhere each month. At first, I thought that seemed like way more than anyone could accomplish. But as I thought more about it and realized that submissions included conference proposals, grant proposals, revisions of articles resubmitted to journals, I started to see that her goal rate of submission was not far off.

I found it helpful to regularly update my C.V. every few months, and I had a strategy to save evidence of my activities and accomplishments. Where I work, we have a yearly faculty appraisal process that helped me keep track of my progress each year. If there isn’t a structure in place to remind you to update your C.V. and preserve documentation of your work, create a structure for yourself. Putting together your case for tenure will be easier if you gradually build the case over time rather than thinking that you’ll remember everything when the time comes.

*Interview continued on page 14*



# Get Involved and Stay Informed

In an attempt to meet the professional and academic needs of its students, the GSC has formed a network of graduate student liaisons to help bridge the communication between the growing community of emerging scholars and researchers. Liaisons help the GSC in accomplishing this goal by serving as information hubs to which news relevant to graduate students will be disseminated.

## How It Works

Students interested in becoming liaisons will be asked to forward the GSC community leader and coordinator, Carlin Borsheim the following information:

Full Name  
E-mail Address  
University Name  
Program and Degree being sought  
Areas of interest/expertise  
AERA Division Affiliation (if applicable)  
Expected Graduation Date

Once the volunteer's name and e-mail address is registered into the liaisons database, they will receive periodic e-mails containing relevant information pertaining to graduate students' professional, academic and psychological development. Once the e-mail is received, each liaison will be asked to disseminate the information in appropriate arenas while using the most effective method of circulation (e.g. flyer, listservs).

## The Commitment

Liaisons may volunteer for any period of time during their pursuit of a graduate degree. However in an attempt to decrease the effects of the high turn-

over of graduate students and in this case liaisons, upon leaving the university or resigning from the position, each volunteer will be asked to appoint (recruit) another student to fill the vacated position.

## The Roles and Responsibilities

The roles and responsibilities of serving as a liaison include, but are not limited to the following:

### Primary Tasks:

- Assist in GSC's efforts to increase graduate student awareness of both AERA and GSC;
- Disseminate information that is germane to the plight and progress of graduate students in e-mail or the most appropriate format;
- Post flyers informing graduate students of AERA division related activities at the upcoming AERA meeting (Provided by the division graduate student representatives).

### Secondary Tasks (Optional):

- Serve as a host in the GSC's hospitality suite during the annual AERA meeting;
- Give presentations to your department highlighting AERA division activities and objectives.

If you would like to volunteer to become a liaison, please submit the information requested above to Carlin Borsheim (carlinborsheim@gmail.com) at your earliest convenience.

# Get Involved and Stay Informed

## Community Service Project sponsored by the Graduate Student Council in Partnership with the New Orleans Area Habitat for Humanity

Proceeds benefit the New Orleans Area Habitat for Humanity

As the AERA community is received for our annual conference in the city of New Orleans, it is important to remember that we are visiting a community still in recovery. In response to the conference theme, Inciting the Social Imagination: Education Research for the Public Good, we have partnered with Habitat for Humanity New Orleans, to volunteer in work sites in need of housing construction assistance. The purposes of this event are threefold: 1) Engage with the New Orleans community beyond our conference walls; 2) Learn more about New Orleans, including the history of the city, the community's reliance and sense of renewal, and what still needs to be done to rebuild post-Katrina; 3) Start a tradition of AERA member community service participation in our host cities. To achieve these goals, participants in this event will spend a full day volunteering at a Habitat for Humanity worksite in the Greater New Orleans area.

This event will take place on Thursday, April 7, 2011. This event requires participants to register and be available from 7 am to 4 pm. Bus transportation will be provided departing the Sheraton Hotel at 7 am and returning to the Sheraton Hotel by 4 pm. Participants should bring their own water bottle, jug water will be supplied. Participants should also bring work gloves if they have them. Gloves will be provided at no cost if participants do not have their own.



This event is open to all attendees and requires participants to pay a \$15 registration fee, which will cover the cost of food during the day long event. Participants are encouraged to make an optional donation of \$25 to the New Orleans Area Habitat for Humanity and may select to do so during the registration process.

You will find registration information under the "Visits" tab when you go to register for the Annual Meeting. Participants can register on the registration website either by paying a \$15 minimum fee or they can contribute \$40 which covers the registration fee of \$15 and a \$25 donation to NOAHH which would cover the expenses for the work project participation.

- It is a bit tricky to find the registration page, so for questions please contact the GSC Program Chair, Robyn Carlson, at email: [grgschool@aol.com](mailto:grgschool@aol.com) or Robin Harris, at email [robinharris47@gmail.com](mailto:robinharris47@gmail.com). Visit <http://habitat-nola.org> for more information about Habitat for Humanity.

# Jansen's Final Thoughts...

*ES. What are the biggest differences between life before tenure and promotion and life after tenure and promotion?*

## **Life after Tenure**

This is my first year post-tenure, so my thoughts about life after tenure are still emerging. People told me that I would be asked to do more service after tenure. I would say that's somewhat true, but I also think I was doing a fair amount of service before tenure (like serving as an officer on a SIG board, reviewing for NSF, chairing a departmental committee, etc.). I would say that there has been a gradual ramping up of service expectations over time rather than a dramatic increase in my service workload post-tenure.

I think the most major difference has been in my mindset. Pre-tenure, I felt more anxious. I feared that I would not get tenure. I was told by some colleagues that the only one who was worried about this was me, but I worry about things that are beyond my control. When my tenure process went well, I gained back a lot of mental energy! I now invest that mental energy on increased creativity toward teaching and research! It's been liberating.

*ES. If your 2011 self could give your 2004 self some advice, what would you say?*

## **Advice for my Pre-Tenured Self**

I wish that my 2004 self wouldn't have been so afraid of not getting tenure, so I would have told myself to calm down, that everything would be okay, to take things day-by-day and everything would work out. Now I trust myself and my writing and research process more. I wish I would have trusted myself earlier.

I would remind myself that this line of work is an excellent opportunity to make a difference in the field of education, so I would advise myself to say "yes." Some people say it's wise to say "no" – to turn down service opportunities, for instance. I think that saying Yes to service can be a good way to network, to learn about your community and your field. Say Yes to some collaborations – both research and teaching – because they can be mutually beneficial opportunities to learn. Say Yes to pushing myself outside of my comfort zone, too. In general, my pre-tenure self developed a perspective that I needed to do things before I fully felt ready to do them, so my 2011 self would encourage my 2004 self about the importance of risk-taking.

*ES. Is there anything else you'd like to share about your journey to becoming a tenured Associate Professor?*

## **Final Thoughts**

As I re-read what I've written, I see that I've mostly discussed the research part of my job, but I have grown as a teacher over time, too. An advantage of conducting research in education is that what I learn from research can inspire me to improve my own teaching, and the problems and puzzles I encounter in my teaching can serve as inspiration for researchable problems. So, I want to share that I've found it helpful and useful to purposefully find ways to relate my research to my teaching and my teaching to my research.

Some people develop a list of everything they want to do "after tenure," whether it's design a new course or start a new hobby. I didn't take this perspective. I didn't have an "after tenure" list. I didn't put off things that mattered to me until after tenure.

Thanks for asking me to share my perspective! I enjoy learning from others, so if anyone feels moved to share thoughts about maintaining balance in academia, I hope people would feel comfortable emailing me! I value mentoring doctoral students (through advising and teaching courses), so any perspectives you share would help me as I support doctoral students. My email is [jansen@udel.edu](mailto:jansen@udel.edu).



# 2010-2011 GSC Roster

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