

## 2007 Annual Meeting Highlights



**Audio Files Now Available for Download on the NAEd Website: [www.naeducation.org](http://www.naeducation.org)**

### No Child Left Behind: Fix It or Forget It?

Kicking off the first plenary session of the 2007 Annual Meeting, three speakers debated the merits and problems of No Child Left Behind (NCLB). Ross Wiener, vice president of the Education Trust, an advocacy group for children that supports NCLB, spoke about the rampant inequalities in U.S. education and described NCLB's strategy of using high standards for all children to reduce inequality. Wiener also brought attendees up to date on various proposals for reforming NCLB as part of its reauthorization. Among the Education Trust's own recommendations are: Under certain conditions, the use of "growth models" of achievement to recognize progress in schools where test scores are initially low; closing loopholes that allow schools to avoid NCLB's teacher quality provisions; and, allocation of new funds to support improvement efforts in struggling schools and high-poverty schools.

Academy member David Berliner, a critic of NCLB, drew on his new book with Sharon L. Nichols, *Collateral Damage: How High-Stakes Testing Corrupts America's Schools* (Harvard Education Press, 2007), to argue that the NCLB has corrosive effects on the quality of schooling, provides counterproductive incentives, and should be abandoned without delay. Evidence to support this position included a variety of cases of cheating on tests and narrowing of the focus of schooling across the country.

A contrary position was expressed by the third speaker, Academy member Adam Gamoran. After praising NCLB for its emphasis on responding to inequality and the incentives for improvement that it has stimulated among educators, Gamoran reported findings from his new edited book, *Standards-based reform and the poverty gap: Lessons for No Child Left Behind* (Brookings Institution Press, 2007).

*Continued on Page 3*

## Subcommittee Studies Academy Membership

The Subcommittee on Membership Composition and Growth was organized with the charge to analyze and make recommendations for NAEd membership size, composition, and manner of selection. The committee is considering which individuals, and groups of individuals, may be missing or underrepresented from NAEd's ranks. The subcommittee is chaired by Allan Collins; additional members include: Edmund Gordon, Robert Hauser, Larry Hedges, and Lauren Resnick.

As part of the subcommittee's work, Larry Hedges conducted an investigation to research the appropriate size and composition of NAEd using comparison data from other scholarly academies and demographic data on the education research community. The report concluded "the size of the NAEd in comparison to its research community is on the small side and could be increased somewhat without making our membership seem too large in proportion to the research community it represents."

Members may receive a copy of this report by contacting Jennifer Tinch at [jtinch@naeducation.org](mailto:jtinch@naeducation.org) or calling (202) 334-2341.

### MARK YOUR CALENDARS

#### SPRING 2008 IMPORTANT DATES

**NAEd/ Spencer Postdoctoral Fellowship Spring Retreat**  
Thursday and Friday, January 17–18  
Washington, DC

**NAEd/ Spencer Postdoctoral Fellowship Selection Committee Meeting**  
Friday, January 18, Washington, DC  
Friday, March 28, New York City

**Adolescent Literacy Predoctoral Fellowship Selection Committee Meeting**  
Friday, March 7, Washington, DC

**NAEd Members Breakfast during AERA Annual Meeting**  
Thursday, March 27, 8 – 9:30 a.m.  
New York City

**NAEd Board Meeting during AERA Annual Meeting**  
Thursday, March 27, 10 a.m. – 1 p.m.  
New York City

### IN THIS ISSUE

- 2 **President's Message**
- 3 **Spencer Grant Submitted for Renewal**
- 4 **Doctoral Programs Assessment Update**
- 4 **NAEd Report on Race-Conscious Policies**
- 5 **Academy Notables**

# FROM THE PRESIDENT

In the past, NAEd's single most important undertaking was the NAEd/Spencer Postdoctoral Fellowship Program. While still a core and signature activity to which our members devote enormous time and attention, our strategic goals call for a broader portfolio of significant projects. And, to be frank, it is also essential for the stability and long-term fiscal health of the organization that the Academy's funding not rely so heavily on a single source.

I am pleased to report that NAEd has made steady progress in diversifying and strengthening its revenue base. The 2008 budget reflects a new cost structure that takes into account new grants and funding streams. Significant accomplishments in the past year include:

- A grant award of \$956,280 from the Carnegie Corporation of New York to establish an Adolescent Literacy Predoctoral Fellowship Program;
- Two grant awards to the NRC (with funds budgeted for NAEd expenses) by the Carnegie Corporation of New York to support a *Workshop on the Accurate Measurement of High School Dropout Rates* and a *Workshop on Value-Added Methodology: Implications for Educational Accountability and Practice*;
- Maximization of earned interest revenue from cash investments in sweep accounts and laddered short term investments; and,
- Continued strong revenue from the Committee on Teacher Education publications.

We all owe NAEd staff Greg White, Jennifer Tinch and Andrea Solarz a debt of thanks for the contributions they have made to the development of winning proposals, as well as for their careful management of NAEd's resources.

Increased work and increased resources have made it possible to "staff up" and begin to build the infrastructure needed to support an increasingly active organization. Jennifer Tinch, as Program Officer, has single-handedly managed the NAEd/Spencer Postdoctoral program, the NAEd Annual Meeting, and member elections. With the addition of the

NAEd/Carnegie Predoctoral program, we have elevated Jennifer's position to Director for Membership and Professional Development Programs.

At the same time, we have also created a new position and hired Andrea Solarz two-thirds time as the Director of Research Initiatives. Andrea received her Ph.D. from Michigan State University in 1986 in Ecological/Community Psychology and was elected Fellow of the American Psychological Association in 1995. Andrea has previously served as a Senior Program Officer at the Institute of Medicine and as Assistant Director for Science Policy in the Science Directorate at the American Psychological Association. She also has experience working on Capitol Hill as a Congressional Science Fellow and Policy Analyst for the Office of Technology Assessment where she worked on issues related to adolescent health. At NAEd, Andrea's primary role will be to staff the Research Advisory Committee and to develop and manage NAEd's research activities.

The Board will continue to plan for NAEd's financial future. This year, for example, we will first seek the necessary expertise and then develop and implement a plan to build an endowment and program for planned giving. NAEd Board Member Dave Berliner has agreed to lead this effort. Most importantly, however, we will secure our financial future and meet our substantive goals by continuing to identify and pursue worthy projects. I would like, once again, to thank Alan Schoenfeld for his work as the inaugural chair of the Research Advisory Committee, which among other things launched the two workshops above jointly developed with NRC. I am also delighted to welcome Kenji Hakuta as the new Chair of RAC. If you have good ideas, about issues in education research, research synthesis, study panels, programs to improve the preparation of educational researchers, and promising funding sources, please feel free to forward your ideas to Kenji or me. ■



**Lorrie A. Shepard**

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# Annual Meeting Highlights

Continued from Page 1

These findings indicated that implementation of improvement strategies has been a major challenge for standards-based reform, both prior to and in the early implementation of NCLB, in areas such as teacher quality, evidence-based practice, school choice, and tutoring. Thus, Gamoran's response to NCLB is more "fix it" than "forget it." A lively discussion ensued, with comments from members, fellows, and guests, including comments from Academy member John Brademas who, in his earlier career in congress, had played a prominent role in federal education policy.

Although scheduled for reauthorization in 2007, it is now widely accepted that NCLB will remain in place as currently enacted until after the 2008 presidential election, at which time major revisions are likely.

## The Supreme Court and Race-Conscious Policies

NAEd member Rick Hanushek, of Stanford's Hoover Institution, was joined by Janet Schofield, Kevin Welner, and Richard Cole to discuss social science research and legal options in the wake of the Supreme Court's *People Involved* case that struck down race-conscious student assignment policies in Seattle and Louisville. Hanushek, Schofield and Welner had served on the NAEd's Committee on Social Science Research Evidence on Racial Diversity in Schools, which published *Race-Conscious Policies for Assigning Students to Schools: Social Science Research and the Supreme Court Cases*, the day after the Court's decision was announced.

Welner, a Professor at the University of Colorado at Boulder, began the session with introductory remarks and an overview of the Court's decision.

Hanushek followed with a summary of the research on achievement, explaining that the evidence tends to show higher African American student achievement in less segregated environments, while the achievement of White students appears to be unaffected. Schofield, a Professor of Psychology at the University of

Pittsburgh, then offered a description of the research on intergroup relations and long-term outcomes.

Schofield pointed to a large body of evidence showing that increased contact between members of different groups leads to less prejudice, particularly when the contact situation is structured in specific ways suggested by Allport's contact theory. Cole, who is currently a civil rights and safe schools consultant, was formerly the Assistant Attorney General and Civil Rights Division Chief in Massachusetts and was lead trial and appellate counsel in the key litigation that preceded the Seattle and Louisville cases.

He stated that the Supreme Court decision allows race to be considered to promote the state's compelling interest in diversity. The district should first pursue this goal through race-neutral and non-individualized race-conscious policies, then, where necessary, as one of a group of factors, and, finally, as a "last resort," by individually classifying students by race.

## Taking Stock of the Research on Teacher Professional Communities

Anthony Bryk and Judith Warren Little, both NAEd members, were joined by Pamela Grossman of Stanford University in presenting a synthesis of the research on teacher professional communities. The panelists prefaced their synthesis by commenting on the large and growing number of practitioner-oriented books and programs established to promote and guide the formation of "professional learning communities." The good news, the panel noted, was that research on teacher community clearly resonated with practical needs and interests. However, claims regarding research support were overly sweeping and often weakly tethered either to the research evidence or to the organizing concepts on which the research has been built. In addition, the available research appears to offer little guidance on the important practical question of how robust teacher community might be fostered.

The panelists traced the genealogy of research on teacher community, identifying three main strands of investigation anchored in different disciplinary traditions.

Continued on Page 12

# Spencer Postdoctoral Grant Submitted for Renewal

The grant period for the 2005-2007 Spencer Postdoctoral Fellowship grant is scheduled to end on April 30, 2008. In September 2007, NAEd submitted a preliminary proposal to the Spencer Foundation based on the current program model and highlighting recent improvements. The NAEd Board of Directors and the Fellowship Selection Committee responded to initial feedback from the Spencer Foundation, and NAEd staff have now submitted a final proposal for renewal funding (2008-2010) to be considered at Spencer's January board meeting.

Operating for over twenty years, the NAEd/Spencer Postdoctoral Fellowship continues to shape a new generation of outstanding scholars in education research. This nonresidential postdoctoral fellowship funds proposals that make significant scholarly contributions to the field of education and develops the careers of its recipients through professional development activities involving NAEd members.

This year's selection committee includes: Paul Cobb (Chair), Larry Cuban, Andrea diSessa, Jacquelynne Eccles, Margaret Eisenhart, Gloria Ladson-Billings, John Meyer, Annemarie Sullivan Palincsar (Chair-Elect), Roy Pea, P. David Pearson, and Judith Singer.

## New Board Members Elected, Officers Re-Elected

**NAEd welcomes David Berliner, Gloria Ladson-Billings, and Stephen Raudenbush to the Board of Directors and congratulates them on their election. NAEd's three Board officers were also elected to second consecutive two-year terms: President Lorrie Shepard, Vice President Andrew Porter, and Secretary-Treasurer Susan Fuhrman. Allan Collins, Edmund Gordon, and Robert Hauser are also continuing their service as members of the Board for the coming year. Susan Moore Johnson, Jim Banks, and Larry Hedges rotated off the Board at the October 2007 annual meeting and are thanked for their service and contributions.**

# NAEd Releases Report on Race-Conscious School Assignment Policies in Tandem with Supreme Court Decisions

The NAEd committee established last fall to synthesize the social science research related to the recent Supreme Court cases on the use of voluntary racial assignment in public schools completed its work, and the committee's report, *Race-Conscious Policies for Assigning Students to Schools: Social Science Research and the Supreme Court Cases*, was released on June 29, 2007. This report was released the day after the announcement of the Supreme Court decision in the Meredith cases, which struck down the race conscious policies used in the Seattle, Washington, and Louisville, Kentucky, school systems.

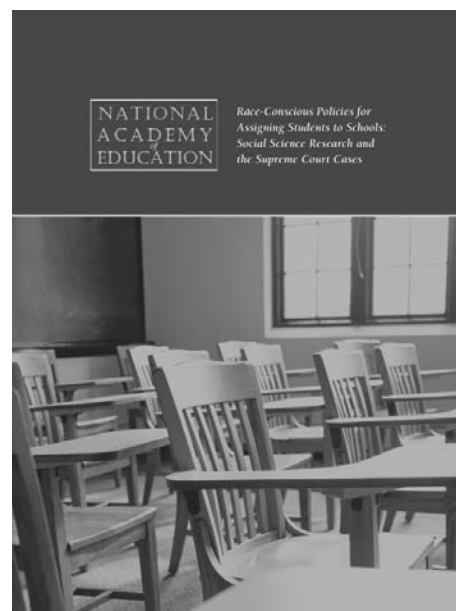
Despite the Supreme Court's ruling in these cases, the research on racial diversity in schools remains important to educators and policymakers, who will now need to address how to best address the issue of racial diversity in schools within the framework of this ruling.

The primary conclusion of the NAEd report states: "the research evidence supports the conclusion that the overall academic and social effects of increased racial diversity are likely to be positive. Racial diversity *per se* does not guarantee such positive outcomes, but it provides

the necessary conditions under which other educational policies can facilitate improved academic achievement, improved intergroup relations, and positive long-term outcomes. Because race-neutral alternatives—such as school choice and assignments based on socioeconomic status—are quite limited in their ability to increase racial diversity, it is reasonable to conclude that race-conscious policies for assigning students to schools are the most effective means of achieving racial diversity in schools and its attendant positive outcomes."

The National Academy of Education wishes to extend its gratitude to the following members of the committee for its contributions to this report:

- Robert Linn, Chair, University of Colorado at Boulder
- Kathryn Borman, University of South Florida
- Edward Haertel, Stanford University
- Eric Hanushek, Hoover Institution, Stanford University
- Janet Schofield, University of Pittsburgh
- William Trent, University of Illinois at Urbana-Champaign
- Kevin Welner, University of Colorado at Boulder



The report, edited by Robert Linn and Kevin Welner, has now been widely disseminated to various education leaders and organizations, education and legal listservs, blogs, and websites, and has been featured in numerous media outlets, including national and regional newspapers, national policy and education-related publications, and websites of education-related organizations. The report can be downloaded for free from the NAEd website; hard copies can also be ordered at a cost of \$10.

## AERA/NAEd Assessment of Education Research Doctoral Programs

The American Educational Research Association (AERA) and the National Academy of Education (NAEd) continue to implement plans to conduct a systematic assessment of education research doctorate programs. This assessment is being organized in coordination with the NRC assessment of doctoral programs, which currently does not include education research in its taxonomy of doctoral research programs being evaluated.

The planning committee (supported by funding from the Spencer Foundation) is

co-chaired by Adam Gamoran and Gloria Ladson-Billings, and includes as members: Ronald Ehrenberg, Ellen Goldring, Robert Hauser, Paul Holland, Vinetta Jones, Diana Rhoten, and Lorrie Shepard.

Based on the work of the AERA/NAEd planning committee, as well as input from NRC staff, university deans and institutional research representatives, and other experts, the planning committee concluded that a full study of education research programs is feasible and that the process of conducting the study should move

forward. An unsolicited proposal was then submitted to the Institute of Education Sciences; unfortunately the proposal was rejected. A subsequent proposal was submitted to the National Science Foundation (NSF), with Levine and Shepard as PIs, and this proposal is currently being considered for funding by NSF. In parallel with these fundraising activities, AERA and NAEd have also begun to contact and recruit schools to participate in the project.

# ACADEMY NOTABLES

## NAEd MEMBER NEWS

Academy members report the following recent achievements:

**Alexander Astin** published *Mindworks: Becoming More Conscious in an Unconscious World* (Information Age Publishing, 2007).

**Eva L. Baker** received the 2007 ETS Henry Chauncey Award for Distinguished Service to Assessment and Educational Science. In addition, she published (with J. Dickieson and W. Wulfbeck) *Assessment of problem solving using simulations*. New York: Erlbaum. Chapters include: "A framework for the assessment of learning games" in *Computer games and team and individual learning*; "Simulations and the transfer of problem-solving knowledge and skills," "A computational approach to authoring problem-solving assessments," and "Templates and objects in authoring problem-solving assessments", all in *Assessment of problem solving using simulations*. Her article, "The end(s) of testing (2007 AERA Presidential Address)", was published in the *Educational Researcher*, 36(6), 309-317 - [http://www.aera.net/uploadedFiles/Publications/Journals/Educational\\_Researcher/3606/09edr07\\_309-317.pdf](http://www.aera.net/uploadedFiles/Publications/Journals/Educational_Researcher/3606/09edr07_309-317.pdf)

**Gary Becker** is one of eight people to receive the 2007 Presidential Medal of Freedom, the nation's highest civilian honor for his work in economics. President Bush awarded the Medals of Freedom at a ceremony on November 5.

**Charles Bidwell** was awarded The Willard Waller Award for a Career of Distinguished Scholarship, given by the Sociology of Education Section of the American Sociological Association at its Annual Meeting in New York, August 2007.

**John Brademas**, as a member of the Committee for Economic Development (CED), participated in producing a report, "Making Washington Work", calling for reform of campaign finance laws and rules of debate in the Senate and House of Representatives. He delivered an address, "Reflections on a Life in Politics and in the Academy", at the Center of Public Law, Athens University, Greece. In ceremonies in Nicosia, Cyprus, he received, with former U.S. Senator Paul S. Sarbanes of Maryland, from President Tassos Papadopoulos, the Grand Cross of the Order of Makarios the III. In addition, Brademas hosted a symposium at New York University on the publication of

the book, *Adlai Stevenson's Lasting Legacy*; delivered the address at the groundbreaking ceremony for the Gilman Center for International Education, SUNY Orange County Community College, Middletown, New York, honoring former U.S. Representative Benjamin Gilman; participated in the International Symposium on Political Leadership in Jalapa, Vera Cruz, Mexico; delivered a talk on "Hillary Rodham Clinton as Political Leader"; represented New York University at the installation of Drew Gilpin Faust as the first woman, and 28th president of Harvard University; presided at a debate, sponsored by NYU's John Brademas Center for the Study of Congress, in Washington, D.C., on global warming, between U.S. Senator John Kerry (D.-Mass.) and U.S. Representative Newt Gingrich (R.-GA); presided at an NYU forum for 30 Japanese university leaders on how to lead universities and finally, conducted a film interview with the director of the Richard Nixon Presidential Library and Museum on history of Presidential Materials and Records Preservation Act of 1974, of which he was the author, the measure that protected the papers and tape recordings of the Nixon Administration from destruction.

**Jere Brophy** was awarded the 2007 Thorndike Award from the Educational Psychology division of the American Psychological Association. The award is given for original, scientific, empirically-based research that contributes significantly to knowledge, theory, or practice in educational psychology. In addition, he published *Powerful social studies for elementary students* and *Looking in classrooms*.

**Martin Carnoy** published *Cuba's Academic Advantage* (Stanford Press) and *Vouchers and Public School Performance: A Case Study of the Milwaukee Parental Choice Program* (Economic Policy Institute).

**Michael Cole** recently published "Cultural-historical approaches to designing for development" in J. Valsiner & A. Rosa, *The Cambridge Handbook of Sociocultural Psychology*. Cambridge University Press 2007 (484-507).

**Andrea DiSessa** is spending this year as a Fellow at the Center for Advanced Study in the Behavioral Sciences in Stanford. It's his second tenure at the Center.

**Michael Katz** received the Provost's Award for Distinguished Ph.D. Teaching and

Mentoring. In addition, with Mark J. Stern and Jamie J. Fader, published "The Mexican Immigration Debate: The View from History" *Social Science History*, volume 31, no. 2, summer 2007; "Why Aren't U.S. Cities Burning?" *Dissent*, summer 2007; and, with Mark J. Stern, *One Nation Divisible: What America Was and What It Is Becoming* (Russell Sage Foundation, 2006).

**Mike Kirst** has been appointed as a senior scholar at the National Center for Public Policy and Higher Education in San Jose, CA.

**Carol D. Lee** published *Culture, Literacy and Learning: Taking Bloom in the Midst of the Whirlwind*. In addition, she received the Distinguished Service Award, National Council of Teachers of English.

**Henry M. Levin** co-edited (with Clive Belfield) *The Price We Pay: Economic and Social Consequences of Inadequate Education* (Washington, D.C.: The Brookings Institution).

**Hugh ("Bud") Mehan** received a grant from the Spencer Foundation to study the adaptation of the lessons learned from UCSD's on-campus high school for low-income students of color by neighborhood schools in Southeast San Diego.

**Nel Noddings** published *When School Reform Goes Wrong* (Teachers College Press, 2007).

**Michael A. Olivas**, with Ronna Greff Schneider, published *Education Law Stories* (Foundation Press, 2008), available in December - <http://www.westacademic.com/Professors/ProductDetails.aspx?tab=6&productid=137588>.

**David Olson** recently published *Technology, Literacy and the Evolution of Society: Implications of the work of Jack Goody*. Mahwah, NJ: Erlbaum.

**Roy Pea** (with R. Goldman, B. Barron and S. Derry) published *Video research in the learning sciences*. Mahwah, NJ: Lawrence Erlbaum Associates.

**Sheldon Rothblatt** has been invited to give the Sir Douglas Robb Lectures at the University of Auckland, New Zealand, in March 2008. The University is celebrating its Jubilee. The title of his lecture is "The Uses of the University' Revisited." It is an examination in historical perspective of the origins and nature of Clark Kerr's conception of the

university as multiversity. He will also give the keynote address at a conference on the privatization of the university to be held at The Technion in Haifa, Israel, in January 2008. His most recent book, "Education's Abiding Moral Dilemma: Merit and Worth in the Cross-Atlantic Democracies, 1800-2006," was published by Symposium Books (UK) in January 2007 for a series edited at Oxford University.

**Alan Schoenfeld** edited a volume published by Cambridge University Press; *Assessing Mathematical Proficiency*. Schoenfeld was also editor, with Guenter Toerner and Kristina Reiss, of a special issue of the international mathematics education journal ZDM (October 2007) entitled *Problem Solving Around the World: Summing Up the State of the Art*.

**Marcelo M. Suarez-Orozco** won the 2007 Virginia and Warren Stone Prize, awarded annually by Harvard University Press for an Outstanding Book on Education and Society for his book, *Learning a New Land: Immigrant Students in American Society*.

## NAED/SPENCER FELLOWS NEWS

*Current and former NAEEd/Spencer Postdoctoral Fellows report the following recent achievements:*

**Dor Abrahamson** (2005) has recently given three invited presentations. In November 2007, he presented *Agents, agency, equity: A complexity-studies perspective on classroom participation patterns* at The Inaugural Conference of the International Mind, Brain, and Education Society (IMBES) in Fort Worth, Texas. In October 2007, *From intuition to inscription: Designing learning experiences for deep mathematical understanding* at The Spencer Conference: Developmental and Learning Sciences Go to School: Implications for Education and Public Policy in Chicago, and in September, 2007 - *From intuition to inscription: Emerging design principles for mathematics education* presented at the annual meeting of the International Society for Design and Development in Education (ISDDE) in Berkeley, CA.

**Thea Abu El-Haj** (2002) published *Elusive justice: Wrestling with difference and educational equity in everyday practice*. New York: Routledge. (2006) and "I was born here but my home it's not here": Educating for democratic citizenship in an era of transnational migration and global conflict. *Harvard Educational Review* 77 (3): 285-316.

**Derrick Alridge** (2001) was recently appointed to the position of Director of the Institute

for African American Studies at the University of Georgia. Information concerning his appointment can be found at [http://www.uga.edu/news/artman/publish/070910\\_alridge.shtml](http://www.uga.edu/news/artman/publish/070910_alridge.shtml).

**Ron Astor** (1997) was awarded the 2007 American Educational Research Association's Outstanding Book Award for the publication (with R. Benbenishty) *School Violence in Context: Culture, Neighborhood, Family, School, and Gender*. Oxford University Press. Other publications include: *Lessons that should be learned from the Virginia Tech murders*. Teachers College Record, <http://www.tcrecord.org/Opinion.asp>; "Weapon use in Israeli schools: The contribution of individual and school factors." *Health Education & Behavior*, 34 (3), 453-470; and "Effects of Teacher Avoidance of School Policies on Student Victimization." *School Psychology International*, 28, 501-518. Future publications: *School Violence*. Encyclopedia of Social Work, 20th Edition (Eds. T. Mizrahi & L. Davis). NY, NY, Oxford University Press; Middle Eastern adolescents' perpetration of school violence against peers and teachers: A cross cultural and ecological analysis. *Journal of Interpersonal Violence*; Measurement of School Violence in different cultures: School Social Workers role in assessment and problem definition. *Children & Schools*. NASW Press; Monitoring indicators of children's victimization in school: Linking national-, regional-, and site-level indicators. *Social Indicators*; and Student victimization by educational staff: Comparisons between three nationally representative studies in Israel. *Aggressive Behavior*.

**Robert Bayley** (1997) has a new edited volume, *Sociolinguistic Variation: Theories, Methods, and Applications* (with C. Lucas). Other recent publications include "Immigrant languages and Spanish" in the *New Encyclopedia of Southern Culture*, vol. 5, "Doing School at Home: Mexican Immigrant Families Interpret Texts and Instructional Agendas" (with S. R. Schechter) in *Talking Texts: How Speech and Writing Interact in School Learning*, and "Untutored Acquisition in Content Classrooms" (with J. Langman) in *Language Learning and Teaching as Social Inter-action*.

**Betsy Becker** (1986) received a NSF REESE 1.5 year grant for a "Linked Meta-analysis on Teacher Knowledge" to summarize studies linking various predictors and treatment interventions to teacher knowledge outcomes. In addition, she received a NSF REESE 4 year grant for "Methods for Synthesizing Regression Results" for methodological work in the area of meta-analysis. Becker also served as president of the Society for Research Synthesis Methodology, an international group which had its second annual meeting in Evanston in July 2007.

**Gert Biesta** (1995) has accepted an appointment as Professor of Education at the Institute of Education, University of Stirling. His recent publications include *Improving learning cultures in Further Education* (Routledge, 2007, co-authored with David James); "Education and the democratic person: Towards a political understanding of democratic education." *Teachers College Record* 109(3), 740-769; and "Why 'what works' won't work. Evidence-based practice and the democratic deficit of educational research." *Educational Theory* 57(1), 1-22.

**David Brotherton** (1993) published, with Louis Kontos (editors), "The Encyclopedia of Gangs," Greenwood Press, Connecticut; with Phil Kratsemenas (editors), *Keeping out the other: Critical Perspectives on Immigration Control Today*, New York: Columbia University Press; and with Michael Flynn (editors), *Globalizing the Streets: Cross-Cultural Perspectives on Youth, Social Control and Empowerment*, New York: Columbia University Press.

**Jinfa Cai** (1996) University of Delaware professor of mathematical sciences, has been selected as one of the American Council on Education (ACE) fellows in the 2007-08 academic year. He will spend the academic year working directly with Temple University President Ann Weaver Hart.

**David Chard** (1997) was recently named Dean of the School of Education and Human Development at Southern Methodist University in Dallas, TX and Professor in the Department of Literacy, Language, and Learning.

**James P. Collins** (1988) has several recent and pending publications from his work with Belgian colleagues on migration and multilingual language and literacy practices. Publications include "You don't know what they translate: Language contact, institutional procedure, and literacy practices in neighborhood health centers in urban Flanders," James Collins & Stef Slembrouck, *Journal of Linguistic Anthropology*, 16.2 (December, 2006): 249-268, "Reading shop windows: Multilingual literacy practices and indexical orders in globalized neighborhoods," James Collins & Stef Slembrouck, *Journal of Literacy Research*, 39.3 [to appear December, 2007] and *Globalization and Language Contact: Scales, Network, and Practice*. James Collins, Stef Slembrouck & Mike Baynham (eds.). Continuum Publishers, *Advances in Sociolinguistics Series*, in-progress. He is the co-PI on the California/Mexico Health Initiative funded field project "Mexican migrant health needs in Upstate New York: An ethnographic survey," 2007-2008. He is also the current Chair of the Department of Anthropology at the University of Albany, for one more year.

**Victoria Costa's** (2007) paper: "Freedom as Non-Domination, Normativity and Indeterminacy," was accepted for publication in *The Journal of Value Inquiry* in September 2007.

**Elizabeth Cooksey** (1991) was awarded an R01 from NICHD to continue collecting data on Older NLSY Children in the amount of \$4.7 million. This grant enables her to continue collecting data on children of NLSY79 mothers as they reach age 21 and older.

**Michele Crockett** (2002) published "The relationship between teaching and learning: Examining of a Japanese and a U.S. Mathematics professional development effort" *Journal of Curriculum Studies*, 39(5), 609-621 and "Teacher professional development as a critical resource in school reform" *Journal of Curriculum Studies*, 39(3), 253-263.

**Stefanie DeLuca** (2005) has been awarded an American Educational Research Association grant to study academic orientation, work orientation and students' decisions not to attend college (co-PI with Robert Bozick). In addition, she recently published "All Over the Map: Explaining Educational Outcomes in the Moving to Opportunity Program," an article on the educational effects of a randomized housing voucher experiment.

**Laura Desimone** (2002) left Vanderbilt University and took a new position as associate professor at the Graduate School of Education, Policy, Management and Evaluation Division, University of Pennsylvania in Philadelphia, PA. She co-authored an article with Thomas Smith (2004) entitled, "The effects of teachers' professional development on instruction in science," published in October 2007 in *Education Evaluation and Policy Analysis*. She also co-authored a chapter with Smith and David Frisvold (University of Michigan) on the teacher and teaching quality gap in Adam Gamoran's edited volume, *Standards-based Reform and the Poverty Gap*, due to come out by Brookings Institute this fall.

**Rosalie Fink** (1996) co-authored, with S. Jay Samuels, and published *Inspiring Reading Success: Interest and Motivation in an age of High-Stakes Testing*, (International Reading Association). Catherine Snow wrote the forward, and the book was chosen as the IRA December 2007 Book Club selection.

**Claude Goldenberg** (1986) has been appointed as a professor at the Stanford University School of Education.

**Ricki Goldman** (1995) Associate Professor, has become the Co-Director of the CREATE Lab at NYU Steinhardt. This past year marked the publication of an edited book called *Video*

*Research in the Learning Sciences*. Goldman's international travel included a keynote address at the International Conference on Networked-Based Education in Lapland as well as invited visits and lectures at the University of Hong Kong, the University of Tuebingen's Knowledge Media Research Center in Germany, and the University of Helsinki. Locally, she was a plenary speaker at the 2007 Computer Supported Collaborative Learning Conference held at Rutgers University. Goldman was also awarded an NSF Grant this past year to study the use of Orion™, her online video analysis tool. It is currently being beta-tested by faculty and doctoral students at NYU and research is being conducted on how online video analysis changes educational research methodology.

**Eric Grodsky** (2005) published "Compensatory Sponsorship in Higher Education" in the *American Journal of Sociology*; "Real and Imagined Barriers to College Entry: Perceptions of Cost" in *Social Science Research*; and "Changes in Higher Education and Social Stratification in the United States" in *Stratification in Higher Education*.

**David T. Hansen** (1992), Teachers College, Columbia University, has been elected President of the Philosophy of Education Society for 2008-09. He has recently published two edited books, *Ethical Visions in Education: Philosophies in Practice* (2007) and, with Rene V. Arcilla and Mary Erina Driscoll, *A Life in Classrooms: Philip W. Jackson and the Practice of Education*.

**Violet J. Harris** (1990) has been appointed Associate Dean for Student Academic Affairs at the University of Illinois at Urbana-Champaign.

**Douglas K. Hartman** (1996), Professor of Literacy, Language & Culture at the University of Connecticut, received the 2007 Albert J. Kingston Award from the National Reading Conference for distinguished service to the field of reading and literacy research. He has co-authored a chapter on 'The Consequences of New Literacies, Poverty, and NCLB for Diverse Learners' in the *Handbook of Research on Literacy Instruction: Issues of Diversity, Policy, and Equity* (Guilford Press).

**Neil T. Heffernan** (2002) is PI on a \$2 million IES Grant entitled "Making Longitudinal Web-Based Assessments Give Cognitively Diagnostic Reports to Teachers, Parents & Students While Employing Mastery Learning". In addition, he is co-PI on a \$1.5 million dollar grant from NSF with Janice Gobert (1995) as the PI, called "ASSISTments Meets Inquiry". The goal is to apply the ASSISTment ([www.assistment.org](http://www.assistment.org)) technology developed at WPI to the problem of assessing and assisting student's inquiry skills in middle school science.

**Elizabeth Henning** (1995) has been appointed as Director of the Centre for Education Practice Research at the University of Johannesburg. She is also the leader of a research niche area (RNA), awarded by the South African National Research Foundation. Six research projects, with many graduate student dissertation inquiries, focus on "teacher development in ecologies of practice". These five year initiatives have been introduced to the public universities in the country to assist in capacity development. Her postdoc fellowship research of the 90's was the genesis of this award, one of four in schools of education in the country, where altogether 82 RNAs were awarded. The Centre is now the home to research that developed from her earlier work under the guidance of Shirley Brice Heath, who was her NAEd mentor.

**Frederick M. Hess** (2000) published *Footing the Tuition Bill: The New Student Loan Sector*. In September, with Checker Finn, he published the volume "No Remedy Left Behind: Lessons from a Half-Decade of NCLB."

**Nancy Hornberger** (1988) recently published a ten-volume "Encyclopedia of Language and Education" (Springer). This second and fully revised edition brings together the latest developments in the field of language teaching and learning, and is targeted to a multinational readership, particularly education researchers and policymakers worldwide, and includes contributions from more than 250 scholars in 41 countries.

**Rosalind Horowitz** (1985), Professor, The University of Texas, San Antonio, published, "Creating Discourse and Mind: How Talk, Text, and Meaning Evolve" and "Texts that Talk: The Special and Peculiar Nature of Classroom Discourse and the Crediting of Sources" (with David R. Olson) in R. Horowitz (Ed.), *Talking Texts: How Speech and Writing Interact in School Learning* (Routledge/Taylor and Francis). Horowitz was one of eight scholars selected to participate in a week-long working symposium this past summer, sponsored by the English Department, University of Massachusetts, Amherst, on Speech and Writing. She discussed writing from multiple sources and the crediting of sources developmentally by upper-grade, high school, and college students. Horowitz gave an invited address, "Speech as a Creative Force in the Development of a Literate Mind" at the International Conference on Imagination and Education, *Imaginative Education: Provoking Excellence across the Curriculum*, sponsored by Simon Fraser University, Vancouver, British Columbia. In August and September 2007, she met with colleagues from Ben Gurion University in Be'er Sheva, Israel, and The Hebrew University, Jerusalem, Israel as part of a research leave awarded to pursue border literacy among adolescents. Horowitz was invit-

ed to speak on three Symposia at the National Reading Conference, held in Austin, Texas. Her talks were, "Living on the Border: How Physical Space Contributes to Adolescent Discourses" and "Children's Metalinguistic Knowledge of the Referencing of Oral and Written Sources." In addition, she served as a discussant on the symposium, "Emergent Authorship: Doctoral Students' Induction into Literacy Research Practices."

**Andrew Jewett** (2003) has been appointed Assistant Professor of History and of Social Studies at Harvard University.

**Nan Jiang** (2004) published "The processing of formulaic sequences in a second language" in *The Modern Language Journal*, 91, 433-445 and "Selective integration of linguistic knowledge in adult second language acquisition" in *Language Learning*, 57, 1-33. Both projects were completed while on research leave supported by the NAEd/Spencer Postdoctoral Fellowship.

**Dianne Johnson** (1992) published *HAIR DANCE!* (Henry Holt Books) for young readers. In addition, she recently joined the Advisory Committee of *International Research in Children's Literature*, the new journal of the International Research Society for Children's Literature.

**George A. Kamberelis** (1999) published "Drawing and (re)drawing the map of writing studies" [Review essay based on the Handbook of writing research]. *Reading Research Quarterly*, 42(2), 304-323 and "Crafting the well-read public" in S. E. Israel & E. J. Monaghan (Eds.), *Shaping the reading field: The impact of early reading pioneers, scientific research, and progressive ideas* (pp. 247-277). Newark, DE: International Reading Association. In addition, he accepted an invitation to become an Associate Editor for *Linguistics and Education: An International Journal*.

**Tami Katzir** (2004) received the Etti and Dusty Miller Award for Young Outstanding Scientist, at Haifa University, and she has a forthcoming paper with Bernard Chang: *A structural basis for reading fluency: Cortico-cortical fiber tract disruptions are associated with reading impairment in a neuronal migration disorder* (Neurology).

**Jee-Seon Kim** (2004) was promoted to Associate Professor with tenure in the Department of Educational Psychology at the University of Wisconsin, Madison. She published three articles (with E. Frees) in *Psychometrika*, the official journal of the Psychometric Society. The titles are "Multilevel modeling with correlated effects," "Omitted variables in multilevel models," and "Multilevel model prediction." She is also authoring three book chapters entitled

"Multilevel analysis: An overview and contemporary issues" and "Multilevel latent variable models" (with D. Kaplan and S.-Y. Kim) in *Handbook of quantitative methods in psychology* edited by R. Milsap and A. Maydeu-Olivares, and "Diagnostics and remedies of omitted variable bias" in *Handbook of advanced multilevel analysis* edited by J. Hox and J.K. Roberts.

**Karina Korostelina** (2003) received an ICAR research grant for "Innocents in violent conflict." She is also the Principle Investigator for "The common history textbook: Toward the peace education in South Caucasus", supported by United States Institute of Peace. Her publications include: *Social identity and Conflict: Structure, Dynamics and Implications; Conflicts in Central Asia. Communist and Post-Communist Studies; History Education and Social Identity. Identity: An International Journal for Theory and Research; Management of Multi-cultural Communities in Crimea. In Success stories of peacebuilding; The Impact of History Education on the Formation of Social Identities In: Book of Conference Proceedings, the International Conference of Psychology, Athens; The system of social identities in Tajikistan: Early warning and conflict prevention. Communist and Post-Communist Studies; Introduction: Conflicts in Central Asia. Communist and Post-Communist Studies; and Interrelations between national and ethnic identity and the readiness for conflict behavior.*

**Robert Kunzman** (2006) has written several chapters about homeschooling for forthcoming edited volumes: *The Principal's Legal Handbook* (4th edition), edited by K. Lane, and published by Education Law Association and *What the Research Says About...: An Encyclopedia of Research on Gifted Education*, edited by J. Plucker and C. Callahan, published by Prufrock Press.

**Matt Lassiter** (2001) was awarded the 2007 Lillian Smith Book Award for nonfiction, presented by the Southern Regional Council for his publication (written partially with support from the NAEd/Spencer postdoc) *The Silent Majority: Suburban Politics in the Sunbelt South* (Princeton University Press, 2006). The Lillian Smith Book Awards honors those authors who, through their writing, carry on Smith's legacy of elucidating the condition of racial and social inequity and proposing a vision of justice and human understanding.

**Gerald K. LeTendre** (1998) was recently granted a joint appointment in Penn State's new School of International Affairs and asked to serve on the Faculty Governing Council of the new school. Penn State University's Board of Trustees approved the establishment of a new School of International Affairs on July 1, 2007, and the school will enroll students starting in

the fall of 2008. The new school, which will offer a professional master's degree in international affairs with several specialty concentrations, will initially be housed in the Law School.

**Meira Levinson** (2002) has left the Boston Public Schools as an eighth grade civics teacher, and is now an assistant professor at the Harvard Graduate School of Education.

**Xiaodong Lin** (1998) was awarded a National Science Foundation grant, in the amount of \$800,043, for Research and Evaluation of Education in Science and Engineering. The Project Title is "The Ideal Science Student: Helping Teachers Adapt to Diversity in the Science Classroom."

**Jun Liu** (2002) is now Professor and Head of the English Department at University of Arizona. He is also the first Nonnative English Speaking President of TESOL, Inc, the leading association in language teaching in the world.

**Vivian Louie** (2005) has been named a Visiting Scholar at the Russell Sage Foundation. She will spend the 2007-2008 academic year writing a book on how second-generation Dominicans and Colombians experience migration and the transition to college, and the extent to which they view the transition to higher education as becoming a part of the American mainstream. She has a forthcoming article co-authored with Jennifer Holdaway, "Catholic Schools and Immigrant Students: A New Generation," in *Teachers College Record*. Louie has been promoted to Associate Professor at the Harvard Graduate School of Education.

**Jeff MacSwan** (2003) recently published a critique of language assessments used in the referral process for English Learners in special education disability categories (*Teachers College Record*, 108/11), an analysis of bilingual codeswitching in pronominal contexts (*Lingua*, 118/6), and wrote the lead chapter on generative approaches to codeswitching for the *Cambridge Handbook of Linguistic Codeswitching*. He has given recent invited talks at the annual meeting of the California Association for Bilingual Education, UC Santa Barbara, UCLA, the Ohio State University, the University of Arizona, and at an event organized by the National Institutes of Health. MacSwan was recently appointed to the editorial boards of the *Reading Research Quarterly* and the new *Multilingual Research Journal*, and has been invited to deliver a plenary address at the 44th annual meeting of the Chicago Linguistics Society.

**Kathryn M. Neckerman** (1996) published *Schools Betrayed: Roots of Failure in Inner-City Education*. This work was supported by both a Spencer Dissertation Fellowship and a Spencer Postdoc.

**Rebecca New** (1988) published, with Mon Cochran, a four volume *Early Childhood Education: An International Encyclopedia* published by Greenwood/Praeger (New & Cochran (Eds.), 2007). In addition, she will be assuming a newly created position beginning January at the University of North Carolina Chapel Hill, in the School of Education and the Frank Porter Graham Child Development Institute.

**John Nieto-Phillips** (2003), Associate Professor of History & Latino Studies at Indiana University, has been appointed to the Indiana Commission on Hispanic/Latino Affairs. The Commission is a non-partisan agency whose mission is to work toward economic, educational, and social equality for Hispanics/Latinos.

**Laura Novick** (1990) has two publications in press; "Understanding phylogenies in biology: The influence of a Gestalt perceptual principle," *Journal of Experimental Psychology: Applied* and "The effects of superficial and structural information on on-line problem solving for good versus poor anagram solvers," *The Quarterly Journal of Experimental Psychology*.

**Yoshiko Nozaki** (2001) was invited to present a paper at the Department of History Symposium, History Textbooks and the Profession: Comparing National Controversies in a Globalizing Age, held at the University of Chicago, IL, in May 2007. In addition, her volume, *War Memory, Nationalism, and Education in Postwar Japan, 1945-2007: The History Textbook Controversy and Ienaga Saburo's Court Challenges* (forward by Richard Minear) will be published by Routledge in March 2008.

**Frank Pajares** (1998) has received an endowed chair at Emory University. He is now the Samuel Candler Dobbs Professor of Education.

**Suet-ling Pong** (1991) received a Fulbright Scholarship for research on Hong Kong during Spring 2007. In Fall 2007, she was a Resident Fellow at the Spencer Foundation where she collaborated with Lingxin Hao (Johns Hopkins) on research on the social mobility of immigrant children. In addition, she recently published (with Lingxin Hao) "Neighborhood and School Factors in the School Performance of Immigrants' Children." *International Migration Review* 41 (1): 206-241.

**Rob Reich** (2002) was promoted to Associate Professor, with tenure, in the Political Science department at Stanford in spring 2007. In addition, he published several articles; "Common Schooling and Educational Choice as a Response to Pluralism," lead essay in *School Choice Policies and Outcomes: Philosophical and Empirical Perspectives on*

*Limits to Choice in Liberal Democracies*, Walter Feinberg and Christopher Lubienski, eds. (Albany, NY: SUNY Press, 2008), "When Adequate Isn't: The Retreat From Equity in Educational Law and Policy and "Why it Matters", with William S. Koski. *Emory Law Review*, Vol. 56, No. 3, 2006, and "Philanthropy and its Uneasy Relation to Equality," in *Taking Philanthropy Seriously: Beyond Noble Intentions to Responsible Giving*, William Damon and Susan Verducci, eds. (Bloomington, IN: Indiana University Press, 2006): 33-49.

**Lorna Rivera** (2003) was awarded tenure and promotion to Associate Professor at the University of Massachusetts-Boston. In October 2007, she received a grant from the National Center on Minority Health and Health Disparities/National Institutes of Health to conduct research about the impact of participatory health literacy on people of color who participate in adult basic literacy programs in Roxbury, MA. Rivera is also completing a three-year qualitative study funded by the National Center for Family Literacy and the Chelsea Public Schools that investigates the relationship between family literacy and parental involvement for Central American immigrants in Chelsea, MA.

**Beth Rubin** (2003) recently published *Civic education for diverse citizens in global times: Rethinking theory and practice* and "Learner identities amid figured worlds: Constructing (in)competence at an urban high school." *The Urban Review*, 39(2), 217-249.

**Michael L. Rustad** (1984), taught U.S. Commercial Law & Contract Law in Budapest, Hungary in the summer of 2007. His books, *Everyday Consumer Law* and *Understanding Sales, Leases and Licenses in a Global Perspective*, were recently published.

**Naoko Saito** (2002) published "Truth is Translated: Cavell's Thoreau and the Transcendence of America," *Journal of Speculative Philosophy*, Vol. 21, No. 2 (2007): 124-132 and "Philosophy as Translation: Education for inter-/intra-cultural understanding with Cavell and Thoreau" *Educational Theory*, Vol. 57, No. 3 (2007):261-275. In addition, Naoko received the "Iia and John Mellow Prize", which is awarded by Society for the Advancement of American Philosophy.

**Keith Sawyer** (2000) published *Group Genius: The Creative Power of Collaboration* – <http://www.groupgenius.net>.

**Peter Seixas** (1994) has received recognition for his work on the history education reform project, "Benchmarks of Historical Thinking: A Framework for Assessment in Canada," with the British Columbia Social Studies Teachers' Association 2007 Innovator of the Year Award

and the 2007 Ontario History and Social Science Teachers' Association National Leadership Award.

**Roger Shouse** (1995) published "Eva Mei and Me: A Personal Account of Intergenerational Exchange." *Encounter: Education for Meaning and Social Justice*, 20: 2, pp. 23-26 and "The Nature of School Culture: American and Asian Contrasts." *Pennsylvania Educational Leadership*, 27: 1.

**Yasemin Soysal** (1995) (University of Essex) and **Suk Ying Wong** (1993) (Chinese University of Hong Kong) have been awarded a research grant of \$93,000 from the Research Grants Council of Hong Kong for their comparative project on Educating Future Citizens in Europe and Asia: A cross-national and longitudinal study 1950- present.

**Melanie Sperling** (1991) with **Anne DiPardo** (1994) published "English education research and classroom practice: New directions for new times." In A. Luke, G. Kelly, & J. Green (Eds.). *Review of Research in Education*, Vol. 32, *Disciplines, Knowledge, and Pedagogy*. Thousand Oaks, CA: SAGE and AERA.

**Barbara Stengel** (1990) served as Program Chair for the Philosophy of Education Society and Yearbook Editor for *Philosophy of Education* 2007 due out in December 2007. Her reflection on her own teacher education practice is featured in William Sullivan and Matthew Rosin, *A New Agenda for Higher Education: Shaping a Life of the Mind for Practice*, to be published by Jossey-Bass in early 2008. *A New Agenda* is the result of a Carnegie Foundation project examining the function and value of liberal arts in professional education.

**Mitchell L. Stevens** (2000) published *Creating a Class: College Admissions and the Education of Elites*. Based on research funded by the NAEd/Spencer Postdoc in 2000, this book was published by Harvard University Press in September 2007.

**Stanley Trent** (1997) was appointed Assistant Dean for Diversity and Equity in the Curry School of Education at the University of Virginia - <http://www.virginia.edu/uvatoday/newsRelease.php?id=3032>.

**Steven L. VanderStaay** (1999) was promoted to Professor of English, Western Washington University. In addition, he published "Law and Society in Seattle: Law-Related Education as Culturally Responsive Teaching." *Anthropology and Education Quarterly* (38) 4 (November).

**Kim Warren** (2006) published, with James N. Leiker and Barbara Watkins, *The First and the Forced: Essays on the Native American and African American Experience* [Online]

(Lawrence, KS: The Hall Center for the Humanities, 2007). In addition, she published "All Indian trails lead to Lawrence, October 27 to 30, 1926: American Identity and the Dedication of Haskell Institute's Football Stadium," *Kansas History: A Journal of the Central Plains* 30 (Spring 2007): 2-19.

**Sam Wineburg** (1991), Stanford University, has been awarded a five-year \$7.1 million grant with colleagues from George Mason University for the creation of a new Federal Clearinghouse on History Education. His article "Common Knowledge and the Cultural Curriculum: An Intergenerational Study of Historical Consciousness" (*AERJ*, 2007) has won the William Gilbert Award of the American Historical Association for the best article on the teaching of history.

**Kenneth Wong** (1989) begins his three-year term as chair of the Education Department at Brown University. His new book, *The*

*Education Mayor: Improving America's Schools*, was recently published by Georgetown University Press.

**Xiaogang Wu** (2006) has authored two articles, "Inequality and Equality under Chinese Socialism: The Hukou System and Intergenerational Occupational Mobility," published in *American Journal of Sociology* (Sept. 2007); and "Family Resources and Educational Stratification: The Case of Hong Kong, 1981-2001," published in *Social Transformations in Chinese Societies* (Dec 2007). He won the Early Career Award from the Asia and Asian American Section of the American Sociological Association, 2007. In addition to his NAEEd/Spencer project on rural-urban educational inequality, he is also working on other projects related to education issues in China, such as the changing effect of family socioeconomic backgrounds on education and implications for intergenerational social mobility, and education for migrant children in China.

**Gad Yair** (1996) was promoted to the rank of Associate Professor. His recent publications include: "Can we Administer the Scholarship of Teaching? Lessons from Outstanding Professors in Higher Education." *Higher Education*, Available online, 2007, "Key Educational Experiences and Self-Discovery in Higher Education." *Teaching and Teacher Education*, Available online, 2007 and "Existential Uncertainty and the Will to Conform: The Expressive Basis of Coleman's Rational Choice Paradigm." *Sociology*, Vol. 41(4): 681-698, 2007.

**Jonathan Zimmerman** (1999) was named a "Top Young Historian" by the History News Network. Together with **Elizabeth Watkins** (2000), Zimmerman is co-editing a new book series on "American Institutions" for Rowman and Littlefield Press. Zimmerman received a Global Fellowship from New York University to teach at its campus in Accra, Ghana in spring 2008. ■

## IN MEMORIAM

**Seymour Martin Lipset** passed away on December 31, 2006, at the age of 84. He was a leading figure in world sociology for the last half of the twentieth century, and the pre-eminent political sociologist of the period, with work recognized and cited everywhere in both sociology and political science. His work impacted many sociological fields – social stratification, the sociology of religion, and the sociology of education, for example – but its central focus throughout his career was on political sociology. He carried out his work in a professorial career at Toronto, Columbia, Berkeley, Harvard, Stanford, and finally George Mason University. He was renowned for the quality, breadth and impact of his ideas, and also for his extraordinary and continuing productivity over almost six decades. He authored or edited dozens of books and wrote hundreds of papers. And his work was very widely recognized. He was President of both the American Sociological and the American Political Science Associations, and held elected memberships in a full range of national (and international) Academies.

Personally "Marty Lipset" was large in warmth, spirit, collegiality, sociability, and body. He maintained a worldwide network of personal and collegial relationships, keeping track of both personal and professional activities of a very wide circle of former students, friends, and colleagues. He will be warmly remembered by a great many people, far beyond his immediate family – his wife Sydnee Guyer, and his three children and six grandchildren. (His first wife, Elsie, died in 1987.)

In political sociology, Martin Lipset played a major transformational role. In the 1950s and 1960s, political sociology focused on the study of individuals and groups, mostly within the orbit of democratic polities. Main research questions were about, e.g., factors affecting whether and in what political direction people voted. Lipset worked on such questions, certainly, but he had a much larger and more macro-sociological agenda, and moved more and more in that direction. His core questions were not about democratic voters, but about democracies. He analyzed the economic, cultural, political, and social structural bases of democracy in a long series of impressive studies. Naturally, these studies focused on large-scale comparative and historical variations, and Lipset took the lead in shifting the center of gravity of his whole field. Among many other pieces of research, there were studies of democratic agrarian politics in Canada, of democracy in trade unions, of democratic variations in Anglo-American democracies, of U.S.-Canada comparisons, and a renowned set of analyses of the economic conditions supportive of democracy. Many relevant essays from the early part of his career are collected in his most widely cited book *Political Man* (1960, reprinted later).

Martin Lipset's contribution to the study of education focused on two related areas. He had strong interests in analyzing the political sociology of the intellectuals, and the conditions under which they tended to the left, or to radicalism. And he made many contributions to the study of higher education, including analyses of the professoriat and of student radicalism across countries and time period.

– John Meyer, Stanford University



**Martin Meyerson**, who passed away on June 2, 2007, was a truly great man and eminent public intellectual whose heart, soul, and mind improved the lives of a vast cross-section of humanity through his distinguished work on urban, regional, national, and international planning and development, a man who wisely and courageously led academic institutions, none more steadily and remarkably than the University of Pennsylvania.



With stunning foresight, Martin articulated a vision of “One University,” in which all twelve of our schools would collaborate to produce teaching and research that invigorated undergraduate education. Martin created our School of Arts and Sciences.

Martin made diversity in admissions and the advancement of women and minorities in the faculty ranks top priorities. He was also ahead of his time for mentoring the best and the brightest regardless of their race, ethnicity, or gender. Indeed Martin excelled as a mentor long before the term became *au courante* and thereby positioned Penn to be a greater force for both equity and excellence.

Martin exuded confidence and pride in what he had helped Penn become, but he was not in the least bit nostalgic for the past, because he loved living in the present and he was a master at plotting a better future. He enjoyed intricate story-telling not because he thought the past superior to—or even more interesting than—the present, but rather because he knew how much wiser we can be in planning for tomorrow once we understood what went before.

Martin was a *pragmatic idealist*. He took great pride in befriending men and women who shared his passion for putting the life of the mind into the service of the academy, their communities, and ultimately all of humanity.

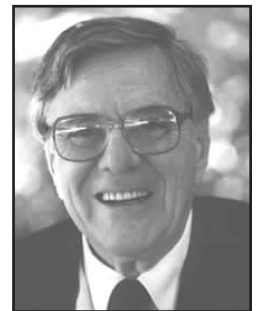
As much as we admire Martin’s brilliance in urban planning and as much as we view ourselves as the beneficiaries of his wise leadership, we also remember him as a beloved colleague, mentor, and friend who gave so much of himself not only to our institution but also to each of us as individuals.

Martin Meyerson was, until his dying day, a truly great man who poured his energies into making Penn in particular and the academy in general a far, far greater force for good in the world than he found it. For all of these reasons—and more—we miss him dearly.

– Amy Gutmann, University of Pennsylvania



**Martin Trow** We wanted to pay tribute to our very good friend and colleague, Martin Trow, who died on February 24, 2007 of an inoperable brain tumor at his home in Berkeley at the age of 80. Marty was born in Brooklyn, studied engineering for a while, and later turned to sociology. He received his PhD in this field at Columbia University, after having studied with Robert Merton, Paul Lazarsfeld, and C. Wright Mills. Martin became a leading scholar in the study of higher education and was an active faculty member at the University of California for four decades. He retired to emeritus status in 1993.



Marty was engaged—locally, nationally, and internationally—in a very active professional life up to the last year of his life. His main involvement for many years was as director of Berkeley’s Center for Studies in Higher Education. He brought scholars together from all over the globe to discuss important, wide-ranging issues in higher education. C. Judson King, a former provost for the UC system and current director of the Center pointed out that Trow “and his prolific writings have had enormous impact on higher education everywhere. Through his own long-term efforts and intellect, Martin Trow made...(the)... Center...what it is today and established its international stature.”

Marty seemed to particularly enjoy the academic life when he was abroad, especially when visiting the UK or Sweden. He felt that he best understood these two hospitable systems, that he “could get his arms around” each of them. He was well known for the book *The British Academics*, written with A.H. Halsey and Oliver Fulton. In the international sphere he was widely recognized for his formulation of a trend in higher education systems from elite to mass and onward toward universal participation.

His contributions to the intellectual life and politics on the Berkeley campus in his later years were many. He served on both the local and the statewide academic senates. He cared deeply about public policy issues and wrote about them with a keen and critical eye. His was a sincere commitment to improve the public wellbeing; he took the world seriously.

The range and depth of Marty’s intellectual interests were worldwide. He always liked a good conversation about ideas in general. With his eyebrows furrowed and a resolute face, Marty exhibited passionate concern about basic issues of the day. He and his wife, Kathy Bernhardt Trow have been our very good friends since the late 1950s. We will miss Marty’s lively intelligence and wit.

– Burton R. Clark, University of California, Los Angeles, and Adele Clark

*The Academy is saddened to learn of the deaths of these distinguished members. We extend our sympathies to their families and colleagues.*

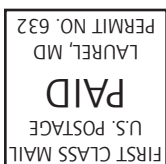
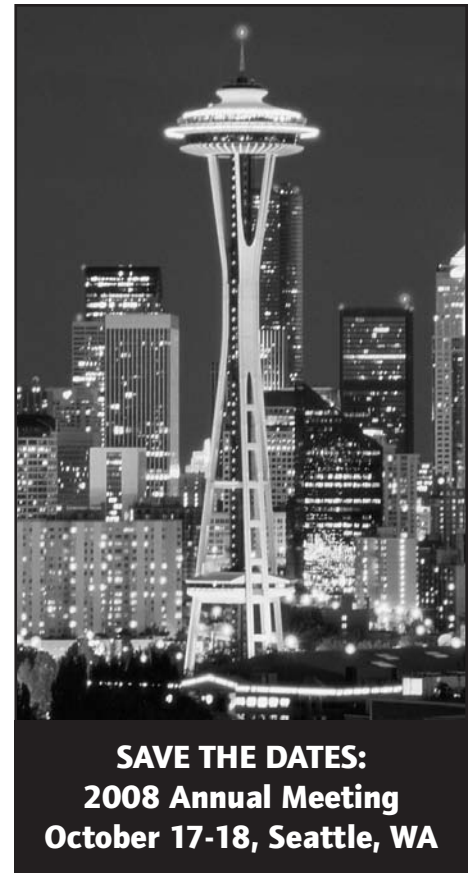
# Annual Meeting Highlights

*Continued from Page 1*

A first strand, arising predominantly from psychology, has its roots in classroom studies focused on communities of learners and in subsequent studies of communities of teachers. Common to this set of studies is a focus on learning processes, conditions and outcomes, with an emphasis on learning in specific subject domains. A second strand, based in organizational sociology, has focused on the nature of teaching (its relative complexity and uncertainty) and the social organization and control of teachers' work in schools. Common to this set of studies is an interest in the work structures and practices that shape teachers' professional relationships and dispositions. A third strand, informed by concepts in sociology and political science, concentrates on teacher influence or "empowerment." In part, this strand

focuses on teachers' collective influence on organizational decision making; an additional body of work considers teachers' occupational status and influence independent of employing organizations (for example, through union activism). The first two of these strands have dominated the research on teacher professional community, but have developed largely independently, with little in the way of integration and cross-citation.

The panelists concluded by considering productive future research developments, pointing to several possibilities for field-building work. The field might do more to: bridge the disciplinary divides, achieving more systematic conceptual integration; produce theory-building case studies that more adequately conceptualize and specify teacher community at the level of practice; and invest in ambitious multi-level, mixed methods studies with the capacity to inform professional practice and the formation of teacher community.



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