

Candidates for AERA Office: 2015 Election

Candidates for office in AERA's 2015 election have provided brief biographical statements, which appear below. The purpose is to inform voting AERA members about the candidates' experience as education researchers and as members of the Association. In addition to being published in *AERA Highlights*, the biographical statements are posted on the AERA website and will be accessible from the e-ballots to be disseminated to all AERA voting members on February 2, 2015. Biographical statements of candidates for SIG elections will be included with the ballot.

Candidates for the Office of President-Elect

Patricia A. Alexander (Ph.D., University of Maryland) is Distinguished Scholar-Teacher and Jean Mullan Professor of Literacy in the Department of Human Development and Quantitative Methodology, University of Maryland, and Affiliated Professor in the Department of Learning, Development and Professional Practice, University of Auckland.

Alexander presently serves as a co-editor of the centennial volume of AERA's *Review of Research in Education* and member of the Annual Meeting Policies and Procedures Committee. Her past service includes Chair of the AERA Nominating Committee, associate editor of *AERJ-TLHD*, and Vice President of Division C. Alexander has worked to support graduate students and new faculty through her involvement in AERA's Undergraduate Student Education Research Training Program, its Grants Program Conference, and "How to Publish" workshops. She also contributed to the development of seminars for graduate students and new faculty for Division C.

Alexander is an inaugural Fellow of AERA whose research pertains broadly to literacy, learning, and development, especially the potential and challenges of learning within a culturally and economically diverse society. The author of over 250 books, chapters, and articles, Alexander has published in such leading journals as *AERJ*, *ER*, and *RER*, and she has been a visiting scholar or invited speaker in over 15 countries. Her scholarly work has been honored with AERA's Sylvia Scribner Award for outstanding scholarship in learning and instruction, APA's E. L. Thorndike Career Achievement Award, and the Literacy Research Association's Oscar Causey Award for outstanding contributions.

"I am frequently reminded of my early struggles with learning, especially learning from text. In fact, those

learning and literacy challenges led me to become a teacher, administrator, and, eventually, a researcher. Simply put, I wanted to ensure that others did not have to face similar trials and tribulations without support and guidance. While remaining committed to this endeavor, I quickly realized that such a goal demands collaborative and interdisciplinary efforts. Indeed, the chance to bring the impressive content, methodological, and policy expertise of AERA to bear on understanding and building educational places that support and guide learning and literacy for all students would be an opportunity I would embrace with passion and dedication."

Vivian L. Gadsden (Ed.D., University of Michigan) is the Carter Professor of Child Development, Professor of Education, and Professor of Africana Studies at the University of Pennsylvania. She is also faculty in gender, sexuality, and women's studies and Director of the National Center on Fathers and Families. Gadsden's research and scholarly writings focus on cultural, familial, and social contexts of literacy, learning, and teaching, and examine the intersections of race, gender, poverty, and immigrant status with health and well-being. A former Spencer Postdoctoral Fellow and Spencer Resident Fellow, she serves as Chair of the Institute on Medicine/National Research Council Committee on Supporting the Parents of Young Children, the Board of the Foundation for Child Development, and multiple foundation and Congressionally mandated review committees. She has held leadership roles in the Society for Research in Child Development Black Caucus and has published numerous journal articles, book chapters, reports, and books on early learning, adult and family literacy, incarcerated parents and families, fathers and families, and education and health disparities.

An AERA Fellow, Gadsden served as Vice President of Division G and AERA Council (2003–2006);

Member-at-Large (2009–2012); editor of *Review of Research in Education*, Volume 33; and co-editor of *Educational Researcher* (2012–2015). She is a member of Divisions G and E, as well as the Adult Literacy and Adult Education; Cultural Historical Research; Family, School, and Community Partnerships; and Research Focus on Black Education SIGs.

“AERA is a special organization with committed members and enormous potential to promote cutting-edge education and interdisciplinary research, engage practitioners in this work, strengthen on-the-ground efforts, and use research to advance policies that respond to the diversity of students. It is this commitment that I share with AERA to advance intellectual work, build our knowledge, enhance multiple sites of learning and teaching, and increase opportunity and well-being for generations of children, their families, and communities.”

Henry M. Levin (Ph.D., Rutgers University) is the William Heard Kilpatrick Professor of Economics and Education at Teachers College, Columbia University. He is also the David Jacks Professor of Education and Economics, Emeritus, at Stanford University, where he served from 1968 to 1999.

Levin is a member of the National Academy of Education and a Fellow of AERA. He has held Fulbright Professorships in Barcelona and Mexico and is on the Guest Faculty at Peking University. He has been a Fellow of the Center for Advanced Study in the Behavioral Sciences and Visiting Scholar at the Russell Sage Foundation. He has served as President of the Palo Alto (CA) School Board, the Comparative and International Education Society (CIES), and the American Evaluation Association (AEA), and was a recipient of the AEA’s Gunnar Myrdal Award.

For AERA, Levin served as Vice President of Division G and was the recipient of its Lifetime Achievement Award. He also served as an editor of *Review of Educational Research*. He is a member of the boards of the Educational Testing Service and the African Diaspora Consortium and a former board member of High/Scope. Levin has been a consultant to the OECD for PISA in 2006, 2009, 2012, and 2015, with a quest for incorporating more noncognitive dimensions of student behavior and performance into international, large-scale surveys. He is also a member of the NAEP Standing Committee on Background Variables. He was the founding Director

of the Accelerated Schools Project, involving more than 1,000 schools in 41 states and Hong Kong, dedicated to replacing remediation with a focus on student research and creativity.

Levin is Co-Director of the Center for Benefit-Cost Studies of Education (CBCSE) at Columbia, a center devoted to measuring the social value of effective educational practices. He is a specialist in the economics of education and human resources and has published 22 books and about 300 articles on these and related subjects. At present he is doing economic studies of social and emotional learning and other educational interventions. He is also focused on promoting the establishment of collaborative efforts among universities, researchers, and educational practitioners, nationally and internationally, to improve the quality of educational research and implementation of research findings.

Candidates for the Office of Member-at-Large

Shaun R. Harper (Ph.D., Indiana University) is on the faculty in the Graduate School of Education, Gender Studies, and Africana Studies at the University of Pennsylvania, where he also serves as Executive Director of the Center for the Study of Race and Equity in Education. His research examines race and gender in education and social contexts, equity trends and racial climates on college campuses, Black and Latino male student success in high school and higher education, and college student engagement. Harper has published 12 books and over 90 peer-reviewed journal articles and other academic publications. *Review of Research in Education*, *Journal of Higher Education*, *Harvard Educational Review*, *Teachers College Record*, and *The Review of Higher Education* are some journals in which his studies are published. He has received over \$11.7 million in research grants. Harper has been interviewed on CNN, ESPN, and NPR, and featured or quoted in *The New York Times*, *Los Angeles Times*, *Wall Street Journal*, *Education Week*, *Chronicle of Higher Education*, and over 400 other media outlets.

Harper presently serves as a member of the AERA Social Justice Action Committee and Division J Awards Committee, Chair of the Division G Early Career Award Committee, and an *AERJ* editorial board member. Additionally, he previously served on the Nominations, Dissertation of the Year, Affirmative Action, and Conference Program Committees for Divisions G and J, and was an associate editor of

Educational Researcher. He also served on the 2013 *Brown* Lecture selection committee. AERA presented Harper its 2014 Relating Research to Practice Award and 2010 Division G Early Career Award.

“If elected, I will collaborate with other AERA leaders to more effectively connect research to policy and practice. Strategically reaching across the Association’s 12 divisions to determine how to do more with what we know will be among my highest priorities. I want AERA to be the first place to which policymakers, practitioners, and journalists turn for evidence and expertise on education. Having been meaningfully engaged in multiple AERA divisions and committee leadership roles over the past 12 years uniquely poises me to serve the Association in this important capacity.”

Chance W. Lewis (Ph.D., Colorado State University) is the Carol Grotnes Belk Distinguished Professor of Urban Education at the University of North Carolina at Charlotte. Additionally, he is the Executive Director of the University of North Carolina at Charlotte’s Urban Education Collaborative, which is publishing a new generation of research on improving urban schools.

Lewis currently teaches graduate courses in the field of Urban Education at the University of North Carolina at Charlotte. His experiences span the range of K-12 and higher education. From 2006 to 2011, Lewis served as the Houston Endowed Chair and Associate Professor of Urban Education at Texas A&M University. From 2001 to 2006, he served as an Assistant Professor of Teacher Education at Colorado State University. From 1994 to 1998, he served as a Business Education teacher in East Baton Rouge Parish Schools (Baton Rouge, LA), where he earned Teacher of the Year honors in 1997.

Lewis has over 100 publications including 70+ refereed journal articles in some of the leading academic journals in the field of urban education. Additionally, he has received over \$6 million in external research funds. To date, he has authored/co-authored/co-edited 13 books.

Since 2013, Lewis has served as the Chair of the Research Focus on Black Education (RFBE) Special Interest Group (SIG), which is currently one of the largest SIGs in AERA. Under his leadership, the membership has more than doubled with the launch of various new initiatives.

Lewis has provided consultative services (i.e., professional development and research services) to over

100 school districts, universities, educational entities, and other organizations across the United States and Canada. Lewis can be reached by e-mail at chance.lewis@uncc.edu. You can visit him on the web at <http://www.chancewlewis.com>. Lewis is married to Meichael Lewis and has two daughters, Myra (12) and Sydney Lewis (7).

Carla D. O’Connor (Ph.D., University of Chicago) is the Associate Dean for Academic Affairs and an Arthur F. Thurnau Professor in the School of Education at the University of Michigan. Using the sociology of education as her point of entry, she has expertise in the areas of African American achievement, cultural studies, urban education, and ethnographic methods. Her work examines how Black identity is differentially constructed across multiple contexts and influences educational outcomes; how Black people’s perceptions of opportunity vary within and across social space and shape academic orientation; how Black educational resilience and vulnerability is structured by social, institutional, and historical forces; and how the organization and culture of schools influence students’ social and academic identities. She is a former NAE/Spencer Postdoctoral Fellow and is a PI for the NSF-sponsored Center for the Study of Black Youth in Context. Her work has been published in the *American Educational Research Journal*, *Educational Researcher*, *Sociology of Education*, *Review of Research in Education*, *Teaching and Teacher Education*, and *Ethnic and Racial Studies*. She co-edited (with Erin McNamara Horvat) the book *Beyond Acting White: Reframing the Debate on Black Student Achievement* and has contributed to multiple handbooks and edited volumes that contend with issues of student identity, social inequality, and educational access.

At the University of Michigan she has been recognized for her service to undergraduate education (in being named an Arthur F. Thurnau Professor) and for developing a culturally and ethnically diverse campus community (for which she received the Harold R. Johnson Diversity Service Award). Cultivating equitable and inclusive teaching, learning, social, and work environments at the post-secondary level has also been a central feature of her administrative agenda as an Associate Dean. Within AERA, Dr. O’Connor has been a member and Chair of the Early Career Award Committee, and a member of the Palmer O. Johnson Award Committee, the AERA Journal Publications Committee, and the *AERJ* subcommittee of the AERA Publications Committee. She also has served on the

editorial boards of *Educational Researcher* and the *American Educational Research Journal* (section on Teaching, Learning, and Human Development).

Sean Reardon (Ed.D., Harvard Graduate School of Education) is the endowed Professor of Poverty and Inequality in Education at Stanford University. A sociologist of education, his research focuses on the causes, patterns, trends, and consequences of social and educational inequality, the effects of educational policy on educational and social inequality, and applied statistical methods for educational research. His scholarship has provided new insights on racial and socioeconomic segregation, academic achievement gaps, and other educational disparities, most notably in a 2011 study that demonstrated the rapid increase in the achievement gap between children from high- and low-income families over the last 30 years.

In addition to studying the patterns and trends of educational inequality, Reardon investigates how educational policies and practices shape and/or ameliorate such inequalities. He has studied the effects of education policies and practices on educational inequality, including research on the effects of bilingual instruction for English Learners, school desegregation, the No Child Left Behind legislation, and high school exit exams. His current work is focused on understanding if, and under what conditions, schools have played an equalizing role in American society.

Reardon received his doctorate in education in 1997 from the Harvard Graduate School of Education. Prior to graduate school, he taught high school for four years, including two years as a physics, English, and photography teacher, and school bus driver, at Red Cloud Indian School on the Pine Ridge reservation in South Dakota. At Stanford, he helped develop and is Director of the Stanford Interdisciplinary Doctoral Training Program in Quantitative Education Policy Research and is also co-founder of Stanford's Workshop on Poverty and Inequality in Education, a series of lectures and events designed to engage the Stanford and local communities in conversations about how to reduce educational inequalities. He is a member of the National Academy of Education, and has received a number of honors and awards, including a William T. Grant Foundation Scholar Award, a Carnegie Scholar Award, a National Academy of Education Postdoctoral Fellowship, and AERA's Palmer O. Johnson Award.

Candidates for the Office of Division Vice President-Elect

Division E: Counseling & Human Development

Rodney K. Goodyear (Ph.D., University of Illinois, Urbana-Champaign), is AERA Fellow, Professor of Education at the University of Redlands, and Emeritus Professor of Education (Counseling Psychology) at the University of Southern California. Since joining Division E in the mid-1980s, I have been pleased to serve it in various roles (e.g., as Program Co-Chair and as Chair of one of the Preconference Graduate Student Seminars) and am honored now to be nominated for its office of Vice President. A major focus of my scholarship has been on counselor training and supervision. My book with Janine Bernard (*Fundamentals of Clinical Supervision*) is arguably the most-used supervision book worldwide and is the single most-cited supervision publication; I recently served on the task group that developed supervision guidelines that APA's Council of Representatives has endorsed. But another strand of my scholarship has focused on counselor identity and function, an interest that is reflected as well in my professional affiliations and roles not only in AERA, but also in the American Counseling Association, where I served as editor of its flagship journal, the *Journal of Counseling and Development*, and in the American Psychological Association, where I have held elected offices in the Divisions of Counseling Psychology and Psychotherapy. I note these activities as evidence of my interest in transcending the turf battles that have divided the counseling profession: Division E is important in its ability to bring together both counseling psychologists and counselor educators. And because of my interest in counselor identity, it strikes me that we have not done enough to take advantage of the fact that our division brings together both counseling and human development: Counseling, after all, grew out of a tradition of fostering optimal development of the students and clients that counselors serve. Finally, the continuing vitality of the division will depend on our success with its initiatives to mentor and make welcome those who currently are students (who currently comprise a third of the division's membership) and early career professionals.

Melissa K. Holt (Ph.D., University of Illinois, Urbana-Champaign) is an Assistant Professor of Counseling Psychology at Boston University's School of Education.

Prior to this position she was a Behavioral Scientist in the Division of Violence Prevention at the Centers for Disease Control and Prevention. Her scholarship focuses on how victimization at school, home, and in the community affects youth functioning in multiple domains (e.g., educational, psychological). Dedicated to prevention, Holt is currently the co-PI on an NIJ grant exploring the effects of participating in a social-emotional development program in middle school on high school outcomes, such as violence and substance use. Holt has published articles in numerous refereed journals, including *Child Development*, *Pediatrics*, *Journal of Counseling and Development*, *School Psychology Review*, and *Journal of School Violence*. She is the co-author of a forthcoming book on peer victimization and the co-editor of a book on school mental health to be published in 2015. Holt has served on the editorial board for the *Journal of Youth and Adolescence* since 2010, will join the editorial board of *The Counseling Psychologist* in January 2015, and is an ad-hoc reviewer for over 20 other journals.

Holt has been an active member of AERA since graduate school. For the past four years she has co-chaired the Division E Graduate Student Pre-conference Seminar and for several years has reviewed conference submissions. Division E has recognized Holt's research through both the Outstanding Dissertation Award (2003) and Distinguished Research Award in Counseling (2014).

"I am honored to have been nominated for the office of Vice President for Division E. The small size of Division E allows for a welcoming home within AERA and provides members with opportunities to become integrally involved in shaping its direction. If elected, I would build upon the innovative work of past Division E VPs, with a particular emphasis on expanding membership and promoting the division's visibility and mission within AERA. Further, I would expand on existing initiatives for graduate students and early career scholars to foster their professional development and connections to AERA."

Division J: Postsecondary Education

Ana M. Martínez-Alemán (Ed.D., University of Massachusetts, Amherst) is Professor and Chair of the Educational Leadership and Higher Education

Department, Lynch School of Education, Boston College.

My scholarship is dedicated to the critical study of gender, race, and ethnicity in higher education. Currently, I am examining the use of Web 2.0 technologies to promote engagement among first-generation college students. Along with Estela Mara Bensimon and Brian Pusser, I edited the upcoming volume *Critical Approaches to the Study of Higher Education*. I serve as editor of *Educational Policy*, authored *Accountability, Pragmatic Aims, and the American University*, and co-authored *Online Social Networking on Campus*. My work has appeared in *Educational Researcher*, *Journal of Higher Education*, *Teachers College Record*, *Educational Theory*, *Feminist Interpretations of John Dewey*, *Feminist Formations*, and the *Review of Higher Education*.

I have served AERA in various leadership capacities, most rewarding of which were my appointments to serve on AERA's Social Justice Advisory Committee and to chair the Committee on the Role and Status of Women in Educational Research and Development. My service also includes Vice-Chair, Division J Program Committee, and (twice) Affirmative Action Officer for Division J. I have held elected and appointed positions in the Association for the Study of Higher Education, the New England Philosophy of Education Society, and the Committee on Opportunities in Science of the American Association for the Advancement of Science, which seeks to improve the participation of women, ethnic and racial minorities, and persons with disabilities in the sciences and engineering. I am currently serving on the ACPA Presidential Task Force on Technology in Student Affairs.

It is an honor to be nominated to serve Division J in this leadership capacity. As Vice President, I will work to effectively communicate the needs and concerns of division members and to ensure that research and scholarship on higher education are included in the activities and publications of the organization. As the principal representative of the division's membership, I will promote equity-mindedness in the work of the division and AERA and direct my efforts to ensure that we implement our social justice mission.

Gary D. Rhoades (Ph.D., University of California, Los Angeles) is Professor and Director at the University of Arizona's Center for the Study of Higher Education. His research focuses on the restructuring of academic institutions and professions, as in his books *Managed Professionals: Unionized Faculty and Restructuring Academic*

Labor (SUNY Press, 1998) and (with Sheila Slaughter) *Academic Capitalism and the New Economy* (The Johns Hopkins University Press, 2004), and in the book he is currently writing: *Organizing Professionals: Negotiating a New Academy*. Rhoades has been an active member of AERA since 1986 and was formerly President of the Association for the Study of Higher Education (2004) and General Secretary of the American Association of University Professors (2009–2011).

“At their best, professional associations provide space for intellectual community, enhance our work, and bring our knowledge to bear on enduring and pressing issues in policy and practice. Over the years, Division J of AERA has moved to more fully realize that promise. Yet much remains to be done. As a field advancing scholarship, we rightly seek greater quality in the work presented at our annual meeting. Yet, an increased emphasis on ‘empirical’ work that is close to completion reduces space for exploration, taking on bigger questions, piloting/playing with ideas/concepts, and for engagement and debate. Similarly, as researchers in an applied field, we rightly seek to influence practice by trying to inform ‘leaders’ and ‘policy makers’ with our scholarship, a role we could enhance by addressing more of the issues in more timely and audience-appropriate manners that characterize policy makers’ worlds. Yet we also can benefit from speaking to other actors who have less formal power but nevertheless shape policy and practice, including mid-level professionals, students, and labor, community, and activist groups.

I would like to see us grow not so much by assimilation to current ‘professional’ norms as through a dynamic of being stretched, enriched, and changed by new groups, generations, and conceptions of professionals. I look forward to the opportunity to be part of helping to bend the arc of our work in our division and larger association more closely to our best purposes as socially responsible and responsive professionals.”

Division K: Teaching & Teacher Education

Sarah J. McCarthy (Ph.D., Michigan State University) is Professor in the Department of Curriculum and Instruction and Director of Teacher Education for the College of Education at the University of Illinois, Urbana-Champaign. She is leading efforts to redesign

teacher education programs to address new state and national standards and accountability structures. She serves as Co-Director of the University of Illinois Writing Project, bringing together teachers for professional development. McCarthy served as co-editor with Mark Dressman and Paul Prior for *Research in the Teaching of English*.

McCarthy’s research focuses on the role of professional development in teachers’ writing instruction. She has been PI on projects funded by the Institute of Education Sciences to study innovation in writing assessment in technology environments. She is currently Co-PI on postdoctoral training grants to support research on digital writing spaces. McCarthy’s previous studies examined the impact of national policies and local contexts on teachers’ writing instruction and on ways students negotiated their identities as literacy learners. Her research has been published in *Written Communication*, the *Handbook of Writing Research*, *Reading Research Quarterly*, *Journal of Literacy Research*, *Research in the Teaching of English*, *Journal of Writing Research*, and *Pedagogies: An International Journal*.

McCarthy has been a member of Division K since the early 1990s and served on the Standing Committee for the program. She is a regular proposal reviewer, a frequent discussant, and an active member of the Writing and Literacies SIG.

“I am committed to preparing outstanding teacher educators and teachers who can motivate, challenge, and support all students. As teachers face the challenges of implementing Common Core and state standards for an increasingly diverse population, teacher educators must be even more agile in preparing teachers to have deep content and pedagogical knowledge to support student learning. In light of national assessments of teaching and increased scrutiny of teacher education programs by policy makers and external organizations, it is imperative that researchers conduct cutting-edge studies that examine teacher education programs to inform professional practice. Mentoring early career researchers who are also teacher educators would be a priority of mine, if elected.”

Katherine Schultz (Ph.D., University of Pennsylvania) is Dean and Professor at Mills College School of Education. Prior to this appointment, from 1997 to 2010, she served as Professor and Director of the teacher education program at the University of

Pennsylvania, where she founded and directed the Center for Collaborative Research and Practice in Teacher Education. From 2008 to 2010, she was a member of a three-person empowerment (school) board of the Chester Upland School District, a high-poverty district outside Philadelphia. During this time she was also the faculty director of the Philadelphia Writing Project. Her goal as scholar, researcher, and practitioner has been to understand how to prepare and support teachers to enter and remain in challenging urban contexts. In particular, her work has focused on the research, development, and dissemination of pedagogical practices that support new and veteran teachers working with marginalized populations in high-poverty areas. Her two recent books address these issues. In *Listening: A Framework for Teaching Across Differences*, she elaborated a framework for conceptualizing teaching as fundamentally based on listening to students. *Rethinking Classroom Participation: Listening to Silent Voices* adds to this work through an exploration of the meanings and uses of silence in teaching and learning. Her current research projects analyze new teachers' perspectives on learning to teach across multiple pathways. Related to this work is an interest in professional development that supports and sustains teachers in urban settings in the United States and across the world. She is currently exploring the role of trust in teaching and teacher education in her work as a teacher educator, school board member, and leader of professional development in international settings. As Dean, she has been actively engaged in the Oakland community, co-chairing the Oakland Education Cabinet with the mayor and superintendent, and serving on several advisory committees, including the leadership team for full-service community schools. A co-founder of the Urban Teacher Educators Consortium, she is committed to the preparation and ongoing support of teacher educators through thoughtful research and practice.

Division L: Educational Policy & Politics

Lora Cohen-Vogel (Ph.D., Vanderbilt University) is Endowed Chair in the School of Education at the University of North Carolina at Chapel Hill, where she also directs the Ph.D. program in Policy, Leadership and School Improvement. From 2010 through 2013, she was also the Associate Director of the IES-funded National Center for Scaling Up Effective Schools. Cohen-Vogel's research focuses on teacher quality and the politics of

education. She is currently working on a third line of inquiry, developing and bringing to scale processes for school system improvement. Cohen-Vogel's scholarship has been published in journals such as *Educational Evaluation and Policy Analysis*, *Educational Policy*, the *American Educational Research Journal*, and the *American Journal of Education*. She has edited the *Politics of Education Yearbook*, and her chapters in AERA's *Handbook of Educational Policy Research* and the Routledge *Handbook of Educational Politics and Policy* are used widely in graduate courses in education policy research.

Cohen-Vogel currently serves on the editorial boards of *Educational Researcher* and the *Peabody Journal of Education*. She was President of the Politics of Education Association (2008–2010), co-founded the William L. Boyd Education Politics Workshop for graduate students and junior scholars, and has served as a faculty mentor for the David L. Clark National Graduate Student Research Seminar. She has chaired Division L's Policymakers Day at the conference (2013–2014) and served on both its Early Career Scholars Award (2013–2014) and Election (2009–2010; 2008–2009) Committees. She is the division's Program Chair for the 2016 conference and has twice served as a Program Section Chair.

“If given the honor to serve Division L, I will uphold and extend the division's long commitment to mentorship and dialogue across communities of researchers, policymakers, and practitioners. As educational researchers, we remain vital to the extent we engage in and build one another's capacity for rigorous inquiry that is relevant to policy and practice. This collective inquiry and our ability to disseminate findings from it is our best hope for improving the lives of students around the world.”

Gerardo R. López (Ph.D., University of Texas) is Professor of Political Science at Loyola University, New Orleans. His research interests surround Latina/o educational issues, parental involvement, and critical race theory. He teaches courses in the politics of education, school-community relations, and social justice leadership. His work has appeared in the *American Educational Research Journal*, *Educational Researcher*, *Educational Administration Quarterly*, *Harvard Educational Review*, *Qualitative Studies in Education*, and *Journal of School Leadership*, among other outlets.

López has served on the Executive Committee of the University Council for Educational Administration

(UCEA) and on the Committee for Global Diversity of the American Association of Colleges for Teacher Education (AACTE). He is currently the UCEA Associate Director for graduate student development and directs the Barbara L. Jackson Scholar's Program that provides mentoring and professional development for graduate students of color interested in the professoriate. He has been a faculty mentor for the William L. Boyd Educational Politics Workshop as well as the David L. Clark Seminar. His service to Division L includes his involvement in the Affirmative Action Committee, the Outstanding Dissertation Committee, and the Lifetime Achievement Award Committee. He also served on the Dissertation Award Committee for the Politics of Education Association.

“We live in an age where political and/or ideological ‘spin’ often trumps sound research and data-informed decision making. It is a period of rapid diversity, increased wealth disparity, and global marketization; a period where theory, policy, and political systems are simply insufficient to effectively address the complexity of change happening within the United States and around the globe. Now, more than ever, we need to critically reexamine our theories, policies, and practices and gauge their utility for the social, educational, and political realities of today—as well as those of tomorrow. In a time when educational research struggles for relevance and importance, we need a renewed vision and focus. I welcome the opportunity to help lead those discussions within Division L and reassert our roles as researchers and scholars in the broader discourse surrounding educational and global change.”

Candidates for the Office of Division Secretary-Elect

Division B: Curriculum Studies

Julie Gorlewski (Ph.D., State University of New York at Buffalo) is an Assistant Professor in Secondary Education at the State University of New York at New Paltz. Her research and teaching highlight the interrelations among schooling, social class, literacy, and identity. Her academic interests are drawn from her experiences as a public school teacher and department chair, when she led district-wide efforts to develop an ESL program,

an Academic Learning Center, and a parent volunteer program.

Current projects focus on the development of professional dispositions in pre-service and practicing teachers, interdisciplinary literacies, and the effects of standardized assessments on teaching and learning. Publications include three books and four co-edited volumes. She is co-editor of the National Council of Teachers of English publication, *English Journal*. At SUNY New Paltz, she received the 2013 Provost Award for Excellence for Outstanding Pretenure Faculty.

Additional publications have explored the effects of contemporary reforms on teachers, students, and communities, as well as how narrative analysis fosters the critical reflection necessary for culturally sustaining pedagogies. For AERA, she has organized symposia, presented research findings, and served as a reviewer. In addition, she is actively involved in efforts to connect AERA with local educators and their communities.

Crystal Laura (Ph.D., University of Illinois, Chicago) is Assistant Professor of Educational Leadership and Co-Director of the Center for Urban Research and Education at Chicago State University. Laura began her career in 2008 as an African American History and Communication teacher at St. Leonard's Adult High School for formerly imprisoned men and women and as a personal essayist who wrote to better understand and disentangle the intersections of education and incarceration. She was the recipient of the 2011 Outstanding Dissertation Award sponsored by the AERA Qualitative Research SIG. Her research has focused on the social foundations of education, diversity and equity in schools, and building the capacity of school leaders at all levels of the educational trajectory to promote social justice. Among her publications are *Being Bad: My Baby Brother and the School-to-Prison Pipeline* (2014) and *Diving In: Bill Ayers and the Art of Teaching Into the Contradiction* (with Isabel Nunez and Rick Ayers, 2014). She has been an active member of Division B since 2009, serving as a Graduate Student Representative, Program Committee Section Co-Chair, Human Rights Award Committee Member, and currently as Affirmative Action Officer. She is deeply committed to the work of advancing the field of Curriculum Studies.

Debbie Sonu (Ed.D., Teachers College, Columbia University) is an Assistant Professor in the Department of Curriculum and Teaching at Hunter College, CUNY

and doctoral faculty at The Graduate Center in New York City. She has been Program Chair for two Division B sections—the Critical and Post-Foundationalist Perspectives and the Historical, Philosophical and Disciplinary Knowledges—giving her wide exposure to a range of division scholarship. She served for two years as the Newsletter Editor and for six years as the Critical Issues in Curriculum and Cultural Studies SIG Awards Committee Chairperson. She has attended multiple AERA seminars and pre-conferences, was on the Membership Committee for Division G, and participated in a Committee of Scholars of Color program. Her current research draws from curriculum theory to examine the work of city teachers and students as they attend to issues of social justice and violence in their classrooms. Her dissertation examined an array of subjective complications related to activist teaching and won the Division B Distinguished Dissertation of the Year Award and Dissertation of the Year Award from the Critical Educators for Social Justice SIG. She is extremely humbled by this opportunity to support the incredible work of Division B and its members.

Division C: Learning & Instruction

Panayiota (Pani) Kendeou (Ph.D., University of Minnesota) is Associate Professor of Educational Psychology at the University of Minnesota. She is associate editor of *Journal of Educational Psychology* and editorial board member of *Contemporary Educational Psychology*, *Scientific Studies of Reading*, *Learning & Instruction*, and *Discourse Processes*. She is the 2012 recipient of the Tom Trabasso Young Investigator Award from the Society for Text & Discourse for showing exceptional contributions to discourse research and demonstrating superior promise as a leader in the field. Her research program examines the cognitive processes that support learning and memory in the context of reading comprehension.

Dr. Kendeou has been actively involved in Division C for over a decade. She has been serving as a reviewer since 2000. She has been participating as an instructor in AERA's professional development courses since 2011. She also served as a section Co-Chair for the 2011 and 2015 meetings.

Dr. Kendeou feels extremely honored to have been nominated for the Division C Secretary position. She recognizes the invaluable contribution of mentorship from Division C to her professional success, and she

is committed to fostering the Division's missions of advancing scholarship, mentorship, and professional development for its members.

Kimberly A. Lawless (Ph.D., University of Connecticut) is the Associate Dean for Research and Professor of Educational Psychology at the University of Illinois at Chicago. Her research interests focus on the development and meaningful application of educational technologies as learning, instruction, and assessment tools. Her work demonstrates the positive impact that learning with and through technology can have on students, especially students in struggling urban contexts. She has over 100 publications, has participated in more than 200 conference presentations, and has been the PI/co-PI on \$30 million in federal funding. Dr. Lawless served Division C as Chair of the Technology Research Section in 2004 and 2013, as the overall Program Chair for Division C in 2014, and was a mentor for the division's graduate student workshop four times. In addition to her service to AERA, Dr. Lawless has also served on the program committee for the International Conference of the Learning Science (2010), the student mentoring committee for Division 15 of APA, and several committees for the Literacy Research Association (formerly NRC). Dr. Lawless has served on multiple editorial boards including the *American Educational Research Journal*, *Reading Research Quarterly*, *Contemporary Educational Psychology*, and *Instructional Science*.

Division F: History & Historiography

Dionne Danns (Ph.D., University of Illinois) is an Associate Professor at Indiana University in the Department of Educational Leadership and Policy Studies. She has been involved with AERA for 15 years and recently served as Chair for the Division F Book Award Committee. She will plan the 2015 Division F Mentoring Seminar and serve as Division F Program Chair for the 2016 conference. Additionally, she is part of a group of Illinois alumni who fund and manage an AERA Mentorship Award for Illinois students. From 2001-2004, Danns was an AERA/IES postdoctoral fellow.

Danns' research focuses on the history of education, particularly African American education. Her 2003 book, *Something Better for Our Children: Black Organizing in*

Chicago Public Schools, 1963-1971, examined student and teacher activism around school reform. More recently, Danna completed her second book, *Desegregating Chicago's Public Schools: Policy Implementation, Politics, and Protest, 1965-1985*, which focuses on the federal government's use of public policy to eliminate racial segregation and discrimination in public institutions in the United States through the 1964 Civil Rights Act. Danna is also the co-editor of a forthcoming book, *Using Past as Prologue: Contemporary Perspectives on African American Educational History*.

David Gamson (Ph.D., Stanford University) is an Associate Professor of Education in the Department of Education Policy Studies at The Pennsylvania State University. His research focuses on educational policy and school reform, past and present. Gamson has written about the role of school districts in Progressive Era reform, and, more recently, has been studying the evolving roles and responsibilities of the school district since World War II. In another avenue of research, he has investigated the changing cognitive demands placed upon students by textbooks published over the past century. Gamson has been a fellow in the Advanced Studies Fellowship Program at Brown University and a National Academy of Education/Spencer Postdoctoral Fellow. His publications have appeared in *Educational Researcher*, *Paedagogica Historica*, the *Journal of Educational Administration*, *Mind, Brain, and Education*, *Intelligence*, and the 2007 *Yearbook of the National Society for the Study of Education*. His book, *The Importance of Being Urban: Designing the Progressive School District, 1890-1940*, is under contract with the University of Chicago Press.

Division G: Social Context of Education

Vichet Chhuon (Ph.D., University of California, Santa Barbara) is an Assistant Professor of Culture and Teaching and Asian American Studies at the University of Minnesota, Twin Cities. In 2013, Dr. Chhuon received the Early Career Contributions Award from AERA's Committee on Scholars of Color in Education. He is currently Chair of the Research on the Education of Asian Pacific Americans SIG at AERA (2014-16). Chhuon's research centers on the social context of schooling for immigrant youth and students of color in US schools. These studies have been published in leading journals including *American Educational Research*

Journal, *Adolescence*, *The Urban Review*, *Journal of Language, Identity and Education*, *Youth and Society*, *Journal of College Student Development*, and *Educational Administration Quarterly*. This work, along with his other research on facets of immigrant youth experiences, has explored in-depth how race, identity, and institutional opportunities shape academic engagement and youth development for students of color.

Tambra O. Jackson (Ph.D., Michigan State University) is an Associate Professor in the Department of Instruction and Teacher Education at the University of South Carolina. She is committed to social justice issues pertaining to the historical and contemporary oppression, miseducation, and liberation of children of Color in U.S. schools. She studies these issues within the field of teacher education, where her research and teaching focus on teacher learning and development across the professional continuum, specifically centered on developing social justice pedagogies. Her research projects have focused on the preparation and support of program interns as teacher-activists at the Children's Defense Fund Freedom Schools, the development of teachers of Color, the development of urban schools as clinical sites for teacher learning, and the experiences of Black women faculty. Her scholarship has been published in *Teaching and Teacher Education*, *Language Arts*, *Urban Education*, and *Race, Ethnicity and Education*. She has been a member of AERA since 2002 and has served the organization in several capacities including: research fellow for Division G; two-time section chair for Division K; member of the Palmer O. Johnson Award Committee; and conference proposal reviewer for Divisions G and K and the Research Focus on Black Education SIG.

Division H: Research, Evaluation, & Assessment in Schools

Idiko Laczko-Kerr (Ph.D., Arizona State University) is Vice President of Academics at the Arizona Charter Schools Association. Throughout her career, she has supported thousands of professionals in identifying and addressing student achievement gaps using data analysis and implementing research-based best practices. She has done this by integrating her knowledge and expertise in Professional Learning Communities, school improvement and accountability, and data-driven decision making into comprehensive professional development

and coaching opportunities provided to districts and charters.

Ildiko is a strong and vocal advocate for quality schools. She actively serves on many state-wide committees and organizations where she provides leadership and support on critical education reforms. In 2012, she joined the Governing Board for Creighton Schools to support high-quality teaching and learning in Phoenix's urban core. In 2011, she received the Emerging Leader award from Phi Delta Kappa.

Ildiko has experience at the local and state levels, having served as an Executive Director of Curriculum, Instruction and Assessment and as a Deputy Associate Superintendent of Research and Evaluation. She continues to be active in the research field through publications in research journals as well as presentations at state and national research conferences. She is the Past-President of the Arizona Educational Research Organization.

Brad McMillen (Ph.D., University of North Carolina) has held research and evaluation positions at state and district levels for over 15 years, and is currently Assistant Superintendent for Data, Research, and Accountability with Wake County Public Schools in Raleigh, NC. He has served on the board of the North Carolina Association for Research in Education, the North Carolina NCLB Testing Advisory Committee, and as the NCES Forum district representative from North Carolina.

A winner of Division H publication awards for research studies and assessment training materials, Brad's state-level work focused on a range of studies for policymakers including research on charter schools, high-poverty/high-performing schools, access to advanced courses, and effects of structural factors such as school size and calendar type on student outcomes. At the district level, his work focuses on disseminating research and accountability information to policymakers and community stakeholders, as well as helping staff use data to drive decision-making.

An active member since 2000, Brad has supported the work of Division H by serving on the newsletter committee, acting as editor from 2009-2011, and as a reviewer for conference proposals and annual

Publications Awards. If elected, he looks forward to continuing his Division H support as Secretary.

Anh-Thy (Thy) T. Nguyen (Ed.S, The George Washington University) is the Senior Coordinator of Assessment, Research, and Accountability with Norfolk City Public Schools. Thy is responsible for developing strategies and standards for the assessment of student achievement throughout the school district. She supports schools through the collection, analysis, and interpretation of data linked to instructional programs and district initiatives. She also conducts and reports formal evaluations of pilot, existing, and special projects related to assessments, student achievement, and accountability. She reviews and approves requests to conduct research. Thy is charged with monitoring legislation, policies, and research associated with student assessment, research, and accountability. She provides guidance and consultation regarding program evaluation, research designs, surveys, and evaluation models and methods, particularly to those seeking approval to conduct research with the district. Thy has presented at various local, state, and national conferences such as the Consortium for Research on Educational Assessment and Teacher Effectiveness (CREATE), Council of the Great City Schools (CGCS), and George Washington University's Educational Symposium for Research and Innovations (ESRI). Currently, Thy serves as the Chairperson of Division H's Affirmative Action Committee. Previously, Thy was Division H's Breakfast Business Meeting Chairperson.

Division I: Education in the Professions

Linda S. Behar-Horenstein (Ph.D., Loyola University of Chicago) is Distinguished Teaching Scholar and Professor, College of Education; Co-Director, HRSA Faculty Development Grant; and Affiliate Professor, Community Dentistry and Behavioral Science, College of Dentistry, at the University of Florida. Her research agenda focuses on the intersectionality between pedagogy and outcomes. She has explored how pedagogical training impacts educators in the health professions. These studies have shown how faculty development promotes change in teaching practices, and their application to clinical settings and adult learning principles. She has worked extensively with dental

faculty members throughout her career in conceptualizing educational research studies, analyzing faculty teaching strategies, and developing critical assessments for measuring teaching preferences and current cultural competencies. She was recently recruited to work with veterinary medicine faculty and is also co-spearheading faculty development initiatives to serve six health science college faculty members in orchestrating educational research. For the American Dental Educational Association she has served on the editorial board of the *Journal of Dental Education* and as Section Chair for Educational Research Curriculum Development. For Division I in particular, she has been a frequent reviewer, discussant, presenter, and most recently, a member of the division's Outstanding Publications Committee.

Monica M. Cuddy (M.A., University of Connecticut) is a Measurement Scientist at the National Board of Medical Examiners (NBME) where she has worked for the past 14 years. She is responsible for planning and conducting sophisticated quantitative research projects in the fields of medical education and measurement, as well as managing a diverse team of researchers. Monica's research interests include validity-related issues in assessment, multilevel modeling techniques, and gendered practices within medical education. In addition, she is also a Ph.D. student in the sociology department at the University of Delaware, where she studies opportunity structures and socialization processes within medical education and training. She has presented her work at numerous national and international conferences, and her recent publications appear in *Applied Psychological Measurement*, *Academic Medicine*, and *Advances in Health Science Education*. In 2014 she won the Division I Best Paper by an Established Investigator Award. Monica serves on the NBME Research Implementation Committee, the NBME Stemmler Medical Education Research Fund Steering Committee, and the Division I Established Investigator Sub-Committee. She also participates in the Foundation for Advancement of International Medical Education and Research Fellowship Program. She has been a member of AERA since 2001 and is excited about the prospect of contributing to the leadership of Division I through the position of Secretary.

Candidates for SIG Executive Committee Member

Carol A. Carman (Ph.D., University of Kansas) received her Ph.D. in Educational Psychology, specializing in Research, Evaluation, Measurement, and Statistics, and is an Associate Professor in the University of Houston-Clear Lake's School of Education. She has been a member of AERA for over 13 years, serving as Program Chair, Vice-Chair, and Chair of the Professors of Educational Research SIG, and as Assistant Program Chair, Program Chair, and Secretary of the Research on Giftedness, Creativity, and Talent SIG. These opportunities helped her to learn about AERA governance, value cross-SIG collaborations, and appreciate the contributions of SIGs to AERA. She is interested in supporting and advocating for the role of SIGs within AERA. Professional organizations with active and involved members are healthy and thriving organizations. SIGs are one of the most accessible ways for members to become involved in AERA. As members bring their skills and talents together in the service of their SIGs, the SIGs can offer a wealth of knowledge and opportunity to the entire organization. As a member of the SIG Executive Committee she will work to help coordinate between SIGs, promote the SIGs to the greater AERA membership, and assist in training SIG leaders of the future.

Kent Divoll (Ed.D., University of Massachusetts, Amherst) is a tenured Associate Professor in the School of Education's Teacher Education Program at the University of Houston-Clear Lake (UHCL). Currently in his seventh year at UHCL, Kent teaches undergraduate and master's courses in classroom management, curriculum, and instructional strategies, supervises graduate and undergraduate practicum students, and serves on dissertation committees. Most of his leadership experience in AERA is with the Classroom Management SIG where he served as the Chair, Vice Chair, and Program Chair. In addition to the aforementioned elected positions, Kent has served or currently serves in the following leadership roles for the Classroom Management SIG: Executive Chair of the Recruitment and Retention Ad Hoc Committee, Executive Chair of the Proposal Initiative Ad Hoc Committee, Executive Chair of the Graduate Student Council, and Chair of the YouTube Ad Hoc Committee. As an officer in the Classroom Management SIG, Kent created a number of initiatives to revive a SIG

on the verge of dropping below the critical number of 75 members. Through his leadership, membership increased by 40%, and the number of proposals for the SIG increased by 100%. If elected, Kent hopes to use his experience to help other SIG officers be successful.

Oscar Jimenez-Castellanos (Ph.D., Claremont Graduate University) is an Associate Professor in Mary Lou Fulton Teachers College at Arizona State University. He has published extensively in the areas of K-12 education finance, policy and parent engagement and its impact on opportunity, and equity and outcomes in low-income ethnically and linguistically diverse communities. His work has been published in leading academic journals such as *Review of Educational Research*, *Journal of Education Finance*, *Bilingual Research Journal*, *Educational Considerations*, and *Journal of Latinos and Education*. He co-edited *Bicultural Parent Engagement: Empowerment and Advocacy* (2011) published by Teachers College Press. This book received a 2012 American Educational Studies Association Critics Choice Award.

Oscar Jimenez-Castellanos is a 2015 National Education Finance Conference Distinguished Fellow, 2014 School Finance Fellow with the Intercultural Development Research Association, and a 2012 Ford Postdoctoral Fellow administered by the National Research Council of the National Academies. He is co-editor of the *Association of Mexican-American Educators Journal*. He has been an active American Educational Research Association member since 2006, serving as Chair of the Critical Educators for Social Justice SIG from 2010-2012.

Mirka Koro-Ljungberg (Ph.D., University of Helsinki) is a Professor of Qualitative Research at the Arizona State University. She has been an active member in Division D qualitative section and QRSIG since 2001. She served as Chair of the Qualitative Research SIG (2011-2014) and QRSIG Program Co-Chair (2007-2010). During her leadership, QRSIG implemented many new initiatives that were designed to create a community of scholars. For example, QRSIG has become active in mentoring students and early career professionals, more focused on recruitment and engagement issues, and has paid increased attention to different ways of sharing information and involving members in diverse activities. In addition, through structural changes in committee work and leadership assignments, more SIG members have had a chance to be involved in SIG governance and activities. Mirka has learned the importance that

each role within the SIG plays in its overall functioning and she has gained a more holistic understanding of how SIGs operate and can better serve the needs of SIG members. Mirka strives to make SIGs more visible at AERA and she would like to see an AERA that is even more inclusive, diverse, and equitable both structurally and ideologically.

Victoria Showunmi (Ed.D., University of Sheffield) is an academic who is able to draw on experiences gained in higher education, the public sector, and corporate organisations. Her research interests and expertise are in gender, identity, race, and class. Her current research focuses on 1) the notion of identity and leadership and 2) Black girls and Black young women and their well-being. The topics that she teaches include research methodology, gender theory, leadership, and professionalism.

As a UK-based academic, Victoria believes that joining the SIG Executive Committee would add an international perspective to the overall SIG Executive Committee, as well as diverse experiences gained through roles undertaken within AERA. She is currently Co-Program Chair for the Research Focus on Black Education SIG (elected 2012) and the Nominations Officer for the Leadership and Social Justice SIG (elected 2013). These roles have given her insight into SIG governance across different committees within AERA which will help to inform her understanding and ability to operationalize strategic governance as required by the SIG Executive Committee.

Outside of AERA, Victoria has gained a wealth of experience that includes leadership roles, chairing various committees, teaching undergraduate and post-graduate courses, conducting research, and serving the academic community, all of which she believes will stand her in good stead to support the work of the SIG Executive Committee.

She is passionate about the work undertaken by AERA. She has a genuine commitment, together with extensive expertise, drive, and innovation, and can work to tight deadlines. She believes she can make an invaluable contribution as a member of the SIG Executive Committee. Consequently, she would like to be considered to serve as one of the AERA Members on the SIG Executive Committee.

Graduate Student Council (GSC)

Candidates for GSC Chair-Elect

Susan Kahn has been an active education professional at the local, state, and national levels. After teaching 4th grade for six years, Susan joined the administrative team of a school as the Curriculum Coordinator, leading professional learning and collaborative planning for teachers, as well as guiding instructional strategies, academic interventions, and educational program design.

While serving locally, Susan was selected as a member of the Louisiana PARCC Educator Leader Cadre and the *Louisiana Believes* Teacher Advisory Committee for the Louisiana Department of Education, where she led the Communications sub-committee and designed, implemented, and presented recommendations on findings from a statewide survey of teachers on key topics in state education programming, including the Common Core State Standards, the PARCC assessment, and the statewide teacher evaluation system: COMPASS.

Since 2012, Susan has been a leader of statewide assessment program implementation, leading the coordination, training, and administration of all statewide assessment systems for the Lafayette Parish School System before joining the Louisiana Department of Education as the Supervisor of Assessment Administration in the Office of Assessments. Susan led statewide planning and implementation of all statewide assessment systems for Louisiana's nearly 700,000 public school students, including policy development and planning for transitional and new assessments.

Susan has been awarded a Graduate Assistantship for Research in the College of Education at Louisiana State University. In August 2014, Susan joined the Department of Curriculum and Instruction in the College of Education at the University of Louisiana at Lafayette as an Instructor of education methodology in assessment development, research design, instructional pedagogy, and the supervision of student teaching. Susan's research interests include politics and policy in education, test-based accountability systems, and large-scale assessment programs.

Susan earned a Bachelor of Arts in Elementary Education and a Masters of Education in Educational Leadership from the University of Louisiana at Lafayette, as well as a Certificate of Education Specialist from Louisiana State University, where she is currently completing research for a Doctor of Philosophy in

Educational Leadership and Research. Susan received international recognition as a 2014-2015 *Emerging Leader* with the Phi Delta Kappa international association for education professionals.

Kate Rollert is a third-year doctoral student at Michigan State University pursuing a dual degree in Educational Policy and Administration. Her research interests lie in urban education systems, school accountability, urban teacher preparation programs, and policies that increase the supply and quality of teachers in under-resourced, urban schools. Kate is currently researching urban teacher attrition in Detroit Public Schools and writing a book chapter on alternative school leadership. She also teaches a course on human diversity, power, and opportunity in social institutions.

Kate joined the AERA Graduate Student Council in the fall of 2011, where she served as Chairwoman of the Foster Polite Scholarship Committee. She then served as the Division A GSC Junior Representative and now serves as Senior Representative. As the Division A GSC Senior Representative, Kate manages a committee of seven and a university liaison network of over fifty graduate students.

Throughout her years of service with AERA, Kate has chaired over eight sessions for graduate students and extended presentation opportunities to over twenty emerging graduate student researchers through the AERA Dialogic Forum. She has also worked closely with AERA Division A leadership to create more opportunities for graduate students to participate in the peer review, presentation, and publishing processes. Kate is passionate about graduate student access and committed to promoting the transition from graduate student to professional researcher and/or practitioner by providing opportunities within AERA for growth, development, and advancement.

Prior to her doctoral studies at Michigan State University, Kate taught AP Biology and Chemistry in Dallas, Texas. She has a Masters of Education from Southern Methodist University and a Bachelor of Science from Western Michigan University's Lee Honors College.

Kristen Smith is a first-year doctoral student in the Assessment and Measurement Ph.D. Program at James Madison University. Currently, she serves as the AERA Division D Junior Representative. Since April 2014, she has worked closely with the Division D Senior Representative to plan the 2015 Division D Fireside

Chat, provide feedback for redesigning the Division D GSC website, and prepare the call for proposals for the Division D In-Progress Research Gala. She has also collaborated with Representatives from Divisions B, I, and L and GSC officers to organize the 2015 AERA GSC In-Progress Research Roundtable Session.

In October 2014, Kristen completed her service as the Chair of the Graduate Student Issues Committee (GSIC) for a regional division of AERA, the Northeastern Educational Research Association (NERA). Through her experiences serving as a student member and Chair of the NERA GSIC, she realized how much she enjoyed working alongside other graduate students to provide sessions, information, and opportunities for fellow graduate students. She is immensely grateful for her experiences with the NERA GSIC, and believes many of those experiences are transferable to the duties of the AERA GSC Chair-Elect. For example, during her time on the NERA GSIC, she collaborated with other graduate students to plan and facilitate three in-conference sessions geared toward graduate students' interests and professional development. As the NERA GSIC Chair, she organized the Graduate Student Social event, served on the Board of Directors, oversaw new member nominations, and wrote *The Graduate Student Lounge* article for the biannual NERA newsletter. She also coordinated the submission, rating, and communication processes for the *GSIC Best Paper by a Graduate Student Award*.

As GSC Chair-Elect, Kristen would work together with graduate students from various institutions to create professional development opportunities specifically targeted toward graduate students. She would represent graduate students' interests at committee meetings, conference events, etc. It is important to her to ensure that the graduate student voice is well represented and well received. Lastly, she would help the GSC provide resources, professional development, and research opportunities that are meaningful and valuable to the graduate students of AERA.

Candidates for GSC Secretary-Historian

Kathryn Chapman is a doctoral candidate in Educational Policy and Evaluation at Arizona State University and would like to be the next AERA GSC Secretary-Historian. She has served in the roles of secretary and historian in separate capacities in her

professional career and would like to bring those experiences together to serve the AERA GSC.

As the next AERA GSC Secretary-Historian, Katy will bring to the role a positive attitude, a fresh set of eyes, and a passion for helping and supporting people. Katy will assist her fellow AERA GSC officers in creating and recruiting for new events, organizing and preparing for meetings, and keeping the general members of the AERA GSC scrupulously informed of all newly-planned and forthcoming initiatives. She is very interested in history, documenting events, and historical analysis. She believes that this interest, along with her photography talents and meticulous attention to detail, will help her capture the visual moments from AERA GSC meetings and events that should be remembered for years to come. She is thrilled by the opportunity to be the next AERA GSC Secretary-Historian and is thankful for your consideration.

Matthew King joined AERA as a Graduate Student Member in fall 2014. He is currently a first-year doctoral student in Counseling Psychology at the University of Illinois, Urbana-Champaign. Matt received his bachelor's degree in psychology from the University of Illinois in May 2014.

As an undergraduate student, Matt was heavily involved in research as a laboratory manager at the Lifelong Brain and Cognition Lab at the Beckman Institute for Advanced Science and Technology. There, he worked on a variety of studies focusing on the neuroscience of healthy aging throughout the lifespan and developed strong interpersonal communication, technical, and management skills. In addition, Matt was a member of the Counseling Center Paraprofessional Program and will continue to stay involved in his graduate career. This program offers the opportunity to support and educate students across campus by working closely with a cohort in creating psychoeducational workshops.

Matt's current research interests focus on bullying prevention, school culture, peer interactions, and engagement in school activities. He is studying under Dr. Dorothy Espelage and works closely with her team on bullying prevention and education in Illinois schools. In his spare time, Matthew enjoys running, playing sports, and being outdoors.

Maryann Krikorian is a first-generation graduate student completing her Ph.D. at Chapman University after earning her master's degree from Loyola

Marymount University in Los Angeles. She comes from a multi-racial family unit and strives to encourage diverse perspectives to increase multicultural awareness and its impact on practice, research, and mentorship within the field of education.

Maryann serves as the Strategic Partnerships and Educational Effectiveness Specialist at LMU School of Education and participates on various university committees. As Co-Chair of the Strategic-Plan Sub-Committee, she led various stakeholders toward a common goal in the spirit of shared governance in a timely and structured manner. Additionally, as a School Site Council Member for an elementary school in the Los Angeles Unified School District, she developed a thorough understanding of how effective communication has the capacity to foster collaborative scholarship. Concurrently, she continues to present at professional conferences, serve as a journal manuscript-reviewer, and publish scholarly work.

The abovementioned experiences position her well to make a positive contribution to the GSC. As Secretary-Historian, she will collaborate with the Executive Committee, student representatives, and current members to strengthen the student experience by deepening relationships, disseminating meaningful information consistently, and coordinating timely and accurate documentation.

Candidates for GSC Web Secretary

Marcia Gail Headley is excited to take on the role of Web Secretary of the AERA GSC. She values sharing information and offering encouragement to colleagues. She recognizes those benefits as critical to her success in presenting at AERA during her coursework. She hopes to help new members navigate everything from Divisions to Special Interest Groups to presentation formats to housing reservations to finding a place to grow at AERA.

Marcia's volunteer experience makes her an ideal candidate. She has a decade of insight into chairing committees for large groups that require the setup and maintenance of online resources and the development of processes to coordinate online and face-to-face tasks. For example, in her work with a 300-member organization, she held the roles of registration chair, camp chair, and online resource co-manager. She helped the organization transition from paper to internet by customizing online tools to meet their needs. Training volunteers

and creating guides to help members navigate the online information was critical to their success.

As campus liaison to the Division C GSC, Marcia has been encouraging graduate students at her university to participate in AERA activities since 2012. She looks forward to sharing AERA with graduate students on a larger scale.

Julie K. Marsh is a K-12 educator and a Ph.D. candidate in the School of Education at The College of William and Mary. She has an M.A. in Literature from Virginia Commonwealth University and an M.Ed. in Curriculum and Instruction from University of Richmond.

Julie is working on her Ph.D. in Curriculum and Educational Technology. Her dissertation research focuses on the problem solving, creative, and collaborative processes in the secondary Design Thinking classroom.

Julie is currently the President of the Graduate Education Association at William and Mary, as well as the editor-in-chief of *The William and Mary Educational Review*. She enjoys serving students in many capacities, and her passion is working with pre-service teachers. She is also an instructor for the Designs in Technology-Enhanced Learning course for the pre-service elementary master's students.

Julie has strong ties to AERA as Graduate Representative for the Design and Technology SIG. She is in the process of helping with social media engagement for the SIG and building an online database to reach out to more graduate students involved in AERA. She believes her strengths using technology and her knowledge of web development and social media will allow her to successfully support and assist the AERA Graduate Student Council.

Candidates for GSC Junior Newsletter Editor

Briellen Griffin is currently a second-year doctoral student in the Cultural and Educational Policy Studies Program at Loyola University, Chicago. She also holds a Masters of Social Work from University of Minnesota, Twin Cities, where she studied community practice, organizing, and social change. Brie has several years of experience working for educational equity through public policy and advocacy, school-based social work, and non-traditional learning communities. Brie works as a research assistant for Loyola School of Education,

where she studies selective high school admissions in Chicago Public Schools. Brie also serves as an elected parent-member of the Swift Elementary Local School Council; reviews for the *Journal of Critical Scholarship on Higher Education and Student Affairs (JCSHESA)*, an open-access, peer-reviewed journal; and delivered the student keynote address at the Loyola University Chicago Empowering Sisterhood (LUCES) Women of Color Leadership Summit in 2014. Brie is committed to advancing educational research that focuses on the voices and experiences of community members, parents, and students in urban public schools. After graduation, she hopes to engage future educators and researchers in studying, understanding, and manifesting frameworks for racial equity in the classroom and the community.

Bach-Mai Dolly Nguyen is a research associate for the National Commission on Asian American and Pacific Islander Research in Education (CARE) and

a Ph.D. student in Social Science and Comparative Education (SSCE) at the University of California, Los Angeles. Her research aims to examine the impact of practice and policy on the educational experiences and outcomes of low-income, underrepresented students of color, with a particular focus on Asian Americans and Pacific Islanders. In her current role, Dolly has worked on projects that bring various educational stakeholders together to reach common aims. Dolly is also a part of the emerging CARE media strategy team that focuses on disseminating information and increasing outreach to a national audience, which allows her to practice her budding design skills. Merging these experiences, she hopes to have the opportunity to bring AERA graduate students together from across the nation through the AERA Graduate Student Council newsletter specifically, and through the efforts of the GSC broadly. Dolly looks forward to the possibility of serving on the GSC and to connecting with fellow graduate students in the future.