

Doctoral Newsletter

VOLUME III, ISSUE V

FEBRUARY 2008

SPECIAL POINTS OF INTEREST:

- Sorcinelli to speak at MSU
- Summer Trip to China
- Training Opportunities

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Requirements for Student's Completing Theses/Doctoral Projects/Dissertations

Since 2003 the requirements listed below have been in place. Beginning Spring 2008, the College of Graduate Studies will be enforcing the requirements.

Theses/Doctoral Projects/Dissertations will no longer be accepted for review and returned to the student, if they are not accompanied by the items listed below. This could cause significant delay in the review process and a student being required to apply for the next graduation cycle.

1. **Committee Chair and Student Verification form** signed by both the student and the committee chair.
2. **Signature page** with the original signatures of the committee chair and ALL committee members. The signature page with original signatures is the only way the College of Graduate Studies can confirm that

the document being submitted is the final, defended, committee-approved thesis/doctoral project/dissertation.

3. Contact Information Form

Since 2004, students completing theses/doctoral projects/dissertations have been required to notify the College of Graduate Studies of their thesis/doctoral project/dissertation defense two weeks prior to the defense so the "open" portion of the defense can be publicly announced. Students must complete an **Oral Defense Submission form**. The form is available on the College of Graduate Studies website (www.grad.cmich.edu/forms.htm).

We strongly suggest that graduate students and their committee chairs make sure they use the most current issue of the *Guidelines*. The *Guidelines* are update each June. The *Guidelines* and all forms related to

the thesis/doctoral projects/dissertation process are located on the College of Graduate Studies website.

The thesis/doctoral project/dissertation is often the final requirement a student must complete to earn his/her degree. Therefore, deadlines are based upon the graduation dates set forth by the University for each semester. The final defended, committee-approved thesis/doctoral project/dissertation must be submitted for final review, to the College of Graduate Studies, by the deadline listed for the semester in which the student intends to graduate. Failure to meet this deadline or and departmentally stipulated deadline will result in a delay in the review process and graduation may be delayed to the next semester. Check the *Guidelines* for all deadlines related to graduation.

Colloquium on the Changing Professoriate

The Dr. Mildred B. Erickson Distinguished Chair in Higher, Adult, and Lifelong Education at Michigan State University is pleased to announce the Colloquium on the Changing Professoriate. The year-long colloquium will consist of symposia and seminars with nationally recognized scholars and leaders to explore opportunities, changes, and challenges occurring in faculty careers and the academic workplace. The programs are of interest to a wide audience: institutional lead-

ers, including provosts, deans, and department chairs; faculty members; faculty developers; and graduate students studying issues in higher education or planning for faculty careers in a range of fields. Join us on **March 19, 2008** for our inaugural one-day symposium, "Cutting New Paths toward Faculty Development." The symposium will feature Dr. Mary Deane Sorcinelli and include breakout sessions addressing cutting-edge issues in faculty development. Cost is \$25 for

faculty, \$10 for students and includes parking, breakfast, attendance at all events of the day, lunch and closing reception. Visit our website www.educ.msu.edu/ericksonchair for more information and to register online. We look forward to having you join our conversation.



Dr. Mary Deane Sorcinelli



AACTE Summer Institute for Teacher Educators

The American Association of Colleges for Teacher Education in cooperation with the United States Holocaust Memorial Museum (USHMM) will host the second Holocaust Institute for Teacher Educators (HITE), June 2-6, 2008 in Washington, DC.

Educators interested in...

- Using the history of the Holocaust as a model for teacher candidates;
- Preparing teacher candidates to teach about the Holocaust in middle and secondary school (6-12) setting;
- Using national and state content standards in teaching about the Holocaust; and
- Considering the ethical implications for classroom teachers in teaching about the Holocaust.

...should visit the following link:
http://aacte.org/Events/08Hite_flyer.pdf.



US Holocaust Memorial Museum in Washington, D.C.

Using the NCES International Databases for Research and Policy Discussion

Wednesday, May 21, through Friday, May 23, 2008
 Washington, DC

The National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education, will sponsor a 2½-day seminar on the use of NCES International Databases: the Program for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS), and the Progress in International Reading

Literacy Study (PIRLS).

This seminar is open to advanced graduate students and faculty members from colleges and universities nationwide, and to researchers, education practitioners, and policy analysts from state and local education agencies and professional associations.

There is no fee to attend this seminar. NCES will provide training materials as well as computers for hands-on practice. NCES will

also pay for transportation, hotel accommodations, and a fixed per diem for meals and incidental expenses during the training seminar. All applications should be received no later than April 4, 2008. Applications will be reviewed and selected candidates will be informed by April 14, 2008.

For more information or to complete an application, go to:
<http://ies.ed.gov/whatsnew/conferences/?id=309&cid=2>

Published

Article to be printed in the March 2008 *RA Manager* published by Paperclip Communications

“Creating a Culture of Academic Pride: An Academic Incentive Program for On-Campus Students,” by Cathy Warner (Cohort IX), Calkins Residence Hall Director and Jason Bentley (Cohort IX), Assistant Director of Residence Life.

The article discusses how CMU is innovative in bringing the academic mission of the university to the residence hall system (linking a culture of learning to what we do in Student Affairs).





2008 Professional Development Institute

Friday, February 29th, 2008

Michigan State University

“Building Successful Careers: Leadership for Student Affairs Professionals” will provide new and mid-level professionals with the opportunity to:

- Hear from a panel of senior level student affairs officers about their professional journeys and career paths
- Develop increased personal and professional skills
- Network with colleagues from across the state

The registration deadline is **Wednesday, February 20th, 2008**. To register log on to <http://www.mc paweb.org>



Plans are underway for a summer course in Beijing, China this summer. Students will be hosted by

North China University of Technology—located on 5th ring road and in easy access to cultural and educational sites. The trip is planned for June 14th to June 27th and includes a three-day river tour beginning in Shanghai. Participants will visit the major cultural sites in the area, including the

China Summer Course

Forbidden City, Tiananmen Square, The Great Wall of China, The Temple of Heaven, Chinese Opera, Acrobatics, and the Capital City Museum to name a few. The highlight of the trip will be visits to a number of K-12 schools and colleges and universities. You will have an opportunity to meet your educational counterparts and engage in professional exchanges regarding best practices and issues facing all educators regardless of location. You will also have the opportunity to interact with students to uncover how school life is in China. Several lessons on Chinese culture will also be available, including Chinese paper cutting and calligraphy

with Chinese characters. Take advantage of this opportunity to learn more about global education. Both one-credit and three-credit course options are available. You may find additional information at www.ehs.cmich.edu/eacl/china. Reservations are required by March 1st.



Statistical Consulting Center

The Statistical Consulting Center encourages clients to visit the center early in a research project. Graduate students are welcome. It is currently located in Health Professional Building 1203. To make an appointment, please email Akram Almoholwas (almoh1am@cmich.edu) or Jungsywan Sepanski (sepan1jh@cmich.edu).

2008 Summer Pre-doctoral Fellowship at Texas State University - San Marcos



The Summer Pre-doctoral Fellowship program supports the Texas State 2004-2009 University Strategic Plan's call for an “increasingly diverse student body” by enhancing “the recruitment and retention rates of African-American and Hispanic/Latino faculty.” The fellowship program will contribute to the achievement of this goal by inviting doctoral candidates at other institutions who have completed their course work and are in the process of writing their dissertations (ABD) to spend June and July working with colleagues in their field and students on the Texas State campus. Participants may also be considered as potential faculty candidates as appropriate. Doctoral candidates wishing to be considered for the Fellowship should submit the application and supporting materials to the Graduate College by March 7, 2008 (postmark). The basic support will be an \$11,000 stipend for the months of June and July that includes living expenses. Dr. Williamson may be contacted at pw04@txstate.edu <<http://webmail.stanford.edu/horde3/imp/message.php?index=26084>> or 512-245-6292 for additional information.

Call for Proposals

Midwest History of Education Society

2008 Annual Meeting Chicago, IL-October 10-11, 2008
2008 Annual Meeting Theme - Sputnik and Beyond: McCarthyism, the National Defense Education Act, Campus Radicalism, and More
Sputnik proved to be a defining moment in the history of American education. It led to a dramatic increase in Federal support for education with all its attendant implications. Proposals for papers that address the topic of the influence of the Sputnik scare on American education and the resulting legislation, radicalism, Communist scare, and other issues affecting American education both in the immediate aftermath of the satellite launch and in their continuing influence on the shape and approach to American education are solicited. Papers and presentations are not restricted to topics that focus on the annual conference theme or on the Midwest region of the United States. However, proposals that relate to the conference theme will be grouped into the topical sessions and presented in the main meeting room to accommodate larger audiences. The MHES Program Committee will accept proposals for individual papers, symposia, and panels to be presented at the annual meeting until April 1, 2008. The 2008 Annual Meeting of the Midwest History of Education Society (MHES) will be held October 10-11, 2008 in a new location at the Courtyard by Marriott Downtown Chicago – River North, 30 E. Hubbard Street, Chicago IL 60611, Web Address: www.marriott.com/CHIWB.

Please make your reservations for the Meeting directly with Marriott reservations at 1 (800) 321-2211 or (312) 329-2500 by Friday, September 12, 2008. Please mention you are booking your room or rooms for the Midwest History of Education Society Annual Meeting at the special conference rate of \$149.00 per night plus state local tax. A limited number of rooms may be available for Saturday night at the conference room rate but to get the special rate Saturday room reservations must be made at the time you reserve your regular conference rooms. Scholars are invited to use this venue to present reports of their research on topics within the field of educational history of the United States and/or of other countries. Senior scholars have found MHES sessions to be valuable venues to present their work. Graduate students are always encouraged to present their work within this supportive, yet challenging, environment. Symposia and panels that bring together a number of papers based on a common theme are especially encouraged. Other approaches are also welcome. Papers presented at the annual meeting can be submitted for peer review and possible publication in the American Educational History Journal.

Submission of Proposals. All proposals must be submitted electronically and must reach the program chair, T. Gregory Barrett, Ph.D., University of Arkansas at Little Rock, by April 1, 2008. Please send the proposal as a Word document attachment in an e-mail ad-

CMU's Faculty Conference on Scholarly Teaching and Learning

The Call for Proposals is now open for CMU's Faculty Conference On Scholarly Teaching and Learning. Modeled after the popular Lilly Conference in Traverse City, this conference will be right here at CMU on May 18 - 20, 2008. Please check out the website for more information and consider presenting at this new national conference with a blind peer review selection process for presentations. Stipends available for CMU participants. Let me know if you are interested in attending .Conference Website: <http://www.facit.cmich.edu/conference/home.shtml>

ressed to tgbarrett@ualr.edu.

IMPORTANT: The subject line of the e-mail message should read: "MHES 2008 Proposal."

Length. Proposals for papers and posters should not exceed two double-spaced pages and a cover sheet. Proposals for panels, symposia, and alternative formats should not exceed three pages and a cover sheet. All proposal submissions must be accompanied by an abstract of the paper, poster, panel, symposium or alternative format presentation composed of no more than 50 words.

Cover Sheet. Each proposal should have a cover sheet that lists: title or topic of the proposal; category of the proposal (paper, symposium, panel, poster, alternative); names, affiliations and relevant backgrounds of all participants (and, in the case of a symposium, the title of each participant's presentation); address, telephone number, and e-mail address of the person submitting the proposal; and addresses, telephone numbers, and e-mail addresses of all other participants. Proposal submitters should indicate what type of technology will be used during the presentation of the paper(s). The cover sheet will not be sent to reviewers. After the cover sheet, the proposal must not contain any information that identifies participant(s) named in the proposal. ALL proposals and participant information for symposia or panels must be submitted at one time by the organizer.

Categories of Proposals:

- Individual Papers. A paper is a scholarly examination of a topic of interest to MHES members. Following the cover sheet, a paper proposal should restate the title of the paper, describe its contents, and discuss its significance. Presenters will have approximately 20 minutes to read or, preferably, summarize their work. Completed papers should be in the hands of session chairs and discussants by September 26, 2008.

- Symposia. A symposium is composed of participants who deliver brief presentations based on prepared papers on a common theme. Following the cover sheet (which should specify the title of each participant's presentation), a symposium proposal should include the topic, its significance, and the titles of the presentations. Most symposia will be allocated 90 minutes on the program. Time should be allowed for each presenter, for a discussant or critic, and for audience participation. Therefore, the organizer of the symposium should plan accordingly and give each presenter a time limit. A chair and a discussant

4th International Conference on Research and Developmental Education

To be held in San Juan, Puerto Rico on September 24-27, 2008 is accessible at www.ncde.appstate.edu/cfp. The research conference held once every four years is sponsored by the National Center for Developmental Education.

should be identified on the cover sheet or, alternatively, can be assigned by the Program Committee. Symposium papers should reach the chair and discussant by September 26, 2008.

- Panels. A panel discusses a topic as a group rather than through formal individual presentations, thereby allowing more direct give and take. Following the cover sheet, a panel proposal should indicate the topic, its significance, and the way it will be approached or discussed. Panelists should keep in mind that they will have no more than 90 minutes for their discussion, including audience participation, and plan accordingly. Although panels usually have less need for a discussant than paper sessions or symposia, a discussant can be included if the organizer wishes.

- Posters. A poster visually presents the researcher's work in a creative, comprehensive format. The poster should serve as a reference and catalyst for conversation with the presenter during the open poster session. Following the cover sheet, a poster proposal should indicate the topic, its significance, and the way it will be approached and presented. Presenters must be present during the one-hour poster session to answer questions regarding their research.

- Alternative Presentations. Proposals that do not fit into the above categories, such as performance pieces, video productions, debates, photo assemblages, or other creative endeavors, will also be considered. They should encourage critical reflection on educational issues and allow for audience participation. Following the cover sheet, an alternative proposal should include information on the topic or content of the presentation, and the method(s) or approach(es) taken by the presenter(s).

Blind Review and Notification. The Program Committee will review each proposal. Criteria for review include purpose of the presentation, theoretical context/framework, contribution to the field, and written presentation. The person who submitted the proposal will be notified of the Committee's decision; it is the submitter's responsibility to notify other presenters of the Committee's decision.

Registration. All individuals whose proposals are accepted for the 2008 MHES Program are required to pre-register for the conference.

More Call for Proposals

2008 MWSA Conference -- Proposal Extension

THE OFFICIAL DEADLINE TO SEND PROPOSALS FOR THIS YEAR'S MWSA CONFERENCE HAS BEEN CHANGED TO FEBRUARY 15.

The theme of the conference is "Raising Our Voices: Power, Politics and Gender". This theme is meant to convey the importance of politics and diversity in women's everyday lives. There will be a range of presentation topics, possible sessions could include:

- feminism in government
- nontraditional feminist activism
- women in nontraditional careers
- politics of sex work
- and much more!



This year's MWSA Conference will be held March 14-15 at Eastern Michigan University. Those who wish to attend the conference can now register at the website. Please click on the "Register Now" button, located above the MWSA logo, to register now!

Proposals can be sent in using application forms found at the conference website; <http://www.emich.edu/wstudies/mwsa/index.html>

If there are any questions or concerns please email

RETENTION 2008: An International Conference on Student Success

May 28-30, 2008: RETENTION 2008: An International Conference on Student Success- The Educational Policy Institute's annual conference that focuses on issues pertinent to promoting student persistence in secondary and postsecondary education. Teachers, administrators, researchers, and policymakers will come together to explore contemporary issues related to educational opportunity and student success. The conference will be held in San Diego, California.

CALL FOR PROPOSALS: EPI is now accepting proposals for presentations for RETENTION 2008. Proposals may be submitted by individuals, school districts, institutions, organizations, foundations, associations, and education service providers.

For 2008, we are encouraging proposals in the four following themes: High School, Two-Year, Four-Year, Proprietary Subjects may include, but are not limited to:

- Evidence-based practices and strategies for high schools, two- and four-year institutions, and proprietary institutions;
- Student tracking and monitoring;
- Institutional change;
- Program planning and implementation;
- Students with disabilities;
- Solutions for HBCUs, HSIs, and Tribal Colleges
- Science, Technology, Engineering, and Mathematics (STEM);
- International program/strategies;
- Research, evaluation, and impact analysis; and
- Best practices in financial aid, student services, academic services, recruitment and admissions, and teaching and learning

6th Annual International Conference on Education and Information Systems

February 27th is the new deadline for papers/abstracts submissions and Invited Sessions Proposals for EISTA 2008: The 6th International Conference on Education and Information Systems, Technologies and Applications (Orlando, Florida, USA, on June 29th to July 2nd, 2008) <http://www.socioinfo cyber.org/eista2008>

9th Annual Outreach Scholarship Conference

Pennsylvania State University - State College, PA - October 7-9, 2008
Complete submission requirements and selection criteria are available at the conference website, along with additional information about the 2008 Outreach Scholarship Conference. Please visit www.outreachscholarship.org
Please submit online proposal for an oral or poster presentation by February 25, 2008. Successful applicants will be notified by April 15, 2008.

International Assessment & Retention Conference (NASPA)

The National Association of Student Personnel Administrators will be hosting the International Assessment & Retention Conference in Scottsdale, AZ from June 11-15, 2008. The conference aims to address several fields of assessment including strategies to improve learning, strategies to improve persistence, and assessment of management and leadership. Currently, there is a call for proposals to be submitted by February 29, 2008. If you have submitted or are considering submitting a BEAMS related proposal at an upcoming conference, contact Melissa Del Rios, BEAMS program manager, (mdelrios@ihep.org) to apply for a one time travel grant to support session

January-April 2008: Student Success Workshop Series- a series of one-day workshops about student recruitment and retention in postsecondary education, that focus on the following topics:

- Why students leave
- The cost-benefit factor of student success
- Defining an institutional initiative
- Best practices in increasing student retention and success
- Moving institutions: strategies for campus change

The workshops will be held in the following cities on the following dates:

- New Orleans, LA (Tuesday, January 29; Dillard University, Kearny Hall-West Wing)
- Austin, TX (Tuesday, February 12; St. Edwards University, Main Building-Mahoney Room)
- Denver, CO (Wednesday, February 13; UC-Denver, 1380 Lawrence Street, Terrace Room, second floor)
- San Francisco, CA (Thursday, February 14; City College of San Francisco, Downtown Campus)
- Chicago, IL (Monday, February 18; Loyola University Chicago, Coffey Hall-McCormick Lounge)
- Ottawa, ON (Tuesday, February 19; Carleton University)
- Boston, MA (Tuesday, March 4; Location TBA)
- Washington, DC (Wednesday, March 5; The George Washington University)
- Atlanta, GA (Thursday, March 6; Location TBA)
- Columbus, OH (Tuesday, March 12; Ohio Dominican University)
- Seattle, WA (Wednesday, March 19; Location TBA)
- Vancouver, BC (Thursday, March 20; Simon Fraser University)
- San Juan, PR (TBA; Location TBA)
- Amsterdam, NL (TBA; Location TBA)
- Australia (TBA; Location TBA)



Summer 2008 Internship Opportunity with Riverside Publishing



Applications are now being accepted for the Summer 2008 Internship in Research and Measurement Services at Riverside Publishing.

Riverside Publishing Company, a division of Houghton Mifflin Harcourt Publishing Company, offers a wide range of highly regarded educational, cognitive and developmental assessment products. Among Riverside's flagship products are the Iowa Tests, the Gates-MacGinitie Reading Tests, the Edusoft Assessment Management System, Assess2Know, and the Woodcock-Johnson III. As a charter member of the Association of Test Publishers, Riverside serves both the K-12 educational markets and the

clinical assessment market with print, CD-ROM and online assessment tools.

Working under the direction of Research staff, the Research Interns will have the opportunity to assist with many tasks associated with a large research study, including: data preparation, item analysis, equating, development of scoring tables, standard setting, and technical writing.

Candidates should be doctoral students enrolled in measurement, educational psychology, statistics, or related programs, who wish to gain experience working on a large-scale test development project. Program-

ming experience (SAS, SPSS, Visual Basic) is a plus but not required.

The 8-week internship will run from June 3, 2008-July 26, 2008 in Rolling Meadows, Illinois.

Applications must be submitted online at: www.hmco.com. Click on "Careers" and search for jobs in "IL-Rolling Meadows." Submit a current CV and a short statement describing the experiences you would like to gain from a summer internship. Please limit your statement to 200 words.

Applications are due February 29, 2008. The successful candidate will be notified by April 1.

"You won't believe
the stories from
these students
about the
gambling occurring
on campuses—it
is amazing."
Tim Otteman



Otteman to Defend

Tim Otteman is set to defend his final dissertation on Monday, February 25th, 2 pm to 4 pm in Ronan 302. His dissertation is titled: *Gambling with their lives: College Students and sports gambling.*

Otteman's research investigated the life stories of college student sports gamblers. Learn more about the

paths that led to these students' gambling habits, the people who introduced them to gambling, and the implications this has for college personnel working with students every day.

Guests are welcome to attend the open defense. All final defenses are public and advertised on the graduate student listserv.

ACE Network of Women Leaders in Higher Education

CMU is providing the planning committee for the 2008 Annual ACE conference for women. The conference takes place at the James Henry Executive Center at Michigan State University on June 9th and June 10th. Registration information and programming may be found on the website: miacenet.org. Topics and sessions include a Women of Color

Roundtable, mentoring for advancement, dealing with difficult people, communicating for change, work-life balance, post-proposal 2 issues, and health and well-being panels. Over 250 women leaders from across the state participate in this learning and networking opportunity. A highlight of the conference is a

panel of women presidents reflecting on their career pathways. Come join in the activities or volunteer to help the planning committee by contacting Pamela Eddy at pamela.eddy@cmich.edu.



More Call for Proposals

2008 ASHE Conference Call for Proposals

The official call for the 33rd Annual ASHE Conference proposals will be sent out in mid-February. The online proposal submission system will be open in early March and will close May 1, 2008. The conference is being held in Jacksonville, Florida at the Jacksonville Regency Riverfront Hyatt, November 5-8 (pre conferences November 5-6 and regular conference November 6-8).

If you have any questions or concerns, please do not hesitate to contact the ASHE Office at ashemsu@msu.edu.

Dear Research Scholar,

In the near future, a formal announcement will be routed as a call for papers regarding the June 2008 Ethnographic & Qualitative Research Conference (EQRC). The present notification is to inform you that we have modified the conference's name and do not want to create confusion when you receive the call for papers. For 19 years, the conference has been titled, the Ethnographic & Qualitative Research in Education (EQRE) conference.

As part of a comprehensive assessment of the conference and projections for its future, the decision to change the name is an attempt to reach out to scholars beyond departments of education and invite their contributions to the conference. We will continue grouping all education paper presentations together and maintain a strong education track. In that regard, the conference will continue in its historic tradition and education scholars likely will experience little change from previous years. In addition, however, we will add tracks for researchers in fields such as anthropology, sociology, psychology, social work, and other disciplines that utilize qualitative methodology.

As such, we wish to be deliberate in the change and forthright in disclosing the modification to potential participants. Your loyalty to the conference is important. The original founders of EQRE have been consulted and are supportive of the future direction and name change. As potential participants of the conference, we invite your feedback as well.

Conference papers will continue to be published in the printed, peer-reviewed Journal of Ethnographic & Qualitative Research.

We hope to connect with each of you in June.

Sincerely,

Michael W. Firmin, Ph.D.
EQRC Conference Director

PS We are inviting additional peer-reviewers for reviewing EQRC conference proposals and JEQR articles at this time. Please e-mail me (firmir@cedarville.edu), if you would consider potential participation.

20th Annual Conference: Ethnographic and Qualitative Research

Conference - June 6 and 7, 2008

Call for Papers

Proposals for conference papers are being accepted until March 24, 2008

We invite research projects among a broad spectrum of topics. Employment of traditional ethnographic and qualitative research methods provides the common thread for conference papers, as they relate to the broader domain of educational research.

Formats include oral presentations and poster sessions. The oral presentation will be in 20-minute segments with posters in 30-minute segments.

Papers will be peer-reviewed among three strands: Results of qualitative ethnographic research studies, qualitative research methods and pedagogical issues in qualitative research.

Selected papers will be published in the *Journal of Ethnographic & Qualitative Research* (JEQR), a printed, peer-reviewed journal.

The EQRC conference has a long tradition of reputable quality, including previous hosting institutions being SUNY at Albany, Duquesne University, University of Massachusetts, and Teacher College, Columbia University.

Complete details: <http://www.cedarville.edu/eqrc>



20th Annual Conference

ETHNOGRAPHIC AND QUALITATIVE
RESEARCH CONFERENCE

Michigan Journal of College Student Development (By Elizabeth Broughton)

The most recent journal issue had timely topics related to student development. We hope that you found this issue helpful in your professional work.

The MJCSJ Journal will return to one issue per year with a January 31, 2008 deadline for manuscripts. I would like to encourage MCPA members to consider submitting to the journal. The journal receives approximately 13-16 manuscripts per year (since 2004) with a 45% acceptance rate.

The Journal Editorial Board has developed into a solid group with broad representation from difference institutions. We now have former Michigan student affairs professionals on the Journal Board representing Idaho, Oklahoma, and Washington, DC.

Position Announcements

Atlanta, GA, March 31 - April 4, 2008

The AIR Assessment Institute for IR Practitioners, March 31 - April 4, 2008, in Atlanta, Georgia, is focused exclusively on assessment in higher education and is designed to provide opportunities for participants to acquire knowledge about the assessment field and to expand their knowledge and skills regarding the assessment needs within their respective institutions.

Institute modules include:

- . Organizing for Assessment
- . Institutional Effectiveness, Organizational Development and Cultural Change
- . Developing Goals, Using Tools and Devising Implementation Strategies
- . Managing, Using and Understanding Assessment Results
- . Assessing General Education and Accreditation Expectations: Two Hot Topics for IR Professionals

AIR Member Institute price: \$1,075.00

Non-member Institute price: \$1,190.00

Need financial assistance? Apply for the Julia M. Duckwall scholarship at <http://airweb.org/duckwall.html> This scholarship covers registration, housing and meals for up to two Institute attendees.

Module descriptions and other Institute details are available on the AIR Website. Register today at <http://airweb.org/>

The Association of American Colleges & Universities (AAC&U),

a national higher education organization committed to improving the quality of undergraduate education, seeks talented, self-motivated, productive, and creative individual for the position of Program Director in the Office of Quality, Curriculum and Assessment.

The Program Director will be the primary staff person for AAC&U's work with selected states in its signature initiative, Liberal Education and America's Promise (LEAP). "LEAP in the States" is a grant-funded project which seeks to develop contemporary frameworks—keyed to LEAP's essential learning outcomes—for general education, assessment and accountability, and student transfer.

Funding for the position is available for two years, but the appointment may be extended beyond this period dependent



on additional funding.

Duties and Responsibilities

- Provide proactive intellectual and practical leadership for overall "LEAP in the States" initiative;
- Act as a liaison and maintain communication and correspondence with multiple project contacts, including policy, campus, business, and community leaders;
- Provide research on issues related to the project;
- Conceptualize the content for and coordinate project meetings and other project activities;
- Work with advisors to conceptualize reports and policy recommendations;
- Participate as a member of the larger AAC&U LEAP team in guiding and implementing the LEAP initiative;
- Communicate and partner with key AAC&U staff regarding publications, databases, conferences, and other project activities;
- Write and edit materials for dissemination of project, grant reports, and other reports and/or websites;
- Conceptualize and write grant proposals for additional funding.

Qualifications and Experience

- Ph.D in an arts and sciences field;
- Excellent communication (written and oral), interpersonal, and supervisory skills;
- Strong analytical skills, ability to work both independently and in a group, self-motivated and self-sufficient;
- Campus-based experience with institution-wide and/or multi-institution educational reform efforts and system- or policy-based experience with undergraduate educational reform;
- Understanding of higher education issues, especially general education, student transfer, liberal education outcomes, and improvement of achievement and retention for underserved students;
- Proven record of managing projects, budgets, and programs effectively.

Salary commensurate with experience; exceptional benefits. Please submit a letter of interest with salary requirements and CV by February 8, 2008 to: AAC&U, Box PDCQ, 1818 R Street, NW, Washington, DC 20009 or to jobs@aacu.org.

AAC&U believes that a broadly diverse staff is critical to achieving excellence as a national higher education association. We seek to recruit, develop, and retain the most talented people from a diverse candidate pool. We are fully committed to equal employment opportunity and compliance with the full range of fair employment practices and non-discrimination laws.

University of Minnesota-Twin Cities- Coordinator for Student Learning Assessment

Background: Faculty, collegiate and central administrators, and staff at the University of Minnesota-Twin Cities, working together in the Provost's Council for Enhancing Student Learning since 2002, developed a set of student learning outcomes that define what students will be able to do when they have completed any undergraduate degree, regardless of major, at the University of Minnesota Twin Cities.

These student learning outcomes will help guide faculty across the University to develop curricula, plan individual courses, design syllabi, construct learning activities, and assess the student learning that occurs in every aspect of student experience - their classes, their undergraduate research experiences, their service-learning opportunities, their internships, and their learning abroad. These learning outcomes can be expanded at the departmental or unit level to reflect the ways in which the students achieve them within and across disciplines. In addition, they also should provide a framework for students and advisers in discussion of the goals of the undergraduate curriculum.

The outcomes provide comprehensive goals that ensure University of Minnesota graduates are responsible and engaged citizens prepared to participate in and meet the challenges of a complex, diverse, and global society.

The Coordinator for Student Learning Assessment will have broad responsibility for coordinating the integration and implementation of the undergraduate student learning outcomes on the University of Minnesota's Twin Cities campus.

Position Description: Working with the Vice Provost for Faculty and Academic Affairs and the Associate to the Vice Provost for Faculty and Academic Affairs, the Coordinator is responsible for the coordination and implementation of all aspects of the integration and implementation of the undergraduate Student Learning Outcomes on the Twin Cities campus. The Coordinator will report to the Vice Provost, with day to day direction from the Associate to the Vice Provost.

Major responsibilities: Duties include:

- . Development of a communication strategy and coordination of key messages about undergraduate student learning outcomes and their assessment
- . Coordination of key University partners (i.e., the Center for Teaching and Learning, the Digital Media Center, the various departments and colleges, the University Libraries, the Office for Measurement Services, and Office of Institutional Research, the Office of International Programs, the Career and Community Learning Center, etc.) relative to the assessment of undergraduate student learning
- . Coordination of all phases of student learning outcomes pilots
- . Coordination of resources and consultation services to departments and colleges relative to the implementation, integration, and assessment of undergraduate student learning outcomes
- . Development and maintenance of the assessment

(Continued on page 9)

More Position Announcements

(Continued from page 8)

web site

- . Coordination of the CESL Steering Committee and the full council . Coordination of communication to the President and the Provost, in consultation with the Vice Provost, regarding ongoing assessment activities and progress

- . Ongoing assessment of needs relative to student learning outcomes and continuous evaluation of undergraduate student learning assessment implementation, integration, and outcomes
- . Development of contacts on the coordinate campuses relative to student learning assessment activities

- . Other duties as assigned

Essential qualifications: The candidate must have:

- . Master's degree

- . 3-5 years of experience in a position requiring demonstrated leadership skills

- . 3-5 years of experience working with learning assessment/outcomes in a University setting

- . Demonstrated interpersonal effectiveness
- . Demonstrated experience working with faculty, including department chairs and deans

- . Demonstrated experience teaching at the University level

- . Demonstrated experience coordinating projects
- . Demonstrated excellence of oral and written communication skills

- . Demonstrated ability to effectively communicate in diverse environments

Preferred qualifications: In addition the following will be considered desirable:

- . Ph.D. or other advanced degree

- . Experience working on campus-level and/or system-level projects at the University of Minnesota

- . Project management experience
- . Demonstrated ability to work with diverse teams

This coordinator (9354) position falls within the University's academic professional and administrative staff series and is annually renewable (K). Salary will be commensurate with credentials and experience.

Nominations and applications must include a letter expressing interest, a resume, and the addresses (including e-mail addresses) and telephone numbers of at least three references, two of whom are from the University, if possible. References will only be contacted for those candidates who are finalists for the position. Review of applications will begin January 2, 2008 but will be accepted until position is filled. Applications will be accepted via our online system by logging into <https://employment.umn.edu/>.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public

assistance status, veteran status, or sexual orientation.

Senior Research Officer - The IDEA

Center seeks an individual passionate about learning, teaching, and leadership in higher education. With four national databases requiring analysis at the Center, there are substantial opportunities to conduct, manage, and publish unique and meaningful research. As a well established, rapidly growing not-for-profit organization, we value high quality work and a balanced life. This position reports to the president and requires a person with interests in higher education, an analytical mind, intellectual curiosity, and openness to ideas.

The qualified candidate should possess:

- A doctoral degree

- Professional skills in statistics and educational measurement

- Experience in instrument/survey design and conducting reliability and validity studies

- The desire and ability to write effectively for a variety of audiences

- A record of published research

- Skills in the use of SAS or SPSS

- Collaborative working style with a commitment to serving both colleagues and clients

Please visit our website to learn more about the Center and this position www.theideacenter.org

Applications should be submitted as Microsoft Word attachments to:

Dr. William Pallett, President
The IDEA Center
Manhattan, KS

Pallett@TheIDEACenter.org

Materials should include a letter that addresses the applicant's background, a current resume, and contact information for three references. To ensure full consideration, please submit materials by March 1, 2008. The IDEA Center is an Equal Employment Opportunity Employer.

Kaplan University is seeking one or more consultant/evaluators to help be a part of a two-day workshop in February of 2008, for a group of deans of graduate programs and others who are interested in best practices and promising practices in the delivery of online doctoral degrees. The University is currently evaluating its capacity to deliver quality, online doctoral level education as well as making efforts to further strengthen academic and operational systems to deliver new, advanced programs in an online and blended format. This two-day workshop will be held in Fort Lauderdale, Florida. All expenses and honorarium will be paid to each consultant/evaluator. If interested, please send your vita and a cover letter detailing the area(s) of expertise you would bring to the working group and a brief description of best-and promising-practices your February presentation would address. Please send all information to Dr. Ron Kern, Dean of the Graduate School. rkern@kaplan.edu

University of Buffalo

The Higher Education program in the Graduate School of Education seeks your help in filling an Associate or Assistant (tenure track) faculty position in higher education at the University of Buffalo(UB). Candidates with a research agenda in higher education policy (e.g.governance and state policy, access and affordability, curriculum and college-level learning, leadership, finance and/or economics, community colleges) and expertise in quantitative methodologies are encouraged to apply. Appointment is to begin August 2008. Salaries at UB are most competitive.

All applicants must apply online at:

<http://www.ubjobs.buffalo.edu/applicants/Central?quickFind=51508>

Additional information about UB, the Graduate School of Education (GSE),and the Higher Education Program is available at: <http://www.gse.buffalo.edu>

Peace Corps

Find Adventure and Job Satisfaction by Teaching in Asia with the Peace Corps - Are you looking for a different way to share your skills and inspire a new generation of teachers, while living and working in China? Peace Corps may be the answer. Founded by President John F. Kennedy, the Peace Corps was created to provide education and technical training to citizens of other countries and to foster cross-cultural exchange. Since 1961, over 187,000 Volunteers have served in 139 countries around the world. Peace Corps is looking for experienced educators and teachers looking for new and challenging teaching opportunities or considering alternatives to traditional retirement.

Peace Corps China Volunteers teach English at universities and colleges in four regions of Western China: Gansu, Sichuan, Guizhou, and Chongqing. Volunteers are required to teach oral English, reading, writing, literature, and American culture to students who expect to become middle and high school English teachers in more remote areas of the country. Serving as a Peace Corps Volunteer in China provides a unique opportunity to integrate into a culture that is rapidly changing and to live in a country that is playing a significant role in international affairs. The most competitive candidates having a minimum of three years of classroom experience; advanced degrees in teaching, education, TEFL, English, primary or secondary education, or linguistics; or teacher trainer experience.

Peace Corps is a 27-month commitment and provides a living allowance, full medical and dental care, transportation to and from the assigned country, as well as readjustment funds on completion of service. Immerse yourself in a new culture and have the experience of a lifetime working with others. For more information click here or copy and paste the link below into your web browser.

<http://www.peacecorps.gov/minisite/index.cfm?shell=education&cid=china>



More Position Announcements

Assistant Dean of Faculty, Graduate School of Higher Education Studies – Kaplan University is seeking an outstanding leader to work with other department members as the Assistant Dean of Faculty [ADoF] for a new Master of Science Program in Higher Education. This online program began its first class of students in November and needs a leader to continue the development of a core of instructors who can help students be successful in the program. The number of faculty typically supervised by the ADoF is from 2 to 20. While Kaplan University has university offices in both Chicago and Fort Lauderdale, the ADoF may be remote and conduct their duties remotely from their home. Below is more information from the job description. If interested, please email your vita and a cover letter addressing your availability in the Spring semester as well as the strengths you would bring to this position to Dr. Ron Kern, Dean of the School of Higher Education Studies. rkern@kaplan.edu

Purpose of the Job/Principal Responsibilities:
The Assistant Dean of Faculty [ADoF] for graduate programs in the School of Higher Education Studies supervises full-time and adjunct faculty members to ensure their involvement in providing excellent teaching, participation in professional development, and demonstration of scholarship and service activities. The ADoF also makes teaching assignments and works with the Assistant Dean of Curriculum [ADoC] to develop and revise course curricula. In addition, the ADoF assists the Dean by working with the National Advisory Board and providing other administrative support as requested.

Typical activities include:

- Oversight responsibility for course scheduling and teaching assignments. Metrics include average class size, cost per credit, and cost per section.
- Recruiting, hiring, training, evaluating, and retaining, qualified adjunct, full-time faculty, and Academic Department Chairs. Metrics include chair and faculty qualifications, P-rates, survey results, GPA analyses, student escalations, and compliance with Kaplan University, Washington Post, HLC and FLSA guidelines and requirements.
- Completing annual chair and faculty development plans, and assessing the results of those plans. Metrics include faculty scholarship, quality and quantity.
- Set adjunct hiring criteria and faculty credentials for all program course offerings to include on-ground schools. Metrics include faculty records maintained in Human Resources.
- Coordinates efforts with Human Resources to ensure all chairs, faculty, and direct reports understand job expectations and receive annual written performance evaluations. Assessment will include written documentation in faculty records.
- Represents faculty and school interests to CTL (Center for Teaching and Learning); advocates for industry-leading professional development, technology, and resources on behalf of faculty.
- Coordinates with Assistant Dean of Curriculum [ADoC] to ensure faculty are trained on all designated OIE initiatives. Ensures Chairs coordinate with ADoC on regular basis. Metrics include course and assessment surveys.
- Conducts weekly faculty/chair meetings to consider student escalations, curriculum, teaching measures, and other administrative issues
- Responsible for contributing to annual budget process, budget review and oversight, authorizing adjunct

payroll, and managing faculty program within established budget parameters. Assessment includes current budget details.

- Maintenance of positive working relationships with peers and external departments, and a track record of timely completion of tasks. Assessment will include positive working relationships with peers and external departments, and documentation of completed tasks in approved database.
- Supports activities of Assistant Dean of Curriculum, Operations Managers, Dean, and Vice President. Assessment includes implementation of specific projects designed to improve school success.
- Works with the School of Higher Education National Advisory Board
- Performs other job-related duties as assigned.

Experience Required:

- Doctoral degree [PhD or EdD] in Higher Education or closely related field from a regionally accredited university required.
- Significant, demonstrated teaching excellence at the college or university level required.
- College and/or university administrative experience at the dean level or higher required.
- Understanding of quality program development with emphasis on compliance with accreditation guidelines required.
- Proven record of working in a team environment and ability to work collegially with others required.
- Prior experience in an online academic environment strongly preferred

Position Requirements /Scope of the Job/ Skills Required:

- Must be available some nights and weekends
- Must be able to travel as needed.
- Proven ability to motivate others to meet program goals
- Detailed knowledge and mastery of higher education administration knowledge and skills
- Ability to maintain positive work environment for large numbers of staff
- Ability to manage workflow in written format on computer using contemporary computer software programs

Measurement of Success: Assistant Dean of Faculty will be evaluated based on (a) accuracy and performance of managed chairs and faculty; (b) use of assessment data to improve student classroom success; (c) ability to oversee program success and compliance within a distributed-systems environment; (d) ability to work effectively on a team, both within and across Kaplan University divisions and schools; and (e) attitude and enthusiasm

NOTE: This is not necessarily an exhaustive list of all responsibilities, skills, duties, or requirements associated with the job. While this is intended to be an accurate reflection of the current job, management reserves the right to revise the job or require that other or different tasks be performed when circumstances change.

The K. Leroy Irvis 2008-2009 Diversity Doctoral Fellowship in Education

Submission deadline: March 1, 2008

Provides up to three years of financial support and academic guidance to outstanding doctoral students who add diversity to the School of Education and who demonstrate strong potential for intellectual excellence and educational leadership. To learn more go to www.ashe.ws/news.htm

Research on Women and Education 34th Annual Fall Conference 2008
Capital Women: Creating Solutions and Breaking Barriers - Then and Now
November 6-8, 2008 - Arlington, VA
Call for Papers - April 1 - June 1, 2008

Need funding, a job or a place to publish? Check out the Beyond AERA page for a variety of great opportunities. <http://www.aera.net/Default.aspx?id=788> Post-doctoral training, pre-doctoral training, research awards, calls for papers, upcoming conferences. just one click away!

Doctoral Faculty in Higher Education - Azusa Pacific University is seeking an established scholar to join the faculty in a doctoral program that offers both the PhD in Higher Education and the EdD in Higher Education Leadership. Located 30 miles east of Los Angeles, Azusa Pacific University is a Research-Intensive faith-based university enrolling 9000 students, 65 of whom are in the doctoral programs in Higher Education. This full-time 12-month position will begin in July 2008 and involves a teaching load of 8-10 doctoral units (usually 3-4 courses) annually in an intensive cohort model, supervising dissertations, and maintaining an active program of research. A PhD in higher education or a related field, experience serving on dissertation committees, excellence in university teaching, a strong Christian commitment, and an ongoing program of scholarly research and publications in the field of higher education are expected. Area of specialization and rank is open; applications will be reviewed immediately and the position will remain open until filled. Please send a current CV and letter of interest to Laurie A. Schreiner, PhD, Professor and Program Director, Doctoral Programs in Higher Education, Azusa Pacific University, 701 E. Foothill Blvd., Azusa, CA 91702-7000.

Interested in serving on an AERA committee? Remember that when you read a call for committee members, any AERA member is eligible to apply, including graduate students! If your credentials meet the call, don't be afraid to put your hat in the ring.

More Position Announcements

Colorado State University

The School of Education is seeking an Associate Professor of Community College Leadership to begin on August 15, 2008. Individuals interested in applying may view a complete version of the position description by accessing the University website at <http://jobs.colostate.edu/> and links to Academic Faculty and Administrative Professional Employment positions or by contacting the Search Committee Chair listed below. This position is a nine-month, tenure-track position. The School of Education is interested in applicants who are deeply committed to the development of diverse leadership across the community college through high quality graduate education delivered through synchronous and asynchronous learning technologies. Electronic inquiries and applications are required. Applications must be received by March 28, 2008 to assure a full and equal review. However, the search may be extended if a suitable candidate is not identified.

Cliff Harbour
Search Committee
Chair School of Education
Colorado State University
Fort Collins, CO 80523-1588
(970) 491-5425 - Office
(970) 491-1317 - FAX
cliff.harbour@colostate.edu



The University of Tennessee, Knoxville

The College of Education, Health, and Human Sciences invites applications and nominations for a nine-month, tenure track faculty vacancy (Assistant/Associate rank) in Higher Education Administration to serve the College Student Personnel (M.S.) and Higher Education Administration (Ph.D) graduate programs, beginning Fall 2008. We seek an energetic and collaborative colleague who will contribute to our focus on preparing individuals for higher education leadership and policy-setting. The successful candidate may be affiliated with the Center for the Study of Higher Education Research & Policy (CHERP) at the University of Tennessee.

The University and College: The University of Tennessee-Knoxville (UT) is one of the nation's leading public, research-extensive (Research-1) institutions with an enrollment of more than 27,000 students. UT Knoxville offers more than 300 degree programs and employs more than 1,400 faculty members.

The Programs: The graduate programs in Higher Education Administration are designed to (a) increase students' understanding of higher education as a field of academic inquiry, empirical scholarship, and disciplined practice; and (b) prepare students for administrative, policy, and academic careers in higher education and/or student affairs, including senior-level executive roles and faculty appointments. Many of our graduates hold responsible positions in administration, policy research, and teaching at institutions

across the nation. We admit approximately 15 master's students and 10 doctoral students annually. Effective July 1, 2008, the HEA graduate programs will become part of the reestablished Department of Educational Leadership and Policy Studies (ELPS). Current full-time faculty members include: Drs. E. Grady Bogue, Norma Mertz, and Terrell Strayhorn. For more information about our programs, visit our website: http://web.utk.edu/~edpsych/higher_ed_admin

Qualified applicants are expected to meet the following qualifications:

- A. Required Qualifications: Earned doctorate in higher education administration, student affairs/college student personnel or related social sciences discipline; Strong record of research in peer-reviewed publications and/or of securing and directing externally-funded grants; Expertise in an area of higher education that might include: leadership/governance, student affairs, development/advancement, fiscal policy/economics of higher education, accountability/evaluation, foundations of higher education; Evidence of effective teaching at the graduate level; Evidence of professional service in regional, national, and/or international professional organizations;
- B. Desired Qualifications: Professional experience in higher education administration/student affairs administration; Participation in national/international policy dialogues; Leadership experience in professional associations; Experience in directing doctoral dissertations.
- C. Duties/Responsibilities: Teach graduate courses in the master's program in College Student Personnel and the doctoral program in Higher Education Administration; conduct research related to higher education; and participate in institutional, professional and civic service activities.

Interested applicants should send a cover letter, current vitae, official transcript of graduate work, a list of no less than five (5) references with their contact information (e-mail, phone, complete address), and two (2) examples of peer-reviewed publications to:

Dr. Norma T. Mertz
Chair, Faculty Search Committee
A315 Bailey Education Complex
University of Tennessee
Knoxville, TN 37996
nmertz@utk.edu

Review of applications will begin upon receipt and continue until the position is filled. Salary commensurate with experience. We encourage applications from all qualified candidates. The University of Tennessee is an equal opportunity, affirmative action employer and women, minorities, and individuals with disabilities are strongly encouraged to apply.

University of Missouri-Columbia - Assistant/Associate Professor Position, Higher and Continuing Education Emphasis

The Department of Educational Leadership and Policy Analysis (ELPA) in the MU College of Education (COE) seeks applicants for a tenure-track faculty position at the assistant or associate level. Candidates should demonstrate their scholarly expertise and teaching interests in one or more of the following leadership areas: student affairs; higher education organizations and change; and/or community colleges. The successful candidate must have an earned doctorate in higher education administration or a related degree by the time of appointment. Candidates should have the competence and interest to conduct research around critical issues in postsecondary education; teach in the department's graduate programs, including the interdisciplinary Ed.D. program; and advise graduate students at the masters and doctoral levels. The candidate should have familiarity with both qualitative and quantitative methods; however, advanced quantitative skills are preferred. The successful candidate will have the opportunity to join a dynamic faculty engaged in research on critical issues in higher and continuing education, PreK-20 leadership, and PreK-20 educational policy. She or he will be provided strong college and department support to develop and maintain an individual research program and collaborate with colleagues throughout the department. There is a strong expectation that a qualified candidate will have the necessary interest and skills to secure external funding for her or his research.

The Department of Educational Leadership and Policy Analysis is focused on preparing knowledgeable educational professionals in a collaborative and supportive environment honoring multiple perspectives and the recognition of individual and group efforts. The department is committed to issues of access and equity at all levels of education. ELPA currently offers degrees at the Master's, Ed.S., Ed.D., and Ph.D. levels. Curricular emphasis areas in the department include: (a) Higher and Continuing Education; (b) PreK-12 Educational Leadership; (c) Educational Policy Studies; and (d) an interdisciplinary Ed.D. program in PreK-20 educational leadership. In 2006, the Higher and Continuing Education emphasis area within Educational Leadership & Policy Analysis was ranked 22nd nationally by U. S. News & World Report. In addition, ELPA hosts the Center for Community College Research, the Hook Center for Educational Leadership and District Renewal, and the Middle Level Leadership Center. Members of the department are also actively involved in the new Missouri PreK-20 Educational Research Center housed in the Truman School of Public Affairs.

MU is the oldest state university west of the Mississippi River and the largest of the four institutions in the University of Missouri System. It is one of the most comprehensive universities in the United States and proudly embraces the land grant mission. MU has a student body of more than 27,000 at both the graduate and undergraduate levels. The College of Education is one of 18 schools/colleges on campus. The COE has a student population of approximately 1,200 undergraduate and 1,400 graduate students, and a tenure-track faculty of approximately 90 members. As a member of the American Association of Universities, a state land grant institution, and a Research University/Very High Research Activity as designated by the Carnegie Foundation for the Advancement of

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Teaching, MU is a premier provider of graduate education.

The University of Missouri-Columbia complies with the guidelines set forth by the Americans with Disabilities Act of 1990. If you have special needs as addressed by this legislation and need assistance with this or any portion of the application process, notify us at the address below as soon as possible. Reasonable efforts will be made to accommodate your special needs.

Salary: Competitive and commensurate with experience and qualifications.

Appointment: Tenure-track, nine month appointment beginning September 1, 2008.

Applications: All applicants must submit a letter indicating interest, vitae, transcripts, and the names of three references. Candidates applying for the assistant professor position must also include a writing sample and/or reprints of publications and a philosophy of teaching statement and/or evidence of teaching effectiveness. Candidates applying for the associate professor position must also include reprints of publications and evidence of graduate teaching effectiveness, doctoral student advising and committee work, and external funding activity to:

Dr. Jeni Hart, Search Committee Chair
Educational Leadership and Policy Analysis
University of Missouri-Columbia
202 Hill Hall
Columbia, MO 65211-2190



Closing Date: Applications are currently under review, but we will accept applications until the position is filled.

Action Employer. To request ADA accommodations, please contact our ADA department for more details. Applications from women and minorities are strongly encouraged.

You're Invited to attend the Association for Institutional Research (AIR) 48th Annual AIR Forum!

The time has finally come! Registration is open for the 2008 AIR Forum. The AIR Forum is an intensive five day conference for research and assessment professionals, offering over 600 sessions on six different tracks. Whatever your needs or interests, the 48th Annual AIR Forum will have something for everyone: Professional Development workshops on Saturday and Sunday, posters, table topics, demonstrations, panels, research presentations, two plenary speakers you will not want to miss, including the new AIR Executive Director Randy L. Swing, and much more. Not to mention an opportunity to watch the Seattle Mariners with a few of your AIR friends!

Register today for the 48th Annual AIR Forum May 24-28, 2008, in Seattle Washington! The Web-based Forum program and Personal Scheduler will allow you to view Forum activities and sessions by day, time, track, and presenter. The latest Forum news is available at <http://airweb.org> <<http://airweb.org>> !

Call for Nominations

Women Educators Activist Curriculum Award 2008

Women Educators (WE) announces a call for nominations for the Activist Curriculum Materials Award for 2008. We promote equity in education and recognize outstanding contributions of women who have produced curricular materials with potential for positive outcomes for all girls and women. A certificate and cash award will be presented to winners at the RWE Fall Conference. The author of the activist curriculum materials must be a current member of RWE to be eligible for consideration. Please submit nomination materials by June 1, 2008 to:

Dr. Lynne Cavazos
Retired Teacher Educator/Researcher UCSB
536 East Lake Street
Pentwater, MI 49449

The purpose of this award is to recognize scholars who are creating materials that will positively effect social justice issues in schooling for girls and women. In addition, a secondary purpose is to encourage developing of materials that can be shared with other scholars. The curriculum should be unpublished at the time of submission and the author should be willing to share the curriculum materials with others.

Self Nomination

Submit: (1) A cover letter describing how the curriculum materials support social justice, equity, and diversity for K-12 students or college/university students. (2) A sample of the Curricular Materials.

Questions: Contact Dr. Lynne Cavazos
kavazos5939@charter.net or (231) 869-5939

Research on Women and Education (Specialty Interest Group of AERA): Selma Greenberg Dissertation Award 2008 Nomination Call
Eligibility: (1) The author must be a member of the RWE SIG or of WE. (2) The dissertation must have been completed during the two previous years.

Submission Requirements: (1) A nomination letter from the author's dissertation chair, or major professor, or committee member (who does not have to be a member of RWE or WE). (2) The author's vitae or resume. (3) One copy of the dissertation with the author's name, title of institutional affiliation, address, fax, phone, and email (only an unbound or loose copy will be accepted). (In addition to submitting the hard copy of the dissertation, please provide two CD copies of the dissertation as well.)

Review: The dissertation will undergo blind review by a minimum of three reviewers from the RWE and WE membership. Each reviewer will utilize the following criteria for her/his decision: significance of topic, theoretical framework's underlying the work, appropriateness of the methodology, nature of the findings, caliber of the writing, evidence of on-going work or potential for extended work, and contribution to research on women.

Award: The winner of the Selma Greenberg Dissertation Award receives a \$200 honorarium and up to \$500 travel reimbursements to be used toward the annual RWE Fall Conference taking on November 6-8, 2008, in Washington, D.C. The Fall Conference will include a session to recognize the award winner and for a presentation of the dissertation, scope and findings.

Submission: All required materials should be received by July 31, 2008
Send to: Dr. Paula Lane
Chair, Selma Greenberg Dissertation Selection Committee
Sonoma State University
1801 E. Cotati
Rohnert Park, CA 94928



Central Michigan University

Department of Educational Leadership
320 Ronan Hall
Mount Pleasant, MI 48859

www.ehs.cmich.edu/eacl

The Department of Educational Leadership offers a full range of graduate programs to prepare individuals for effective performance in roles as educational leaders in schools, communities and institutions of higher education. Students develop on a continuum from scholar-practitioner to practitioner-scholar. Programs, scholarships and service, infused with humanism and diversity, are based upon theoretical knowledge and practical skills.

Call For Presenters

Have a good building leadership idea to share with your fellow building administrators?

School Leadership that Works is the theme for our 2008 Secondary School Principal's annual convention.

We're seeking presentations that address the key responsibilities of a school leader.

Safe and Orderly Environment;
Parent and Community Involvement;
Building Supportive Relationships;
Challenging Every Student; and
Assessing Learning for Accountability

We're looking for practitioners, who within these five strands have relevant tools for either middle level, or high school, or career technical education, or all.

Are you doing something special in your building in one of these strands? Are you willing to discuss it with other building leaders?

Do you have data that focuses on one of these topics that can be carried into practice?

Are you willing to share it with others?

Please email (jimb@michiganprincipals.org) and include your topic and give some information describing your strategy that works for you and your students/faculty/school/community. Which strand is it specific to; what grade level? We will be putting our convention program together the first week in February so please share your interest with us before then.

The date of these presentations is Monday, September 29th, at the Grand Traverse Resort, Traverse City, Michigan.

We will build a program based around the various topics that have been shared. Confirmation of your presentation will be coming to you in late March.

2008 National Poverty Center Summer Workshop



Analyzing Poverty and Socioeconomic Trends Using the American Community Survey (ACS), June 23 to 27, 2008

The National Poverty Center at the University of Michigan's Gerald R. Ford School of Public Policy invites applications for participants in a five-day workshop that will take place in Ann Arbor during the last week of June, 2008. Participants will be provided with training in the use of the micro-data from the Census Bureau's annual American Community Survey (ACS) to understand social and economic issues affecting low-income populations and carry out their own analyses.

The workshop will be directed by Reynolds Farley, the Dudley Duncan Professor Emeritus at the Population Studies Center in the Institute for Social Research, University of Michigan, in collaboration with his colleagues: Albert Anderson and Lisa Neidert. There will also be presentations by nationally recognized poverty researchers, including some whose research is based upon ACS data. The National Poverty Center will pay the costs of travel, lodging, and meals for participants.

Applications will be accepted from faculty, post-doctoral fellows, advanced doctoral students, federal and state-level policy and research analysts, and other who would benefit from this workshop. Preference will be given to applicants who do not have ready access to Census data or this kind of training at their home institution.

The full request for applications is available at: <http://www.npc.umich.edu/news/events/summer08/index.php>. Deadline for receipt of applications is February 29, 2008. Selected applicants will be notified by Friday March 28, 2008.

Direct questions to:

Sarah Marsh, Program Manager

National Poverty Center

Email: skmarsh@umich.edu

Phone: (734) 615-3890

Funding for this workshop is provided to the National Poverty Center by the Office of the Assistant Secretary for Planning and Evaluation (ASPE) at the U.S. Department of Health and Human Services and by the University of Michigan.

