



# AESA

American Educational Studies Association

November 3, 2013

Baltimore

Executive Council Meeting Minutes

Present: Sue Ellen Henry, Cris Mayo, Sandra Spickard Prettyman, Barbara Applebaum, Hilary Lochte, Yolanda Medina, Natalie Adams, John Petrovic, Denise Taliaferro Baszile, Daniella Cook, Ty-ron Douglas, Kurt Stemhagen, Kristal Clemons, Lynda Stone, Theodorea Berry, Julie Carter, Jason Mendez

Thursday meeting minutes approved.

**Book sessions.** Some people sent in their book discussions as proposal. Others who just did a book chat didn't go through review. Some of former got rejected. Lochte moved to use Critics' Choice Award books as the pool we draw from for the book/author chats. All other book sessions will go through regular review process. Second, Mayo. All winners will be invited to do a book chat. There will be one program chair's invited book session (optional). *Approved unanimously.*

**Book exhibit report.** Lochte reported that AESA made more money this year than last, 14 different publishers (\$1410) and the book sale brought in \$1047. This is up approximately \$450 from last year. Discussion whether or not to increase the table rate (now \$100) for publishers? Spickard Prettyman moves increasing to \$150. Second Clemons. *Approved unanimously.*

**AESA endorsements.** Discussion of whether or not to "endorse" CASA standards and what endorsement means. There is a tension between endorsing any standards and the reality that they can serve a purpose to protect programs and individuals. Our endorsement will help to get other CSFE groups to endorse the standards. Adams moves endorsement. Second, Medina. *Approved unanimously.*

Amy Swain recommends two new CASA members. Mayo pointed out that there should be a broader call as per the by-laws. A new call for members will go out through the weekly update.

Unionization at the Hyatt Regency. Cook moves writing a letter indicating AESA's support of the right of employees to organize and that we take such issues into account when choosing conference sites. Second, Mayo. *Approved unanimously.* Mayo will send the letter.

**By-laws.** There are a number of issues that need to be updated in the by-laws and we should try to do them all at once.

Electronic voting. Add by-laws to do electronic voting. For now it is understood that as there are no by-laws on this, electronic voting is permitted. Clemons moves approving this understanding, Adams second. *Approved unanimously.*

**Educational studies editor procedure.** Henry reports from editorial board meeting, the EB asks that two current EB members be on the committee to develop the call. There was some concern that this would give the EB too much power over the journal as opposed to the EC. Stone proposes that only one member come from EB since the committee is currently only 3. Stone moves to increase the total of the committee to include two current EB members and three EC members to participate in the call and

development of the selection process, second Medina. Ty-Ron Douglas will replace Spickard-Prettyman from EC. The committee will be comprised of the following people: Ty-ron Douglas (EC), Sofia Villenas (EC), Kathleen Demarrais (EC), Diane Smith (EB), and Rob Helfenbein (EB). **Approved unanimously.**

Henry moves acceptance of a slate of new EB members to include international scholars and five US to the EB (raise up to 23)(Slate of Candidates included below). This will increase our ISI ranking. Adams second. **Approved with 1 abstention.**

**Mid year meeting.** We will meet at AERA in Philadelphia. Friday, April 4 first request, April 7 second request, 8:00-noon. Cook moves a “goto” virtual meeting be held in February as a trial. Second by all. **Approved unanimously.**

**Future Locations.** Berry raises issue of staying in same place for 3 consecutive years. Stenhagen notes that varying the site, helps to vary cost, moving it closer to some people. The compromise was to identify several sites to be put in an ongoing rotation. Cook moves a process by which we determine 4 cities in a rotation with fifth year as wild card. Second, Baszile. **Approved unanimously.** Sites were identified as 2018 wild card (New Orleans, Jacksonville, Albuquerque, Minneapolis), 2019 Baltimore, 2020 San Antonio, 2021 Pittsburgh, 2022 Seattle, 2023 wild card.

**By laws.** Mayo directs committee to determine whether or not we want SIGs. No action taken. Eco justice sig was raising its own money. We also need to form an “accessibility” standing committee.

**IAIE co-sponsored meeting.** Some logistical questions were raised. Where will the extra block of rooms be? IAIE is looking into a hotel across the street such that the joint conference will operate much like AERA. Will AESA support poster presentations? No, we don’t have room or procedures in place.

Program printing must be included among the shared expenses under point 6 and finding a time in the program for their President for a welcome. Mayo moves to approve MOU with these two amendments, Spickard-Prettyman, second. **Approved unanimously.**

Investigate putting typing the program into the printing costs and exploring printers who can do that.

**Registration deadlines.** Conference registration deadline will be October 15. We will no longer offer late registration on line. We will purchase a “square” so that members can with credit cards on site. On site registration will remain at \$175. **Approved by acclamation.**

**Management system.** Berry will investigate another system to generate a program. Petrovic will follow-up with CVent.

**Maxine Greene Letter.** We approved a change in the by-laws in the description of the MG Fund that may be illegal. If it is a “fund,” the principal cannot be touched. So we need to contact historians to see if there is an MOU. Until that point, the change in the by-laws is, therefore, rescinded. Moved Mayo, second, Baszile. **Approved unanimously.**

**Encouraging meeting attendance.** Mayo moves to move graduate student reception food budget to business meeting and include graduate student meeting business into the general business meeting. Second, Applebaum. **Approved unanimously.**

Respectfully submitted,

Meeting adjourned, 11:34

John Petrovic, Secretary

## **Nominees for Educational Studies Editorial Board**

### **Nominees from International Universities:**

**Veli-Mati Värr**i, (University of Tampere, Finland) is a philosopher whose expertise consists of the central issues of educational philosophy and theory, teacher education, ethics of education and philosophy of dialogue. Most of Värr'i's publications deal with the basic questions of educational ethics and the critique on instrumental rationality in education. His monograph *Hyvä Kasvatus – Kasvatus Hyvään*, 1997 (*Good Education – Education for Good*) reached its fifth edition in 2004. In his current project, Värr'i's main interest is to re-conceptualize the ontological, socio-cultural, and ethical reference points for constituting moral identity in the ecological sphere of late-modern education. Maurice Merleau-Ponty's late philosophy (*The Visible and Invisible*) and Jacques Lacan's psycho-dynamic theory of subjectivity are utilized as the main sources in this research project.

**Amy Cutter-McKenzie** (Southern Cross University, Australia) joined Southern Cross University in December 2011 as an Associate Professor in the School of Education in the area of Sustainability, Environment and Education. She is the Director of Research for the School of Education, and Research Leader of the Research Cluster 'Sustainability, Environment and Education' (SEE). Amy is the Editor of the Australian Journal of Environmental Education (Cambridge University Press) and Consulting Editor for the International Journal of Environmental Education, the International Journal of Early Childhood Environmental Education (NAAEE) and International Journal of Environmental and Science Education. Amy has been awarded a prestigious Australian Learning and Teaching Council (OLT) National Teaching Excellence Award, in addition to an ALTC (OLT) citation (2008) and the Monash University VC's Teaching Excellence Award (2009) for "leading school-community teaching and learning practices and partnerships to influence, motivate and inspire pre-service education students and schools to engage in environmental education and sustainability."

**F. Tony Carusi** (Massey University, New Zealand) is a Senior Lecturer in Educational Studies at Massey University. His background in philosophy and rhetoric informs his interests in education theory and policy analysis. His work looks at the commonsensical, unquestioned routines and practices within the field of education, from pedagogy to policy-making, and the historically-situated, discursive processes whereby these routines and practices persist, particularly involving those processes that appear natural in spite of critical resistance efforts.

**Roland Sintos Coloma**, (OISE-University of Toronto) is Associate Professor and Associate Chair of the Department of Humanities, Social Sciences and Social Justice Education at the Ontario Institute for Studies in Education (OISE) of the University of Toronto in Canada. His research focuses on history, cultural studies, and education; race, gender, and sexuality; and Filipino and Asian Canadian/American studies. He is the editor of *Filipinos in Canada* (2012), *Postcolonial Challenges in Education* (2009), and a journal special issue on Asian American and Pacific Islander education (2006). He has received grants from the Social Sciences and Humanities Research Council in Canada, and has been selected for fellowships in the United States, including AERA–Spencer and Mellon Foundations. He served as

Program Chair and Mentoring Seminar Director for the AERA History and Historiography Division (2008–10) and as Secretary–Treasurer of the Postcolonial Studies and Education special interest group (2006–09). He currently serves on the Editorial Board of *Race Ethnicity and Education* and *History of Education Quarterly*. Roland completed his PhD in Cultural Studies in Education with a Minor in African American and African Studies from The Ohio State University, his MA in Educational Administration and BA in Liberal Studies from University of California–Riverside, and his teaching credential from California State Polytechnic University–Pomona. Prior to joining the academe, he was a high school teacher, university student affairs administrator, and community organizer in the Los Angeles area.

**Aparna Mishra Tarc** is Assistant Professor at the Faculty of Education, York University (Toronto, CA). She was a former elementary school teacher in Manila, Hanoi and Cambridge, ON. Her scholarship investigates the problem of learning from the unthinkable experience of others. She has published numerous articles in international journals including: *Educational Theory*, *Race, Ethnicity and Education*, *Curriculum Inquiry*, *Changing English* and *Pedagogy, Culture and Society*.

#### **Nominees from American Universities:**

**Juan F. Carrillo** (University of North Carolina, Chapel Hill) was raised by Mexican immigrants in the barrios of south Los Angeles, California. Currently, he is an assistant professor at the University of North Carolina, Chapel Hill School of Education and he is a global studies affiliate faculty. His research focuses on Latin@/Chican@ education, the identities of academically successful Latino males, and the new Latin@ diaspora. His current projects include being lead editor for a book that focuses on mentoring students of color and he is also writing a book on Mexican-origin scholarship boys. In an effort to disseminate his research and related work beyond academic circles, he has created the blog: "Latino Males in U.S. Schools: Dilemmas and Possibilities" (<http://latinomales.web.unc.edu>). Dr. Carrillo serves on UNC-CH's Scholars' Latino Initiative (SLI) operational board. SLI is a program dedicated to providing mentorship to Latin@ high school students throughout the state of North Carolina.

**Claudia G. Cervantes-Soon** is an Assistant Professor of Education at the University of North Carolina at Chapel Hill where she teaches graduate courses on ESL education; race, class and gender in education; language, identity and power; and Third World feminisms in education. Her research interests include bilingual/dual language and ESL education in the new Latin@ diaspora; critical pedagogy; cultural studies; and Chicana/Latina feminist thought in education with special emphasis on subaltern women in the U.S-Mexico borderlands, Latino/a immigration, and language minority students in U.S. schools. Her current projects include an analysis of young working class women's identity formation in Ciudad Juarez, Mexico, influenced by life on a dystopic global border and critical education, as well as empowering practices in dual language and ESL education in the new U.S. Latin@ South. Dr. Cervantes-Soon has published in renowned journals, including the Harvard Educational Review and Equity and Excellence in Education. She has also served as reviewer and editorial board member in various journals, such as Anthropology and Education Quarterly, The Bilingual Research Journal, Teachers College Record, The Urban Review, and Intersections: Women's and Gender Studies in Review across Disciplines.

**Donyell Roseboro** is the Director of the Professional Development System Office and Associate Professor in the Watson College of Education at the University of North Carolina Wilmington. She teaches courses in foundations of education and qualitative research methods. Her publications examine equity in public schools, the ways that race, class, and gender shape educational experiences,

and the dispositions of prospective teachers. She has more recently written about the evolution of neighborhood schools in the U.S.

**Ramona Fruja** (Bucknell University) is an Assistant Professor of Education at Bucknell University. She holds a joint PhD in Education and Sociology from Michigan State University. Her work focuses on the intersections between immigration and education broadly conceived, including citizenship education for immigrants as well as the experiences of understudied minority and immigrant groups. Through documentary and ethnographic research, her work aims to gain insight into the human experience shaped by globalization and migration and to contribute to understanding the formative experiences of immigrants in multicultural societies, both inside and outside formal educational settings. As a sociologist of education, she teaches courses on the social foundations of education, multicultural education and immigration in U. S. society, both in the context of a liberal arts education and for the preparation of teachers at Bucknell University. Her work appeared in *Globalizations*, *The International Handbook of Migration Studies* and she co-edited a volume on the teaching of social studies in diverse environments, *Social Studies and Diversity Education: What We Do and Why we Do It*.

**Lisa Weems** is Associate Professor of Cultural Studies and Curriculum at Miami University in Ohio, United States. Her scholarship utilizes feminist transnational theories and queer of color critique to examine issues of race, gender, and sexuality in nonformal education. Weems is currently writing a genealogy of “girlhood,” race and nationalist politics in North America.