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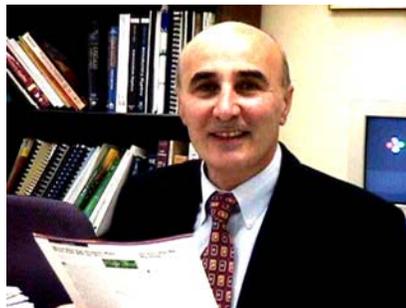
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Editor: [Greg Dubrow,](#)  
[University of California,](#)  
[Berkeley](#)

### Academic Progeny

I received a recent email from a former doctoral student that made me extremely proud. Dr. M. Vali Siadat had been named Illinois Professor of the Year. The U.S. Professor of the Year Program has been in operation since 1981 and recognizes faculty for their outstanding achievements with undergraduate students. Dr. Siadat was recognized by the Honorable Daniel Lipinski of Illinois in the House of Representatives on November 17, 2005.



Dr. Siadat

Upon learning of this great honor I gleamed with a pride similar to that felt when one of my children came home with a report card that was stamped "honor roll". Indeed, this highly successful professor was one of "mine". His latest prize served as proof that my work and academic investment had paid off and I was justified to be proud as a peacock. That experience led me to write this

column about academic progeny – doctoral students that we developed and encouraged to follow in our footsteps with academic success. Within my reflection, I was forced to take pause and contemplate the full effect of my pride. While I was certainly willing to take some credit for Vali's success, I felt compelled to question my equal willingness to take responsibility, or perhaps even blame, for other former students who did not achieve professionally. Coupled with the less than comfortable feelings were those related to the proportion of former students with whom I had somehow lost touch. I do not know where some of my former students are employed or if they achieved the

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**Editor's Note:** This edition of the Pen is designed to help you prepare for the upcoming [AERA Annual Meeting](#), April 7 thru 11 in San Francisco, CA.

Included in this issue is the final installment of Tricia Gallant's very helpful series covering how graduate students can maximize the conference experience. In addition, I have prepared two versions of the Division J Schedule. There's a [pdf](#) version and also an [excel](#) version that you can download and sort by session name, type, date, etc (click on the links to save to your computer). On page 8 I've added links to things to do while you're here.

**See you in San Francisco!**

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the goals they held when they began in their doctoral programs.

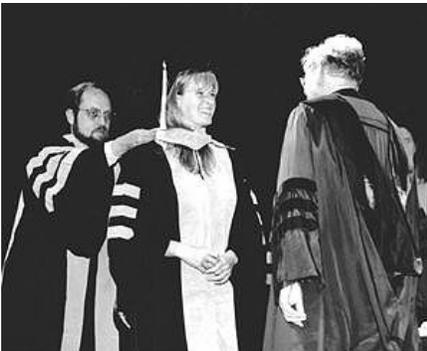
In this essay I would like to pose the question; “How much responsibility should faculty assume for the successes and lack of successes of their former doctoral students?” Secondly, when does the responsibility end? I know I have seen vitas of colleagues that included a listing of the dissertation titles that they chaired. Other colleagues rightfully include within the listing of their awards, any dissertation awards won by a student under their tutelage.

Another example of parental -type pride and responsibility results when former students enter the ranks of academe. We may feel a special pride and responsibility for our progeny that have followed in our footsteps and will benefit from continued mentoring and assistance. Surely most faculty make themselves available for questions to their progeny who have entered academe. I suspect that most faculty go well beyond the “question-answer” phase and remain active mentors to their professorial progeny. Given this current practice, the question rises of level and length of time span of responsibility. Is a faculty member obligated to mentor his/her progeny to tenure and/or promotion? What does that mentoring look like? Does it include reading manuscripts, emailing RFP’s, or suggesting co-authorships? When does it end?

A related question might also be how long is a faculty member responsible to write letters of recommendation? Should it end with the first job? I know that I still contacted a professor from my doctoral committee to write a letter for my recent academic move.

Continuing on the subject of academic parents, I urge you to also consider the existence and role of academic grandparents. Several years ago I introduced one of my students to my dissertation chair, Amaury Nora at an AERA meeting. My student enthusiastically shook his hand and called him “Grandpa”. After that meeting, the student contacted my former mentor to ask a few methodology questions. Indeed, from the student viewpoint there appeared some expectation of academic responsibility within the grandparenting scenario. While my first reaction to the “Grandpa” greeting was amusement, upon later reflection I admit to the existence of a family line. Indeed, I find myself passing along the same kind of mentoring that was given to me. It appears that academic progeny does extend into future generations.

This discussion of academic responsibility to progeny may have wider implications to those faculty with higher levels of “academic fertility”. Simply stated, some faculty are very prolific mentors with large families of students while others have but a small number over their full professional lives. Within the metaphor, fertile faculty direct large families that often foster strong relationships, both academic and personal, among the “siblings. A final analogy can liken all alumni from a department or program to cousins – dependent on graduation year they may be cousins once, twice, or more removed.



Here’s where AERA may brought into the conversation. The AERA annual meeting serves multiple purposes including knowledge dissemination, research critique, and professional networking. In light of the current discussion, one might add the additional role of family reunion.

Thus while my essay asks many questions, I fear it has not provided answers to the academic responsibility question. I guess that academic families will have the same variation as actual families in that some are close and some are not; some parents remain very active and involved in their grown children’s lives and others choose a more distant path.

So if nothing else let this essay be a warning. While you can’t pick your blood family, most faculty have some control over the students with whom they will work. It is not a casual acquaintance, but a lifetime responsibility. Choose wisely.

Building your Professional Portfolio at AERA 2006  
Phase III: Navigating AERA 2006  
Tricia Gallant, University of San Diego

In the last two editions of the PEN newsletter, I wrote about the first and second phases of “Building your Professional Portfolio at AERA 2006.” In those articles, I encouraged you to submit proposals, volunteer as a reviewer or chair, and think about observing, connecting, and reflecting while at AERA 2006. For this last installment of the three part series, I provide some tips for constructing your navigation plan in advance of the largest educational research conference in the world!

### 1. Preparing for the Conference

Use the online program to plan your week ahead of time. You can review the program by section in pdf format or actively search the program using the All Academic program. Go to <http://www.aera.net/annualmeeting/?id=282>. Be prepared --- the schedule is packed with hundreds of sessions from which to choose. I would recommend first searching the Division J and Graduate Student Council programs, but you can also search by your area of research interest (e.g., students of color). Once you find some sessions you want to attend, you might think about creating a schedule for yourself and taking it with you to the conference. Mapping out the 5 conference days can create some order in an otherwise overwhelming schedule! Also, read the overview of the conference provided in the pdf format, in particular section 014 [Navigating the Annual Meeting](#).

If this is your first AERA conference, there are two sessions you should attend to orient you to the conference. The Graduate Student Council (GSC) Student Orientation is on Friday, April 7th, from 4:05-6:05 p.m. in the Moscone Center, West, Room 3001. This session is for and by graduate students and will be smaller and more personal than the AERA session. The AERA Welcoming Orientation is on Saturday, April 8th, from 7:15-8:05 a.m. in the Moscone Center, South, Esplanade Ballroom Section 306. There will be faculty and students in what promises to be a much larger, but informative, session.

### 2. Connecting with Fellow Graduate Students

Do not forget to connect with fellow graduate students outside your institution while at the AERA conference. In my opinion, this is one highlight of a national conference. During their degrees, graduate students tend to construct a pretty small world around them and this needs to be enlarged as we approach the mid to end of our graduate careers. Meeting peers who share your interests and, eventually, your place of work is a wonderful way to enlarge your world!

I recommend two particular sessions to connect with fellow graduate students. The **GSC Open Business Meeting and Social** will orient you to the Graduate Student Council (of which you are a voting member) and our constitution and by-laws (which we will be voting on). We will also be using that time to elect new Council members so your voice is needed. The Graduate Student Council is the governing body of all of the graduate students in AERA---so you have the opportunity to meet students from all of the twelve divisions! After the business meeting (which will be short), we will have a social with food and beverages. (Moscone West, Room 3001, Saturday, April 8<sup>th</sup>, 6:15-8:15 p.m.)

The Division J Vice-President, Dr. Linda Hagedorn, will host a **Graduate Student Social** for all Division J graduate students in her hotel suite. Come meet the other Division J graduate students as well as your new student representative for 2006-2007, Cassandra Lewis. The date, time, and location will be sent out on the Division J graduate student listserv before the conference (see end of article for instructions).

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Throughout the conference, you can chill out or meet up with other graduate students in the **Graduate Student Lounge**. It will be open throughout the conference in the Moscone Center, West, Room 3001.

### 3. Meeting Division Colleagues

Other than meeting fellow graduate students, you also want to meet the faculty in the division(s) to which you belong. Each division will host a reception and/or business meeting at some point during the conference. You can find out when these receptions are by searching the online conference program by division. But definitely mark in your calendar the **Division J Business Meeting and Social** which will be held on Friday, April 7<sup>th</sup>, 6:15-8:15 p.m. in Moscone South, Esplanade Ballroom, Section 304. Come to the meeting/social to learn more about the division, meet colleagues, and enjoy free food! Ask your faculty advisor or mentor to introduce you to some people while you are there.

### 4. Conducting Research on the Profession

Since this is the third part in a series entitled “Building Your Professional Portfolio at AERA 2006,” I would be remiss if I did not mention the career-related events that you might want to attend while at the conference. The annual conference is a wonderful place to get to know your profession, connect with others who can help you, and learn some tips and tricks of the job search.

If you are graduating this semester, you definitely should register for the **Career Center** and utilize its services. The Career Center is located in the Moscone Center, West, Room 3000. Registration is available Saturday, April 8<sup>th</sup> between 10:30 a.m. - 5:00 p.m.. Career Services are available Sunday & Monday from 9:00 a.m. – 5:00 p.m.

Also if you are graduating this semester or this year, you should definitely attend the GSC Chair-Elect Fireside Chat entitled: **Preparing for the Job Search: The Do's and Don't's of Successful Job Searching and Transitioning into an Academic or Practitioner Career**. This session will be on Sunday, April 9<sup>th</sup>, 8:15-9:45 a.m. in the Moscone Center, West, Room 3011. A graduating doctoral candidate and new faculty members will provide some tips from their own experiences.

Finally, you might want to check out the **Exhibit Hall** at some point. If there are some higher education books you have been meaning to purchase or you have been intending to talk to a publishing company about a book idea, you can do it all in the Exhibit Hall. Jossey-Bass, Pearson, and other publishers will all be there. The Exhibit Hall will be in the Moscone Center, West, Lobby Level, Saturday April 8<sup>th</sup> and Sunday April 9<sup>th</sup> (9:00 a.m. – 5:00 p.m.), and Monday April 10<sup>th</sup> (9:00 a.m. – 4:00 p.m.)

I hope this series on “Building Your Professional Portfolio at AERA 2006” has been helpful and that I will meet you in San Francisco! If you have any questions about the conference, please do not hesitate to contact me ([triciab@sandiego.edu](mailto:triciab@sandiego.edu))

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### GRADUATE STUDENT LISTSERV

If you are a registered Division J student and supplied your email address to AERA, you will receive informative emails via [era\\_division\\_j\\_student\\_member@listserv.aera.net](mailto:era_division_j_student_member@listserv.aera.net) If you are not registered but would like to receive these emails, please email [triciab@sandiego.edu](mailto:triciab@sandiego.edu)

If you have ideas for the services, information or opportunities that Division J should be offering to its graduate students, please feel free to let either one of us know. We look forward to hearing from you.

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At the Executive Committee meeting in Montreal last April, an idea was bandied about for an “academic etiquette” column a la Miss Manners. We agreed it was a good thing, and after an exhaustive search, have contracted with Dr. Decorum, a noted expert on polite behavior in the academy, to manage that section. So here is the first installment

If you have any questions for the good Dr., send them to [dubrowg@berkeley.edu](mailto:dubrowg@berkeley.edu) and I’ll forward them along.

*Dear Dr. Decorum,*

*I have been attending our annual convention for years and notice that it is becoming customary for people to come to sessions late, leave early, let their cell phones ring (even presenters), etc. Where have all our manners gone?*

*Yours truly,*

*Jostled and Distracted*

Dear Gentle Academic,

At a time when time is at a premium in our academic world, it is important to remember that the respect for and honor of colleagues outweighs the gravitational force that compels us to treat time as a commodity to be conserved no matter the cost. We Gentle Academics have permitted the conservation or, likely, the mismanagement, of time to motivate us to execute a number of transgressions particularly when we gather to share research, collegueship, humor and friendship.

It has now become common place to interrupt sessions already in progress by opening large, noisy hotel meeting room doors and walking across the room to squeeze down a row to an empty seat as much as 10, 20 or even 30 minutes late. The commotion attracts the attention of all in the room and disrupts the momentum of the speaker- a speaker who often only has 12 minutes to present months of research and one who is likely to be presenting for only the first or second time. No doubt the conversation in a hallway with a treasured colleague that made one late in the first place was indeed, treasured and is worth the cost of the forgone session. A polite email following the conference asking for a copy of the paper is a preferred substitution to the interruption- it honors the researcher with the personal request and allows session participants to remain focused on the tasks at hand. Of course, the close cousin of the tardy audience member is the one who leaves after he or she has heard the only paper that holds one’s interest. Far better for this person to read quietly or grade papers until the end of the session. It is quite possible that the other papers have valuable information to share. If one must leave early to make a pre-schedule appointment then perhaps the appointment could have been better scheduled or the session missed.

Dr. Decorum has also noticed an unusual practice of attendees running into a room mere minutes before the session begins to secure a paper or handout explaining that he or she cannot attend the session, but is very interested in the material. Again a polite email following the conference is in order. Those who were on time to the session and stayed until the end should be the ones to receive the coveted hard copy papers. Of course, this practice may be dying a natural death given the increasing likelihood that authors will not be providing papers at all. Curiously, the custom of presenting a paper at a conference can be euphemism for offering a 12-minute presentation with, perhaps, the URL to where the paper may be found, quickly flashed on an overhead as the 12 minutes dwindle to nothing. With less than half of all papers being accepted for presentation, authors should treat the opportunity as the honor it is and provide sufficient papers for audience members to take away with them.

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Gentle Academics have reported that issues with papers begin long before the conference. Dr. Decorum is referring to the agreement that all authors make with the Division J when they submit proposals for review. That is to provide a paper to their discussant weeks before the annual convention. It is highly unusual for a discussant to receive even one paper by the published deadline. Discussants volunteer their time and talent to provide critical review of research papers at a time critical to the author- before submission to a peer-reviewed journal. When these papers arrive a week or even days before they leave for the convention it does not give them sufficient time to read and review carefully, especially when they are doing what we are all required to do before being gone for a period of time (packing, covering classes, grading, preparing to leave the family, etc.). Authors should be reminded that discussants are under no obligation to review or comment on late papers and may even recommend that the paper not be presented, especially if the chair has already allocated extra time to other authors. Of course, Dr. Decorum cannot refrain from reminding discussants that their role is a developmental one. Sarcastic, biting criticism of another's work is a display of bad manners (and mentoring).

Dr. Decorum is confident that we can all overcome our time hurdles using the talents, skills and diligence that brought us to work in the academy in the first place. Further, Dr. Decorum trusts that we do value our colleagues and would never dream of dishonoring them or putting them in awkward situations and that we'll do all we can to exhibit better manners in the future.

Thanks to [Kim Askew](#) for the "Dr. Decorum" name.

## Announcements

### People

From Linda Hagedorn...Congratulations Anna Ortiz

The Division recently held an election for a Council Member at Large. I am pleased to announce that [Dr. Anna Ortiz](#) of the California State University at Long Beach will represent the Division beginning at the close of the 2006 Annual Meeting until the close of the 2009 Meeting. According to our bylaws, the Division hosts three positions, each with a three year term. The terms are staggered meaning that we host an election every year. Anna is replacing Antonio Lising Anthony. Anna joins the other two current Members at Large; Mitchell Chang and Deborah Carter. Please feel free to congratulate Anna and to send her or any of the other Members at Large your ideas for the improvement of our Division.



While AERA Elections may appear a bit disjointed, it is important to note that the election of specific positions is held differently. Elections to the position of Vice President and Secretary are handled by the AERA Central Office. This is due to the fact that all divisions have both a vice-president and secretary. The practice of At-Large Members is a divisional practice and thus the election is handled solely by the Division.

I'll take editor's and colleague's prerogative and say that I am thrilled to announce that on February 6 Dr. Jocelyn Surla Banaria joined me in the Office of the Associate Vice Chancellor for Admissions and Enrollment at the University of California, Berkeley as Principal Policy Analyst. Jocelyn returns to Cal, where she was a 1993 graduate, after earning her Ph.D. at the University of Hawai'i.



Photo: Jennifer Lipscomb

## Announcements Publications

### COMMUNITY COLLEGE FACULTY: At Work in the New Economy

John S. Levin, Susan T. Kater, and Richard L. Wagoner

Availability: Now In Stock

First Edition

From Palgrave Macmillan 208 pages

#### Description

John S. Levin, Susan T. Kater, and Richard L. Wagoner collectively argue that as community colleges organize themselves to respond to economic needs and employer demands, and as they rely more heavily upon workplace efficiencies such as part-time labor, they turn themselves into businesses or corporations and threaten their social and educational mission.

#### Author Bio

John S. Levin is Joseph D. Moore Distinguished Professor, North Carolina State University. Susan T. Kater is Director, Research, Planning & Development, GateWay Community College. Richard L. Wagoner is Assistant Professor of Education, Texas Tech University.

#### Table of contents

Themes and Overview \* From Comprehensive Community College to Nouveau College \* The Scholarly Literature, the Theoretical Bases, and Research Methods \* Faculty and Institutional Management and Governance \* Faculty Use of Instructional Technology and Distributed Learning \* Part-Time Faculty as New Economy Temporary Labor \* Corporatism and Neo-Liberal Ideology: The Values and Meanings of Faculty Work \* The Professional Identity of Community College Faculty

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#### ASHE Higher Education Monograph Series

[Kelly Ward](#), Washington State University

[Lisa Wolf-Wendel](#), University of Kansas

The [ASHE Monograph Series](#) invites proposal submissions on current topics related to higher education. Monographs are designed to analyze and synthesize research and practice related to critical issues facing higher education. Proposal guidelines are available on the Jossey Bass website and as editors we are happy to discuss proposal ideas with you and/or to discuss any ideas you have for topics that should be included in the series.

As editors we have had a very busy year with proposal submissions and completed monographs. We are proud to announce the release of two new volumes:

[Kevin Kinser: "From Main Street to Wall Street: The Transformation of For-Profit Higher Education."](#)

[Judith Glazer-Raymo: "Professionalizing Graduate Education: The Master's Degree in the Marketplace."](#)

These volumes as well as other ASHE Monographs are great teaching materials and are also informative research tools to have available on your bookshelf. Monographs are available by annual subscription and individual edition. Purchase information is available on the [Jossey Bass website](#) and monographs will also be available for sale at the AERA meeting in San Francisco.

We will be at AERA as well and available to meet with prospective authors to discuss potential monograph topics.

## The Conference and the City

Downloadable schedules of the Division J Annual Meeting sessions are available in as a pdf file and a sortable .csv file. To get them, right click on the links below and “save as” to you computer. The .csv file can be opened in any spreadsheet.

[The PDF file](#)

[The spreadsheet file](#)

Best wishes for safe travels to San Francisco. If you’re looking for things to do, check out the following resources:

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

<http://www.sfgate.com/eguide/>

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

The baseball Giants open their season, schedule and ticket info can be found [here](#).

Other interesting places to go, all within easy walking distance of the Moscone Center.

[The Cartoon Art Museum](#)

[Yerba Buena Center for the Arts](#)

[San Francisco Museum of Modern Art](#)

