

**AERA 2015
Chicago, IL
Thursday, April 16 -
Monday, April 20**



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AERA Division I - Vice President's Message

Dear Colleagues,

A Special Thanks

Three of our committee chairs are resigning this year after multiple years of service to the Division. I want to say a special thank you to them for the wonderful contributions that they have made to our successes as a Division. Serving as a committee chair requires creativity, relationship building capacity, and a willingness to make time in very busy schedules to get the work done! Thank you for giving so much to all of us. I also want to thank those of you who have volunteered to step up a new committee chairs and to challenges the rest of you to respond to calls for other leadership positions within the Division.

Awards: Eunmi Park will be replacing Summers Kalishman as co-chair of the Awards Committee.
Membership: Eugene Anderson will be replacing Kimberly Swygert as Membership Committee chair.
Mentoring: Rebecca Blanchard & Christina Cestone will be replacing Maria Blanco & Bridget O'Brien as co-chairs of the Mentoring Committee.

Please take a moment to send your thanks to these colleagues. You can find their email addresses by logging in with your username and password and going to My AERA/Member Resources for a fully searchable directory.

FINAL STEPS

The deadline for submitting your paper or symposium to Division I for the 2015 meeting is approaching fast -- July 22, 11:59 pm PST. I hope that you are well underway with your paper or symposium plan. I thought that a few tips on reaching the finish line might be helpful.

1. Set yourself a series of deadlines for the critical last steps: filing the IRB, completing the literature review, finishing draft 1, editing the final draft, and spending time on the online submission portal BEFORE midnight Pacific Standard Time, July 22.
2. Block off time on your schedule in sections no shorter than 2 hours. Picking up partially done work requires time for re-immersion. Consider this time as important a scheduled event as a meeting with your boss. In other words, don't cheat yourself out of time to create a quality paper or symposium proposal.
3. Frame your question or explicate your results within a conceptual framework. That framework can be drawn from an existing theory, best practices, or a model of how something works. For additional ideas, see Bordage G. Conceptual frameworks to illuminate and magnify. *Medical Education*. 2009; 43: 312-319. Even if you did not start with a framework in mind, it is never to late to enrich and deepen your own understanding and that of your readers about the significance of your work.
4. Ask a colleague to read your "near-final" version but give them more than a few hours to do so. The goal at this "near-final" point is not for your colleague to redesign the research but to consider what is clear, what needs better explanation, what questions remain about the methods, and additional thoughts for discussing significance of the findings.
5. Check to be sure that you meet the submission guidelines below and follow suggestions provided by our 2015 Program Chair, Hugh Stoddard, on page 3.
6. Note that for Division I, papers must describe work that has been completed at least at the level of a pilot study (i.e., results have been obtained and are reported in the submission). A plan to conduct a study between now and the 2015 meeting is not acceptable.



LuAnn Wilkerson, Division I VP

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2014 Annual Meeting Division I Program Chair's Message

Dear Division I members,

I want to thank everyone for contributing to a wonderful program in Philadelphia. All of the Division I sessions featured insightful research, engaging discussions, and cross disciplinary collaboration. Each year we strive to make the program memorable and also provide a chance for reconnecting with old colleagues and networking with new friends. The dynamic program was the result of so many of you from presenters, chairs, discussants, reviewers, and the 2014 AERA Division I Program Planning Committee.

The 2014 program was filled with respected scholars from a variety of professions and numerous new faces. The program offered lots of variety with several symposiums organized by a group of scholars, such as Assessing Performance in Law, Engineering, Interdisciplinary Education, and Building Faculty Competence in Performance Assessment Across Professions (organized by Marcia Mentkowski and Paul F. Wimmers). This symposium was an example of how scholars studying various professions can come together to provide valuable insights and new findings. The program also offered the diversity of panels consisting of individual papers grouped together around a common theme. On such session was Curves in the Road: Career Choice Game Changers (featuring researchers from the University of Virginia, University of Arizona, Tallahassee Community College, Coastal Carolina University, and the American Dental Education Association) examined the relationship between educational experience, student debt, and motivation on career choices in the health professions. A major highlight for Division I was the cross-Division presidential session I was asked to organize with Divisions E, G and J, The Importance of Cultural Competency and Climate: Understanding the Impact of Institutional Policies and Practices. Thanks to Mark Lopez (ADEA), who assisted me in organizing this session featuring some very accomplished scholars (Joseph White, Hardin Coleman, and Lawrence 'Hy' Doyle) as well as a rising star in education policy research (Kimberly Griffin).

In addition to the opportunity to learn from one another the conference allowed for some great social activities. We had a fun and informative business meeting led by our VP, LuAnn Wilkerson. And more than 60 Division I members and guests dined together at Aqua for this year's division I social. Special thanks to one of my research associates, McKayla Theisen, who helped me organize the dinner. I was pleased to see familiar faces and so many new members at the social. We had fun and more food than we could imagine; they just kept bringing out one new dish after another.

With this article recapping the 2014 AERA Annual Session my work as Division I Program Chair is officially complete. I want to thank our VP, LuAnn, for entrusting me with such a special role and opportunity to serve Division I. In the process of leading the 2014 Division I Program Planning Committee I learned so much about the talented and committed community of scholars in Division I. If you enjoyed the program the ultimate thanks goes to the presenters who worked so hard to delve into important issues and share their research. Thanks goes to the reviewers who helped the planning committee carefully evaluate each session and to each chair and discussant who helped add structure and perspective to the various panels.

Now as we conclude reflecting on 2014, it's time to submit new research for AERA 2015. We are in great hands with Hugh Stoddard, the 2015 Division I Program Chair. I know that Hugh will continue to find ways to include voices from across the wide spectrum of Division I members. If you presented in 2014, please submit something new for 2015. If your proposal was not accepted in 2014 I encourage you to use the feedback provide by the thoughtful reviewers to resubmit your proposal.

Eugene Anderson,
2014 Division I Program Chair



PERQ

2015 Annual Meeting Division I Program Chair's Message

What Makes AERA Special and Division I Unique?

Many members of Division I have a variety of professional conferences that they could attend; all of which are relevant to our jobs, our institutions, and our career paths. Nonetheless, the AERA Annual Meeting and the Division I Program offer us opportunities that aren't available anywhere else. Although the event is still 9 months away, it is time for us to turn our attention to the 2015 Annual Meeting and to build a program that accentuates the collegiality of our Division and the inter-disciplinarity of AERA.

The purpose of gathering for a meeting (as opposed to reading journal articles or following tweets) is to foster relationships with diverse colleagues and to engage them in discussions about our careers, our professions, our institutions, and our research interests. (We've even been known to build some personal friendships too!)

The 2015 AERA Annual Meeting will be held Thursday, April 16 – Monday, April 20 in vibrant and historic downtown Chicago, IL.

To maximize your participation and your enjoyment of the 2015 Annual Meeting and the Division I program, please use the following recommendations to help you find your niche, connect with your colleagues, and be part of the Division.

1) Submit your scholarly work for inclusion in the program.

The theme for the 2015 AERA Annual Meeting is "Toward Justice: Culture, Language, and Heritage in Education Research and Praxis." The call for submissions is available at: http://www.aera.net/Portals/38/docs/Annual_Meeting/2015%20Annual%20Meeting/2015%20Annual%20Meeting%20Call%20for%20Paper%20and%20Session%20Submissions.pdf

Please be sure to read and follow the directions on the call carefully!

DEADLINE FOR SUBMISSIONS IS: JULY 22, 2014.

2) Consider a variety of presentation venues for your submission.

The Division I program will consist of "paper sessions", "roundtables", "poster sessions" and "symposium sessions".

- Paper sessions are constructed by the program committee which selects highly-rated, peer-reviewed papers and groups them thematically. At the meeting, these sessions have a chair and a discussant and presenters have 10-12 minutes of dedicated time to explain their work, followed by questions and discussions from the discussant and the audience.
- Roundtables are also arranged thematically by the program committee from submitted papers, but the presentation is more informal and discussion oriented. Roundtables are done around a table (rather from a podium) and have a designated chair but no discussant. Direct interaction between the presenter and the attendees is expected and encouraged.
- Posters are selected by the program committee, but are not grouped thematically and are presented at a specific time and place without a chair or discussant.
- Symposia are proposed as a set of 4-6 papers. These sessions have a chair and a discussant, who are named in the proposal.

Individual submitters are strongly encouraged to agree to present in any format: paper session, roundtable session, or poster session, to increase the opportunities to be included on the program.

3) Join a learning community.

The Division I 'Learning Communities' are a great way to stimulate inter-disciplinary connections about a topic of professional interest. (More information at: <http://www.aera.net/DivisionI/ResearchCommunities/tabid/11242/Default.aspx>) Learning communities often submit session proposals and solicit members to contribute to those proposals. To get involved, please contact the leader of a learning community that interests you using the links on the Division I webpage (<http://www.aera.net/DivisionI/WhoWeAre/tabid/11235/Default.aspx>).

4) Volunteer to be a session chair.

Session chairs ensure that sessions are organized and run smoothly. Directions and suggestions for novices are readily available. More information is at:

<http://www.aera.net/EventsMeetings/AnnualMeeting/2015AnnualMeetingCallforVolunteerSessionChairsandDiscussantsJune2-August29/tabid/15539/Default.aspx>

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PERQ

2015 Annual Meeting Division I Program Chair's Message (continued)

You can volunteer to be a session chair using the All-Academic system. The deadline to volunteer as a session chair is: August 29, 2014.

5) Volunteer to be a discussant.

The discussant for a paper sessions serves the vital role of presenting theme of the session and stimulating the general discussion and follow-up questions at the end of the session. It is this interactive element that makes attending the Annual Meeting worthwhile and provides value-added to the paper presentations. In Division I, discussants are expected to seek themes and motivate continuing work rather than critiquing individual papers or presentations.

You can volunteer to be a discussant using the All-Academic system. The deadline to volunteer as a discussant is: August 29, 2014.

6) Sign up for the Division I "social".

Every year Division I hosts a social dinner for members, friends, and guests. The dinner is exclusively for the purpose of meeting people and strengthening relationships with colleagues. Although this event is not included in the meeting registration fee, you can count on the food to be good, the venue to be interesting, and the company to be unparalleled. In downtown Chicago, options for good eating are almost unlimited. Perhaps the top floor of the Hancock building? Navy Pier? Billy Goat Tavern (no Coke; Pepsi)?

7) Attend the meeting in Chicago.

The beauty of AERA is the vast array of sessions to attend in 12 divisions or almost 200 SIGS, plus the All-AERA Presidential Sessions. Although the Division I program is always excellent, taking advantage of the myriad other opportunities is a prime benefit of the Annual Meeting.

Hugh Stoddard,
2015 Division I Program Chair



Pictures from the 2014 Division I Social



DIVISION I: Mentoring Committee

The goals of our committee are to:

- welcome junior scholars to the division and to connect them with other members, especially senior scholars who share their interests.
- provide tips to help scholars prepare effective proposals and deliver successful paper, poster, and roundtable presentations

This year we addressed these goals by: executing the fifth iteration of our Senior-Junior Scholars Feedback on Presentations Program, helping develop the Guide to Navigating the Annual AERA Meeting in collaboration with the Professional Development and Learning and Teaching Communities, and coordinating our first Networking via “Speed Dating” activity at the business meeting. We report on these initiatives below.

Senior-Junior Scholar Feedback on Presentations Program

Thank you to our 7 pairs of senior and junior scholars who participated in our fourth year of the program!

Senior Scholars	Junior Scholars
Pat O'Sullivan	Tendhar, Chosang
Anju Relan	O'Brien, Celia
Danette McKinley	Naismith, Laura
Anne McKee	Grohnert, Therese
Jason Laker	Froehlich, Dominik Emanuel
Anthony Artino	Jacobson, Neil

Junior Scholars Survey Results

“Dr. XX took a lot of time to give me very detailed feedback, and was genuinely interested in helping me develop further. She/he was very supportive and encouraging.”

All the junior scholars who replied to the survey (6 out of 7) agreed that it was a very positive experience and would recommend the program to other junior scholars. They all sent an email to the senior scholar prior to the meeting to introduce themselves, and met with the senior scholars after their presentation. Topics addressed during the junior-senior scholar encounters were: professional backgrounds, specific feedback on paper/poster presentations, career opportunities, professional development, publication process and ways to increase involvement in Division I. Four junior scholars are planning to submit a proposal for the 2015 AERA Annual Meeting.

The junior and senior scholars shared the following suggestions for improving the program:

“Meet the other scholars, both senior and junior, at a designated time; perhaps immediately before or after the Division business meeting.”

“Organize a “best poster” competition similar to some of the other Divisions; this could also be used as a platform to expand the interaction of the junior and senior members, in that the interaction could be longer than the after the fact creation of the poster.”

“Provide more structure to the program. For example, have each mentee submit a 2-pager on his/her research, which gives the senior scholar something to read ahead of the meeting; ask potential mentees to provide a list of scholar who they would like to be mentored by, and then match people up; have mentor-mentee lunch (ideas based on the existing SSRL program).”

“Offer a list of possible mentoring items. Eg what to attend? What about business meeting?”

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PERQ

*(Mentoring report, continued from previous page)***Guide to Navigating the Annual AERA Meeting**

In collaboration with the Professional Development Community and the Teaching and Learning Community we developed this guide to introduce new members to the Division and to the logistics of the AERA meeting. The guide also highlights sessions that might be of interest to the members of the Division I communities. We welcome member's feedback on the usefulness of this resource and suggestions for improvement.

Networking via Speed Dating at the Business Meeting

This year, we pilot-tested a speed-dating like activity at the end of the business meeting to facilitate networking among members of Division I. We asked attendees to stand in two rows facing each other and gave them 4-minutes (2 minutes each) to discuss one of the following questions: *What is your research topic of interest? What collaborative research project you are most proud of?* The activity was well-received by the attendees, and we were not able to stop their exchanges once the time to discuss the second question was up; although announcing that the food was ready to be tasted helped!

If any members are interested in joining and leading the Division I mentoring initiatives, please contact us!

Our warmest thanks go to all the Division I members who participated in our mentoring initiatives and shared their wonderful insights with us. Please contact us any time at Maria.Blanco@tufts.edu and bridget.obrien@ucsf.edu. We are very much looking forward to sharing the next steps of our mentoring committee with you!

Maria Blanco and Bridget O'Brien*(Division I VP report, continued from page 1)***Papers**

- Length must not exceed 2000 words (excluding references, tables, charts, graphs, and figures).
- Types of papers include conceptual/theoretical, mixed methods, qualitative, and quantitative.
- If reporting on research, the following sections are required:
 - ⇒ Abstract of 120 words
 - ⇒ Objective or purpose
 - ⇒ Perspective or theoretical framework
 - ⇒ Methods, modes of inquiry
 - ⇒ Data sources
 - ⇒ Results must be included in the submission. At a minimum, a pilot study (must be at least a completed pilot study with the full study completed by the March 26, 2015 deadline for final paper submission)
 - ⇒ Scientific or scholarly significance

Symposium

- Length of the proposal must not exceed 500 words plus a 150-word abstract and include:
 - ⇒ Objectives
 - ⇒ Overview
 - ⇒ Scholarly significance
 - ⇒ Structure of the session
- Each presenter must provide a summary of no more than 500 words including the basic components listed above for papers.
- There can be a chair and up to 6 presenters/discussants for a 90-minute symposium or 7, for a 120-minute symposium.
- The proposal and summaries must be submitted as a single document.

The number of submissions each year to the Division influences the number of slots that we are awarded for the next annual meeting. Your submission is a double win – for you and for the Division.

LuAnn Wilkerson, Division I VP

Professional Development Community (PDC) Report

The symposium offered by several of our members at this year's annual meeting was a great success, and we received a lot of positive feedback. The interactive symposium, titled "*Developing a Research Agenda for Cross-Professional Development*," examined different models for research in faculty development across the professions. Focusing on the work of **Yvonne Steinert**, **Anne McKee**, **Marilla Svinicki**, and **Wim Gijsselaers**, the session addressed common approaches to faculty development as well as "state of the art," moving from formal programs such as workshops or short courses, to informal approaches, such as work-based learning and communities of practice.

The presenters identified common challenges to promoting innovation in professional development programs, and encouraged us to think about crossing disciplinary boundaries. They suggested that conventional approaches to faculty development should be expanded by considering our learners' context and learning trajectories more explicitly, developing local learning networks, and finding ways to bridge the "cultural divide" that separates disciplines, cultures, and ways of knowing. They invited the audience to consider the role of the faculty developer in providing a learning culture, and developing the capacity and motivation for change through professional networks and regular feedback in the workplace. The presentations were thought-provoking, and generated a lively discussion with the audience.

Some issues raised during those interactions focused on promoting learning in authentic contexts. For example, how can we as faculty developers make use of learning in the workplace? How can communities of practice promote faculty development? How might we employ alternative approaches, such as peer coaching? Others addressed the organizational conditions that motivate faculty to engage in learning behavior, and transfer what they have learned to practice. Participants also questioned how the role of the faculty developer might change over time, how our professional identity as faculty developers evolves, and where we fit within our organizations. Examples were drawn from a number of professions, and allowed us to consider the differences and similarities that characterize our work with professionals in different fields. Many thanks to our presenters for such a stimulating session!

In addition to the symposium, about a dozen members of the Professional Development Community met over breakfast the following day to follow up on themes that emerged from that session, and to discuss initiatives and goals for the coming year. There was great enthusiasm for developing a proposal for a paper session for next year's meeting focusing on work-based learning. In addition, we identified a gap in the literature about faculty developers themselves, and discussed the idea of holding a think tank about cross-professional development on the day before the next Annual Meeting begins. The think tank would focus on questions such as:

- ⇒ What kinds of studies should we engage in?
- How might we align our Community to make an impact?
- What kinds of research will make an impact on the communities we serve?
- Are there opportunities for us to collaborate on research that will move our programs beyond maintenance of certification?
- What qualifications do people need to do this work?
- What will the next generation of faculty developers look like?
- Is there one career pathway, or are there many pathways?
- What do we value, and what is our professional status?

Stay tuned!

If you attended sessions during the Annual Meeting that were sponsored by other Divisions, please help recruit new members to Division I (and our Community!) by contacting those authors who presented relevant papers. They provide a wonderful opportunity to grow and diversify our membership!

To that end, several members of our Professional Development Community developed a guide to the annual meeting for those who are new to AERA and/or Division I. It included program highlights from other Divisions that were relevant to Community members. We hope this resource complemented the information in PERQ, and encouraged us all to explore relevant work in other Divisions. The guide will be updated annually, and will be sent to Division I members each year, in advance of the Annual Meeting. When you receive it, please share it with any colleagues you think might find it helpful.

Have a great summer! If you have questions, or are interested in joining the Professional Development Community, please contact Kathy Edmondson (kme2@cornell.edu).

PERQ

Assessment Community (AC) Report

The Assessment Community (AC) continues to offer Division I members the opportunity to connect with others who have similar research interests in the areas of assessment, including theoretical, empirical, and practical applications. The community concept is now in year three. While the goals and objectives of the AC remain a work in progress, we continue to help members develop symposium proposals for the AERA Annual meeting. This past meeting, we were well represented by two sessions: Assessing Interprofessional Education and Work in the Health Care Professions and Practical Issues in Testing and Assessment.

For the 2015 AERA conference, the AC is continuing its efforts to sponsor Division I symposia. We surveyed members for their topic interests and connected those with similar interests. There were connections made for the following six topics:

1. Relationships between educational assessments and the real-world behaviors they are intended to represent
2. Longitudinal assessments along the continuum of education, training and practice across professions
3. Challenges faced across the professions by programs for maintenance of credentials
4. Assessing Individual/personal characteristics
5. Team based learning and assessment
6. Issues in performance assessment in the professions

If you are interested in working on any of the above topics, or have an idea for an important concern that relates to assessment and are interested in developing the idea into a viable symposium proposal, please email Mark Albanese at maalbane@wisc.edu. If it is too late for 2015, there is always next year. Our AC welcomes anyone interested in joining our community of practice; please contact me if you wish to join our community.

Teaching and Learning Community (TLC) Report

The purpose of the TLC is to offer Division I members the opportunity to connect with others who have similar research interests in the areas of teaching and learning, including theoretical, empirical, and practical applications. **The TLC is looking for a new community leader. If you are interested in this position or would like to learn more, please contact Anthony Artino at: anthony.artino@usuhs.edu**

Division I Membership Committee Report, Summer 2014

We hope you all are having a lovely summer! At the 2014 Annual Meeting in Philadelphia, the Division had a total of 492 members whose memberships were active through the end of that year. The membership total now stands at 524 members who have renewed through 2014, with an additional 221 members who participated through the end of 2013. The 524 current members include 108 graduate student members and student affiliates in addition to the regular, emeritus, and international participants. We also saw 138 new members as of 2014, and this number represents a continually-increasing trend in the count of new members enrolled each year.

The Division I Twitter feed (<http://www.twitter.com/#!/AERADivisionI>) is regularly updated with tweets regarding education in the fields of medicine, nursing, pharmacy, dentistry, engineering, law, and STEM. The feed, which was established in 2012, now has 161 followers, and was used to update members on sessions during the 2014 Annual Meeting. The Division I LinkedIn page (<http://www.linkedin.com/groups/American-Educational-Research-Association-AERA-3920670>) allows Division I members to network directly with others who are interested in the same areas of education and research, is also active. We hope these venues will continue to allow us to recruit new members and provide additional value to those who are already members.

We're always interested in your ideas for membership and outreach or participation on the Membership Committee. In particular, if you have ideas for outreach projects for Chicago in 2015, or if you are interested in joining the membership committee, please contact us directly. Our many thanks go out to the Division I Executive Committee and all the members and participants who help make Division I a success!

Thank you,

Kimberly Swygert, AERA Division I Membership Chair
kswygert@nbme.org

Greg Gilbert, AERA Division I Membership Committee Member
gilbertg@muscedu

Monica Cuddy, AERA Division I Membership Committee Member
mcuddy@nbme.org



Division I Graduate Student Committee Report

Division I Fireside Chat - "Getting Published: Ensuring Your Work Makes an Impact"

This year's Division I's fireside chat reviewed publishing venues in light of relative benefits and trade-offs. The student representatives had prompt questions for the audience to frame the overall discussion, but in general the format was an informal question and answer to take full advantage of our renowned expert panelists. We were very fortunate to have four stellar scholars join us in the talk, including **Drs. Janet Hafler, Marcia Mentkowski, Anne McKee, and Bridget O'Brien**. Some of the participants said they'd like to have more opportunities for similar discussion with their fellow graduate students. This would facilitate a sense of community especially for those relevant to Division I for honest and open communication. For this reason, **next year's annual meeting will include an additional social event targeted towards graduate students.**

Graduate Student Participation in the Annual Meeting and Review Process

Out of 608 total members in Division I, 124 (20%) are graduate students. This year, 16 out of 91 submissions (18%) to the annual meeting were authored by graduate students. Of the 16 submissions, 10 were accepted into symposiums; 2 were accepted and made into roundtables; 2 were accepted for poster sessions; and 2 were rejected. It was wonderful to see that **graduate student submissions to the annual meeting were on par with the portion of graduate students in Division I.** Congratulations to all those who presented at the annual meeting!

Related to this topic, at the Coordinated Committee Meeting in 2012, the issue of graduate students participating as submission reviewers was discussed. The general feeling of graduate students, and GSC as their representatives, is that as graduate students are paying members of AERA and a relatively significant portion of the membership, they should contribute to selecting content for the annual meeting. After meeting with representatives from the policy and procedures committee, it was explained that there were several reasons why the group advised against this. First, there was concern about retribution towards graduate students if submissions were rated unfavorably. Second, there was concern regarding the quality of graduate student submissions.

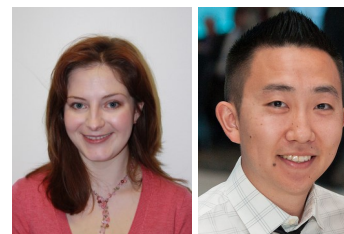
To answer these concerns, the GSC reminded the committee that, first, the review process is blinded and thus retribution against raters for unfavorable reviews is not possible. Second, without evidence to support the claim, it was unfair to presume that graduate student reviewers would be of lesser quality. Indeed, some made the argument that graduate students might be more likely to put time and effort into reviews. It was pointed out that the review process would facilitate learning so that reviewers could improve, if feedback was provided. It was also suggested that the reviewer selection process ought to be criterion-based (must demonstrate skill) rather than based on faculty or non-faculty status. The decision of whether or not to include graduate student ratings is left to each Division, although some have followed the policy and procedure committee's lead and included narrative comments without quantitative ratings.

This year, Division I reviewed the quality of graduate student contributions. The reviewers were blinded to the Program Chair. The Program Chair identified any outliers, of which there were few, and did not find that outliers tended to come from the graduate student population. In short, Division I took an evidence-based approach, found the quality of graduate student reviews to be on par with the Division's expectation, and will be including them in the future. We as the student representatives are so pleased that our Division leadership took a scholarly, evidence-based approach to study this issue before making a decision. We appreciate their thoughtfulness, and would encourage other Divisions to do the same.

Documents, Organization, and Legacy

One of the initiatives for Division I graduate students was to initiate a method of storing and sharing documents so that history could be passed to future representatives. A Google Drive folder was created, and all past documents found were uploaded. Division I is currently working on a policy and procedure handbook for the leadership, and this will include a section specific to the graduate student representatives. This initiative will also align with the GSC's current effort to create a common archive.

Regarding leadership opportunities, **Division I will be unveiling a new application process this year to solicit and vet those interested in a graduate student representative role.** This role includes attendance and a presentation at the annual meeting, a seat on the Division Executive Committee, and additional networking opportunities across divisions, including attendance at the Coordinated Committee Meeting. Please stay tuned for the application!



Angela Blood and Michael Soh, Graduate Student Representatives

Committee on Diversity and Equity (CoDE) Update

Thanks to Dr. Hugh Stoddard as he moves on from his role as Chair of CoDE, to serving as the 2015 Program Chair for Division I. I am proud to have been asked to chair the Committee on Diversity and Equity and to serve on the AERA Affirmative Action Committee.



Report on the 2014 AERA Presidential Session

At the 2014 meeting, Eugene Anderson of the American Dental Education Association organized an AERA Presidential Session entitled, *The Importance of Cultural Competency and Climate: Understanding the Impact of Institutional Policies and Practices*. For those of you who were unable to attend, the panel was well received and marks a significant contribution of Division I to the AERA community.

The premise of cultural competence is the attainment of knowledge and skills as well as an understanding of individuals and groups from other cultures for improved outcomes. During this session, scholars from various divisions discussed the role of structural (and curricular) diversity and how each leads to cultural competence; ultimately, increasing graduation rates in professional education. Additionally, panelists addressed the hidden and salient meanings of cultural identities, the notions of power and disadvantage that are attached, and how policies and practices reinforce ascribed meanings and inequitable relationships. Lastly, the session highlighted exemplary cultural competency curricula and research that have helped to shape the education pipelines into professional practice.

Joseph White, University of California, Irvine, described a multicultural teaching and learning strategy developed over years of practice and research designed to reactivate fascination with the learning process for Black males by utilizing a mixture of discussion, family, peer group and community approaches.

Hardin L.K. Coleman, Boston University reviewed effective interventions designed to close the education gap for the degree to which they used culturally and racially identifiable solutions.

Kimberly Griffin, University of Maryland, shared her research on the impact of faculty of color in promoting cultural competence, and how faculty of color contribute to the conversation about cultural competence in unique ways.

Lawrence “Hy” Doyle, UCLA, described the need for developing outreach and pipeline programs into the professions that respect cultural differences and beliefs. With each program having its own unique student body, geography, faculty, and opportunity for professional practice, teaching cultural competency becomes decidedly challenging, especially for those seeking a one-size-fits-all approval. Research in the health professions suggests that culturally competent providers are important in reducing health disparities and improves patients' adherence and satisfaction with treatment. This becomes a very important area for medical education research as the Liaison Committee on Medical Education (LCME) currently requires programs related to teaching and developing cultural competency to be presented and evaluated in order for medical schools to receive full accreditation.

Development of the Diversity and Equity Bibliography

An ongoing effort for CoDE has been the development of a searchable bibliography of important publications related to the effects of Diversity and Equity on Education in the Professions. The original database developed under Hugh Stoddard included materials generally focusing on medical education. Last year Gwen Garrison from the American Dental Education Association added materials from dentistry. My office in the David Geffen School of Medicine was fortunate enough to have two interns working with us from the Health Careers Connection, a summer mentoring program for college students interested in health professions. Anabel Alcaraz and Beatriz Maron developed annotations for the extant bibliography, and this summer a second set of interns are working to identify keyword and MESH terms to enhance the searchability of the bibliography.

We are seeking diversity and equity studies from other professional fields for inclusion in the bibliography to better support the work of Division I scholars. Thank you for any contributions that you can make.

In the meantime, I look forward to seeing your submissions for the 2015 meeting as a member of the Program Committee.

Lawrence ‘Hy’ Doyle, CoDE Chair
ldoyle@mednet.ucla.edu

Awards Committee Report

The AERA Division I New Investigator Award recognizes an initial contribution to the Division I program and field of educational research. In order to qualify for the New Investigator Award, the first author must be within 3 years of receiving a terminal degree and demonstrate extensive effort for developing a scientific study. This award often recognizes dissertation studies, and the author's initial contribution.

The 2014 Division-I New Investigator Award was given Dr. Catherine Gabelica. Working with her colleagues, Drs. Piet Van den Bossche, Mien Segers, Wim H. Gijsselaers, she presented the winning paper in San Francisco at the 2013 Annual Meeting. The paper title was **When Do Professional Teams Learn to Perform? How coordination impacts performance.**

Her work looked into team coordination processes. Using a flight simulation environment, she conducted an experimental study with 33 teams. This initial contribution proposed an elaborate theoretical model for investigation, and attempted to elucidate a potential mechanism of team building processes, specifically in a Netherlands flight education context. The work suggested that environmental learning support factors such as coordination of team communication might be important predictors to understand team performance. We are excited and look forward to further studies to examine predictive associations in different contexts and situations.



We are pleased to acknowledge the work of the 2012-2013 New Investigator Committee members, Steve Durning, Anne McKee, Janet M. Riddle, and Douglas R. Ripkey. We thank them for all of their effort and thoughtful insights.

EunMi Park, Chair, New Investigator Award Sub-Committee

The AERA Division I Established Investigator Award has historically been given each year for the best paper presented at the annual meeting by an established researcher. To receive an award, a final paper or poster must present the results of a disciplined comparison of data with theory and thereby advance the cumulative knowledge in the field.

The 2014 Division I Established Investigator Award was given to Monica Cuddy for her paper presentation titled 'A Multilevel Analysis of Gross Anatomy Instructional Characteristics and Performance on a National Licensing Examination in Medicine'. The paper reports on results that were predictable and yet was reassuring. The author made potentially complicated analyses and results more accessible to the audience. This type of research could be interpreted in a number of different ways – the curriculum has little or no effect on performance on USMLE; different learners learn differently, and curriculum variation is more likely to have effects within schools rather than between schools.



We thank committee members Anthony Artino, Brian Hess, Mark Raymond, Bill Roberts (Chair), and Linette Ross for their efforts in reviewing the presentations and the papers of those nominated for the award.

Bill Roberts, Chair, Established Investigator Award Sub-Committee

Awards Committee Report

AERA Division I Distinguished Career Award 2014

*Dr. Katherine Edmondson, chair of the Division I: Distinguished Career Award Committee, presented the division's award this year to honoree, **Dr. Patricia O'Sullivan**, prefaced with these remarks.*

It gave me great pleasure to present, on behalf of our Sub-Committee, the recipient of the Distinguished Career Award for 2014, *Patricia O'Sullivan*. The scope and impact of Dr. O'Sullivan's research, teaching and mentoring, and her contribution to professions education, both nationally and internationally, make us proud that Division I recognizes the substantial contributions of its members through this award.

Pat began her career in the field of Chemistry, and soon discovered that her heart lay in Education. After earning a Master's degree in Chemistry from the University of Pennsylvania in 1971, Pat accepted a curriculum development position at the University of Hawaii. There, she developed teacher training and curriculum materials for middle school students, which focused on the use of manipulative modalities for science learning. This work validated her interest in Education, and led her to pursue doctoral studies in Science Education at the University of Houston. After completing an Ed.D degree in 1978, Pat remained in Houston, at the University of Texas Health Sciences Center, where she continued her curriculum development work in biomedical communications, and began working with a variety of health professionals including physicians, allied health professionals, and nutritionists.



A few years later, the School of Nursing at the University of Texas Health Sciences and subsequently the University of Alabama recruited Dr. O'Sullivan to teach doctoral level statistics to nursing students. Her career then took her to positions at the University of Connecticut, at the Rhode Island Hospital, and at Baystate Medical Center, expanding her professional activities to include leading research projects, accreditation and evaluation efforts in graduate medical education, directing academic affairs, and even serving for one year as Interim Dean.

In 1993, Pat joined the University of Arkansas for Medical Sciences, first in the Nursing School, and then in the Educational Development Office, where her responsibilities focused on research: she introduced health professionals, who included physicians and physical therapists, to educational research and helped them to develop core educational research skills. She engaged the broader community of health professionals in educational research, and helped develop a very successful Teaching Scholars faculty development program. She also initiated a series of educational research studies that resulted in publications, and provided national visibility for the University of Arkansas in the field of medical education research.

In 2005, Dr. O'Sullivan was recruited to her current position as Director of Educational Research and Faculty Development at the University of California, San Francisco (UCSF) School of Medicine. As was the case in her previous roles at other institutions, Dr. O'Sullivan's work at UCSF has made a meaningful impact, by increasing faculty engagement and publications in educational research. She has established a robust and extensive faculty development program that has gained national and international recognition. The impact of her scholarship has extended to the international community of scholars as well; she is currently working with a team to improve medical teaching at Muhumbili University College of Health Sciences, in Tanzania.

Dr. O'Sullivan has published over 190 peer-reviewed papers in many prominent journals including *Academic Medicine* and *JAMA*. She has co-authored more than 40 peer-reviewed abstracts, and countless presentations at national and international scientific meetings. Dr. O'Sullivan is often invited to present her work nationally, particularly on topics related to the use of portfolios, reflection, faculty development, and assessment. She has served in leadership roles in the most prominent health professions education groups, and has continually dedicated herself to the betterment of these groups and the broader field of educational research. She thoroughly enjoys collaborative research projects that bring together diverse perspectives. In 2012, her outstanding contributions to the field of medical education were recognized through the AAMC's Merrill Flair Award.

Dr. O'Sullivan has made significant contributions to the research community. She has led the Association of American Medical Colleges (AAMC) Research in Medical Education (RIME) Planning Committee, and served as the section chair

Awards Committee Report

of the AAMC RIME. Pat has made further impact on the field of professional education through her service to involvement and participation in Division I. An active member in and leader of AERA for three decades, Pat has served as the affirmative action chair, program chair, nominating committee chair, and on the Executive Committee. She has also served on the AERA Council in multiple capacities, including a very successful term as the Vice President of Division I, which ended in 2009. In 2012, Dr. O'Sullivan was also selected as a Fellow of AERA. The AERA Fellows Program was established by the AERA Council to honor educational researchers for substantial research accomplishments, to convey the Association's commitment to excellence in research, and to emphasize to new scholars the importance of sustained research excellence in the field.

Dr. O'Sullivan's academic career as an educator has spanned the health professions and has left a lasting impact on the institutions of which she has been a part. Pat's career can be best described as one in pursuit of excellence, emitting passion for educational research in those that she mentors, and working toward increasing the depth and breadth of educational research in professions education through mentoring and research teams. Her commitment to excellence in research and her love for education and research are contagious. Pat is very deserving of this recognition, and we look forward to her continued scholarship and leadership.

On behalf of the sub-committee, I would like to thank the members of the Division who nominated candidates for this award. We encourage you to think of other deserving colleagues whom you might nominate in the future—as the award is given every two years. New nominations will be gratefully accepted in the Fall of 2015.

Respectfully submitted,

Katherine Edmondson (Chair), Thomas Biester, Ilene Harris, Rebecca Lipner, Marilla Svinicki

Division I - Outstanding Research Publication Award Announcement

The Division I Outstanding Research Publication Award for 2013 was given to Dr. Thomas O'Neill and Dr. James Puffer for their paper "Maintenance of certification and its association with the clinical knowledge of family physicians."¹ In this excellent paper, the authors conducted a cross-sectional analysis to examine the relationship between maintenance of certification and clinical knowledge among family physicians with varying years of clinical practice. The findings painted a more complex picture of clinical knowledge than one might predict from the literature and the pervasive assumptions that knowledge declines with age. In this paper, the authors found that physicians who recertified on time had higher scores than initial certifiers and physicians who had gaps in their certification. They also found that scores tended to improve as recertifications occurred farther out in physicians' careers, at least up until age 59-61. This finding challenges the notion that physicians' scores tend to peak at initial certification, when they are closest to residency training and presumably have the most opportunity to acquire medical knowledge. Instead, these findings suggest that family physicians continue to learn throughout practice.

The reviewers on the Outstanding Research Publication committee highlighted many strengths of this paper. One reviewer noted, "The analysis and presentation of data and results is exceptionally well done and the findings reframe consideration of MOC efforts. It has implications for other professions implementing MOCs." Congratulations Drs. O'Neill and Puffer! We encourage other members of the Division to read this interesting and informative paper.

Many thanks to the members of the Outstanding Research Publication Committee: Erika Abner, Maura Borrego, Heather Davidson, Gretchen Guiton, Tamara van Gog, Bridget O'Brien (chair)

Please keep an eye out for outstanding publications (books and articles) in 2014 and send nominations to Bridget O'Brien (bridget.obrien@ucsf.edu). Thank you!

¹O'Neill TR, Puffer JC. Maintenance of certification and its association with the clinical knowledge of family physicians. *Academic Medicine*. 2013; 88:780-787.

We would like to thank all of the committee members for the work they do in recognition of the accomplishments of Division I. Their support of the program and the Division is invaluable. Summers Kalishman (Skalishman@salud.unm.edu), and Danette McKinley (Dmckinley@Faimer.org), Awards Committees Co-Chairs

PERQ is the official newsletter of Division I (Education in the Professions) of the American Educational Research Association. Current division officers and committee chairs are:

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is published three–four times a year and is available on the Division I website. Suitable publications for PERQ include official notices to the Division I membership, articles, descriptions of research in progress, reviews of research, book reviews, letters, and announcements of jobs, funding, or events judged to be of interest to researchers in professions education. Publication of such items is dependent on available space. Materials should be submitted to:

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