



FROM THE VICE PRESIDENT

Greetings Fellow Division G members,

I trust you are having a gratifying and productive summer. It is hard to believe the San Diego conference ended about two months ago and that we are already preparing for the next annual meeting. The Denver meeting promises exciting opportunities for Division G considering its theme, "Understanding Complex Ecologies in a Changing World." Indeed, our Division has a longstanding commitment to scholarship that engages the changing complexities of social and cultural ecologies. We are positioned to have a substantive presence in the 2010 program given the foci, breadth, and depth of expertise represented in our Division. I encourage you to submit proposals before the July 15th, 2009 deadline. Program Co-Chairs Elizabeth Kozleski and David Bloome, along with the program committee, are diligently preparing for the proposal review process, as well as planning a series of community events that will enhance the annual meeting experience for our Division members. See details in their article and the list of program committee members elsewhere in this newsletter. Please take a moment to thank these colleagues for volunteering their time and talents to enhance our annual meeting experiences. In this first newsletter of my term as Division G Vice President (VP), I outline the rationale for an initiative on interdisciplinary scholarship on the social contexts of education that I will pursue during my tenure. I also

present a few reminders and call to your attention other important articles included in this newsletter.

Interdisciplinary scholarship on the social contexts of education

The production of interdisciplinary scholarship has gained momentum in the social sciences and humanities. As Geertz explained, we are living in an age of 'blurred genres,' a "jumbling of varieties of discourse," within which disciplinary distinctions are increasingly hard to call (as cited in Moran, 2002, p. 18). The importance and rising demand for interdisciplinary scholarship is due, in part, to the escalating compression of time and space that heightens the pressure for faster and more effective solutions to problems. A consequence of these trends has been an explosion in knowledge production with a concomitant refinement of theories and methods. These developments have enabled scientists in the social and life sciences to frame interdisciplinary research questions that explicitly examine the complexity of phenomena. Indeed, researchers today are increasingly expeditious in producing more knowledge about intricate problems. Examples of these trends are represented in interdisciplinary initiatives supported by the



Alfredo J. Artiles

2009-2011 Division G
Vice President

National Academy of Sciences and the National Science Foundation.

The education field is catching up with these trends. Provosts and Deans across university campuses, along with funding agencies, are aiming to increase the generation of interdisciplinary knowledge in education. Many educational researchers recognize today the intricate interrelations of social, linguistic, cognitive, emotional, and cultural processes in human development. Similarly, research on teaching subject matters, learning, and the social contexts of schools, communities, and educational policy embody complexities that beg for interdisciplinary inquiry. Although we are witnessing a growing interest in interdisciplinary scholarship in our Division to examine the aforementioned topics, we have devoted little time and energy to understand the nature and implications of this work. What counts as interdisciplinary research in our Division? Is there consensus about the research practices that characterize this kind of scholarship? How do the histories of the disciplines we rely on mediate the theories and methods applied in our interdisciplinary work? If disciplines operate within fields of power that shape objects of study and create hierarchies among fields, what critical considerations should be raised in the practice of interdisciplinary scholarship? These are key questions for the identity and future of our Division. Responses to these questions will enrich how we conceptualize, conduct, and report our interdisciplinary work. For this purpose, I will promote a systematic examination of interdisciplinary scholarship on the social contexts of education through various activities that aim to nurture a Division-wide discourse about interdisciplinarity. The goals of this discourse are to make visible the assumptions inherent in this line of work, strive for greater theoretical clarity and methodological soundness, and map out areas or issues in need of further development. I discuss briefly conceptual, historical, and power considerations related to interdisciplinary work as a means to frame this initiative.

Conceptual issues

I would like us to ponder conceptual issues that are raised about interdisciplinary work, starting with its definition. This is a critical point considering the lack of consensus on a definition or standards for interdisciplinary work (Maza, 2006). Even the term “inter” in the notion of inter-disciplinarity is considered an am-

biguous prefix (Moran, 2002). Sometimes the prefix is used to indicate the forming of linkages between elements or joining together of components as in “international.” But the prefix is also used to suggest separation among entities; a concern with keeping apart (e.g., interval) (Moran, 2002). What are the implications of these prefix meanings for the definition of interdisciplinarity in scholarship that focuses on the social contexts of education? Is interdisciplinary work concerned with linking disciplinary perspectives while maintaining meaningful distinctions among field boundaries? At the same time, alternative terms are used to describe various understandings of inter-disciplinarity, such as trans-disciplinary and post-disciplinary. Each of these terms encodes disparate epistemological assumptions and there is no consensus on the term of choice.

Interdisciplinary scholarship usually requires cooperation and cross-fertilization from multiple disciplines (Hansson, 1999). In practice, however, we find a broad progression of strategies in the enactment of this approach. For instance, some scholars count as interdisciplinary work the borrowing of constructs and methods from other disciplines using a problem centered approach; their long-term goal is to achieve increased consistency of subjects and methods. Other individuals and groups, in contrast, might consider interdisciplinary work the reading of sources from other disciplines for new ideas and for extending their source base to other study objects; yet others assume interdisciplinary work requires a more systematic approach that would include training in multiple disciplines (Maza, 2006).

These questions are relevant to the individual and collective work of scholars in Division G. What is the definition of interdisciplinary scholarship that focuses on the social contexts of education? Should we strive to articulate multiple definitions? What theoretical

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commitments are indexed when certain prefixes (e.g., inter-, trans-, post-) are privileged to describe this work? What are the methodological implications of these conceptual issues? A Division-wide critical discourse on interdisciplinarity will help us address aspects of these questions. The events and writings that will be produced as part of this effort will enable us to grapple with the conceptual premises of our interdisciplinary work, contribute to generate a common vocabulary about this kind of work, and help elucidate areas in need of conceptual refinement.

Historical Considerations

There are also historical considerations about the nature of interdisciplinary work that we must entertain as we craft a discourse on and build a culture of interdisciplinarity in Division G. Disciplines have a long history. Some scholars trace the birth of the disciplines back to ancient Greece, where Aristotle organized subjects into a hierarchy that included theoretical, practical, and productive subjects (Moran, 2002). The division of knowledge production into disciplines has persisted for centuries and discipline hierarchies are still prevalent today. It is not clear whether and how discipline hierarchies nurture or hinder interdisciplinary research in education. Do these hierarchies affect the ways trust and respect are attained in interdisciplinary teams? How do discipline hierarchies impact researchers' opportunities for securing funding and incentives to support interdisciplinary research on the social contexts of education?

Another historical consideration is the role of specialization in discipline-based work. Specialization has been a distinctive feature of the disciplines. The traditional emphasis on specialization has been increasingly criticized, however. The former president of the National Academy of Sciences called for more interdisciplinary research by critiquing the limits of specialization; he said that "specialization reduces what each of us knows about other fields of science and it greatly inhibits our ability to make new connections by 'stumbling' (Alberts, 1997, p. 3). However, if we assume that specialization mediates forms of work, modes of demonstration, and ontological commitments among (and sometimes within) disciplines (Galison, 1997), how are we to frame interdisciplinary research problems/questions on the social contexts of education? What challenges and opportunities are afforded by the use of discipline-based theories and methods in

interdisciplinary research on the social contexts of education? How are disciplines' epistemic cultures and frames of reference integrated?, How are disciplines' theoretical "languages" negotiated? (Artiles, 2009) Again, crafting a discourse on these questions related to interdisciplinarity within our Division will contribute to a reflexive stance toward this kind of work and inform future scholarship produced by Division G members.

Power issues

The role of power in knowledge construction deserves attention in critiques of traditional disciplinary models. Disciplines are regarded as discursive constructions "in that their power arrangements permit certain ways of thinking and operating while excluding others" (Moran, 2002, p. 14). Furthermore, *disciplines discipline knowledge production* by defining objects of study and mediating researchers' theoretical assumptions and methods (Maza, 2006). Illustrations of the disciplining power of the disciplines are found in analyses of the roles of race and gender in social science and life science research practices. Gender was ignored for many decades in medical and social science research and race continues to be largely invisible in many fields. How do color-blind and gender-blind ideologies mediate what counts as best research practices across disciplines? (Crenshaw, 2009) How do these ideologies shape research on the social contexts of education and how can an interdisciplinary prism help us become aware of these blind spots?

In addition, sociology of science scholarship has shown that research knowledge is not constrainable within purely scientific discourses, and thus, it travels and is appropriated across societal spheres for often-unexpected purposes and/or with regrettable consequences. One example is how Darwin's ideas were contextualized in larger racial stratification narratives, and in some instances, ended up reproducing oppressive agendas—e.g., advancing evolutionary scale arguments to explain cultural group differences, institutionalizing an eugenics movement, legitimizing racial segregation regimes (Maza, 2006; Moran, 2002). The legacies of Said's, Haraway's, and Rosaldo's work, among others, help us understand how ideologies of difference have benefitted from research practices and knowledge in reproducing oppressive regimes.

It is important to note that interdisciplinary work is not power free. Although interdisciplinarity's attention to complexity and its reliance on lenses that transcend rigid disciplinary boundaries can help contend with the tyranny of disciplines' objects, interdisciplinary work is still discursively surveilled. Similarly, interdisciplinary scholarship is arguably transformative because it creates new forms of knowledge by drawing from multiple disciplines (Moran, 2002), though boundary crossing is not inherently progressive (Maza, 2006). Indeed, recent university reforms that favor interdisciplinary programs and research initiatives have been characterized as "interdisciplinarity from above," and critiqued for their corporatist and market-driven imagery and lexicon—e.g., "interdisciplinarity is an imperative for economic competitiveness in this globalization age;" "interdisciplinarity can stimulate entrepreneurial research initiatives that resonate with market trends."

These power considerations raise unsettling questions about scholarship on the social contexts of education, that include: How can interdisciplinary scholarship on the social contexts of education avoid becoming blind to differences and inequities? What strategies can be deployed to track and minimize uses of research knowledge that serve inequitable agendas? What reflexive means can be used to monitor the tyranny of interdisciplinary research's objects of study? What moral and ethical considerations should be taken into account in preventing that market-driven agendas co-opt the generation of interdisciplinary knowledge?

To conclude, interdisciplinary scholarship holds important promises for the work produced in Division G, but the preceding discussion suggests we must be mindful of conceptual, historical, and critical issues associated with it. As Maza (2006) reminds us, "interdisciplinary work involves creativity, transgression, conformity, power and endless misunderstandings. Let us by no means continue to engage in it, but let us never stop talking about it either" (p. 17). I would add, let us never stop critiquing and refining it through our praxis.

For this purpose, I will promote a Division-wide discourse about interdisciplinary scholarship and its impact on the study of social contexts of education. The goals of this discourse are to critique the conceptual premises informing this work, enhance its theoretical clarity and methodological specificity, and chart areas that need additional attention or development. We will

create a column in this newsletter in which accomplished scholars who have built interdisciplinary programs of research reflect and tackle some of the issues associated with this work, as well as highlight the strengths and affordances offered by it. In addition, we will include invited sessions in the annual conference program to accomplish the same goals. Furthermore, I intend to build alliances and communication channels within and across AERA Divisions and SIGs, as well as with other professional organizations, to leverage efforts devoted to critical examinations of interdisciplinary scholarship. I have begun to communicate with groups in other disciplines to create a sustainable program of activities. The fields involved in these preliminary discussions include educational anthropology, legal studies, sociology of education, history of education, and social psychology. We are beginning to explore the identification of generative problem spaces in which to contextualize our interdisciplinary conversations within and outside of AERA. I will provide more details about these efforts in the fall newsletter.

Communication with Division members

We intend to communicate with you on a regular basis. For this purpose, we will strive to publish three Division newsletters every year. I am grateful to

Dr. Ayanna Brown who has agreed to serve as Newsletter Editor during my VP term. We are eager to hear from you, so please share your ideas, feedback and suggestions. Our contact information is presented at the end of this newsletter. Similarly, the Division's Executive Committee will welcome your input on matters related to their respective committees. We will post soon in the Division webpage the names and contact information for the Executive Committee members.

Communication among members is also possible through the Division discussion list that is available at our webpage:

http://acra.net/divisions/Default.aspx?menu_id=78&id=72.

The webpage also contain an archive of past newsletters.

Reminders and Other Important Messages in this Newsletter

Note that Division G awards are listed in this newsletter. We will release soon the deadlines and procedures for award nominations. In addition, we included in this edition of the newsletter an update from Vivian Gadsden about the social context of education research project. This is an exceedingly important initiative for the future of our Division. Dr. Gadsden will give us regular updates on this project. Program Co-Chairs

David Bloome and Elizabeth Kozleski provide an overview of the plans for the 2010 annual meeting, including the call for proposals and submission information. We also remind you that our Division's existence and health is hinged upon its members' engagement and participation, which includes addressing recruitment and retention activities. Our Secretary, Jeff Duncan-Andrade, reminds us of what this means for the division in securing a presence in the conference program. In addition, the immediate Past VP, Garrett A. Duncan highlights the work of our graduate student leadership and the work of the Affirmative Action and Mentoring committees. And we conclude with a note from Ayanna F. Brown, newsletter editor. Enjoy the rest of the summer and keep in mind the important upcoming deadlines.

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Reminder!!!!

The deadline for submitting proposals is July 15th at 11:59 pm (pacific time).

Visit www.aera.net for details and submission guidelines.

Section 1: Local Contexts of Teaching and Learning

Chairs: Judith Green, University of California, Santa Barbara, green@education.ucsb.edu; Minjeong Kim, University of Massachusetts, Lowell, minjeong_kim@uml.edu.

Section 2: Education in Multicultural Contexts Within and Across Subject Areas

Chairs: Eva Lam, Northwestern University, evalam@northwestern.edu; Stephanie Carter, Indiana University, stecarte@indiana.edu.

Section 3: Social Context of Multiple Languages and Literacies

Chairs: Danling Fu, University of Florida, danlingfu@coe.ufl.edu; Iliana Reyes, University of Arizona, ireyes@email.arizona.edu.

Section 4: Social Contexts of Educational Policy, Politics, and Praxis

Chairs: Stanley Trent, University of Virginia, sct3m@virginia.edu; Audra Skukauskaite, University of Texas, Brownsville, audra.skukauskaite@utb.edu.

Section 5. Social Context of Research on Schools and Communities

Chairs: Judith Kalman, judymx@gmail.com; Leslie Moore, Ohio State University, moore.1817@osu.edu.

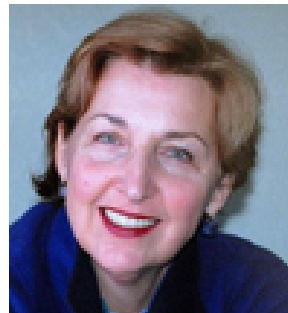
PROGRAM DEVELOPMENT FOR 2010

The 2010 Annual Meeting theme, “Understanding Complex Ecologies in a Changing World,” is particularly apt for Division G members. We are hoping to receive proposals from each of you that explore this theme from multiple perspectives and that take advantage of the new session formats. We are eager to incorporate the new session formats in a program that fosters interdisciplinary conversations, understandings, and coalition building processes for boundary crossing work. More information about pre-convention activities and events will be published in the fall newsletter.

The annual meeting site in Denver offers opportunities to connect with local groups engaged in community work from educators, local artists, activists, urban planners, engineers, architects, children, families, and schools. Shelley Zion and Manuel Espinoza from the University of Colorado – Denver plan on having off-site activities in Denver’s Five Points neighborhood that will engage AERA members with students and educators who have been studying the social, economic, political, and educational histories of that area. One place to hear community voices is in an artists’ corridor in downtown Denver that offers a variety of art experiences including music, theater and the visual arts influenced by the communities of Denver. Details of these community events will be included in the fall edition of the newsletter. We would like to get your ideas about what you’d like to see on the Division G program. **Most importantly, don’t forget to get your proposal(s) in by July 15th.**



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A HISTORICAL MAP OF DIVISION G

SOCIAL CONTEXT OF EDUCATION RESEARCH PROJECT

Vivian Gadsden, 2003-2006
Division G Vice President

The Social Context of Education Research (SCER) Project was created in 2006 to examine the evolution of the concept, social context of education, as used in Division G and the field. The project involves 24 early career fellows (recipients of doctorates within seven years of applying), selected through a competitive application process. SCER Fellows bring to the project a range of disciplinary perspectives, research interests, theoretical stances, life stages, and professional experiences. Several senior scholars serve as mentors to the Fellows.

The SCER project was established with three purposes in mind: (1) to identify the range of scholarly work typically subsumed under the heading, social context of education; (2) to chart shifts in research and scholarly work produced on the topic since the Division's inception; (3) and to review the origins and pathways of the Division's theoretical, methodological, pedagogical, and epistemological grounding. By engaging a cohort of early career scholars to study these fundamental issues, the goal of the project is to enhance the affordances of the Division and to create a rich backdrop against which early career scholars and others can extend existing research and create new areas of inquiry in the service of the field. Questions related to these purposes and the underlying expectations for the group were posed in the 2006 Vice Presidential Address, entitled "(Re)Visioning the Social Context of Education: Ensuring that Race, Class, and Gender Matter." The Project was established by 2003-2006 Division G Vice President Vivian Gadsden who serves as Project Director, in collaboration with Division G Vice President (2004-2006 Secretary), Alfredo Artiles; AERA President (2006-2008 Division G Vice President), Carol D. Lee; and 2005-2006 Division G Dissertation Award Committee Chair, James Earl Davis, who serves as the Project's Co-Director.

The SCER project has included multiple efforts over time, but has centered, to date, on careful reviews and analyses of the multiple conceptualizations of social context of education over time. The Fellows began their work by focusing first on Division G, AERA, and education and then moving on to scholarly, practice-based, and policy work across disciplines. To examine the issues within the Division, SCER Fellows are reviewing all of the AERA journals and have been involved in rigorous reviews of archival data as well, intended to uncover not only the trajectory of the concept, social context, but also its contributions and relevance to the broader issues and questions of learning, teaching, and schooling. Their meta-analyses have yielded several patterns related to the historical timing and themes of articles focused on social context, the range of references associated with the use of social context as a conceptual and pedagogical framework, and results suggesting that the discourse on social context has increased largely from expanding discussions of multiple contexts in general. In 2008, SCER Fellows presented some of the results of their work in an Invited AERA Session. During 2007-2008, they collected data on the range of topics addressed in Division G sessions, including a survey of Division G members' assessments of these sessions, and textual analyses of the AERA program. The Fellows will also conduct interviews with leaders, past and present, in Division G and AERA.

All of the SCER Fellows bring specific interests and expertise to the work: among them, identity formation, language and literacy, learning and teaching, (im)migrant families, politics and political contexts. They have an opportunity to expand upon their current line of inquiry or take up new issues identified through their collaborative work. Fellows in the project collaborate in teams and small groups with shared interests to pursue their scholarly work. All were assistant professors, postdoctoral fellows, or advanced graduate students upon being selected as a Fellow.

Over the course of the next year, SCER Fellows will organize their findings to submit to journals, will create an edited volume, and will extend the findings from their review to identify new lines of research. Updates on the work will be available prior to AERA 2010. The current cohort of SCER Fellows will continue through 2011.

SCER Fellows 2006-2011

Diane Alvarez, Assistant Professor,
University of Central Florida

Kate T. Anderson, Assistant Professor,
National Institute of Education in Singapore

James Cohen, Assistant Professor,
Western Illinois University

Cathy Compton-Lilly, Assistant Professor in Literacy at
the University of Wisconsin, Madison

Camille Wilson Cooper, Assistant Professor, University
of North Carolina, Greensboro

Patricia M. Cooper, Assistant Professor,
New York University

Shauna Cooper, Assistant Professor,
University of South Carolina

Jeannine Dingus, Assistant Professor,
St. John Fisher College

Adrienne Dixson, Associate Professor,
Ohio State University

Lisa M. Dorner, Assistant Professor,
University of Missouri, St. Louis

Julie Gorlewski, Assistant Professor,
Medaille College

Donna Harris, Assistant Professor,
University of Rochester

Sonya D. Horsford, Assistant Professor,
University of Nevada, Las Vegas

Tambra Jackson, Assistant Professor,
University of South Carolina

Cleopatra Jacobs, Survey Researcher,
Mathematica Policy Research, Inc.

Sarah Jewett, Assistant Professor,
University of Delaware

Tomoe Kanaya, Assistant Professor,
Claremont McKenna College

Jin Sook Lee, Associate Professor,
University of California, Santa Barbara

Ritty Lukose, Associate Professor,
New York University

J. Lynn McBrien, Assistant Professor,
University of South Florida

Sara Michael-Luna, Assistant Professor,
Rutgers University

Carla Monroe, Chair and Associate Professor,
Clayton State University

Sabina Vaught, Assistant Professor,
Tufts University

Brian L. Wright, Post-Doctoral Fellow,
TERC

MEMBERSHIP & RECRUITMENT

Jeff Duncan-Andrade, Division G Secretary

In the Division G Executive Committee meeting in 2008, it was generally agreed that our current division membership does not accurately reflect the level of interest AERA members have about issues related to social context of education. Over the past year, I have worked with the Membership Committee to develop a recruitment strategy for the division to remedy this situation. The importance of these efforts for our division may be obvious to some of us, but until I became involved with the leadership of AERA, I did not understand the strategic value of joining divisions or special interest groups. My sense is that this remains the case for a fairly large segment of the AERA membership, particularly amongst newer members and those that are not much involved beyond their participation in the annual meeting. The result of this is that the membership of our division is not what it should be, in part, because people whose interests align with those of our division do not necessarily see the personal and collective strategic value of joining and maintaining membership in Division G.

Given that all of us know people that should be members of Division G but aren't, this note urges you to join our recruitment and retention efforts. To support you in this endeavor, I'd like to briefly explain the value of increasing our division's membership and then describe the coordinated efforts of the division that are currently underway and those that are planned for the near future. The short of it is that the size of a division's membership is a major determinant of its influence in AERA. In real terms, membership determines the allocation of funds, and the number of sessions a division receives in the annual conference program. Simply put, we will be able to accept more papers and sessions in Division G if we increase our membership.

Over this past year, using the wonders of free conference calling, the membership committee engaged in collaborative planning to develop an initial three-phased strategy for recruitment. Phase one of the strategy began at this year's annual meeting in San Diego. With the help of several membership committee participants and the collaborative spirit of leaders in Division K, we developed two fliers that were circulated at strategically selected Division G and Division K sessions. With the blessings of the leaders of those sessions and the leadership of Division K, our membership committee made announcements at the start and conclusion of the sessions, passed out Division G fliers that described the general direction of our division, highlighted the names of some of our leading scholars, and provided testimonials about the value of our division from the perspective of graduate students and early career faculty. Recruiters from the membership committee circulated email signup sheets at these targeted sessions and also made themselves available for questions at the end of the sessions. In addition to the fliers with information about our division, there were also event fliers being circulated that announced a couple of key social events that our division co-sponsored with Division K (I cannot speak kindly enough of the efforts by Division K to take the lead on putting these fliers together and making sure that we got some to distribute as part of our recruiting efforts). Membership committee members attended these co-sponsored events, distributing our division fliers, answering questions, and collecting contact information for follow up. Finally, we made a big push at the Division G business meeting to get contact information from all that were in attendance.

“We are the only division in AERA driven by our interest in the social context of education. For this reason we are home to the leading scholars on issues of racial and social justice in education.”

Phase two of the recruitment strategy is set to begin with compiling an electronic database that combines the names we collected at AERA with our existing membership contacts. The names on this new database, which will almost certainly include those of you reading this newsletter, will receive email reminders to include Division G membership as part of their registration for the annual meeting in Denver and encouragement to remind their graduate students and colleagues of the importance of membership.

Phase three of the recruitment strategy will be a new and improved version of phase one. The Membership Committee will continue to meet over this year, revising our strategies for the annual meeting based on what we learned from this year's efforts. In Denver, we will be back on the streets of AERA sharing the strengths of our division and gathering contact information from participants at strategically selected sessions and events.

The importance of our division cannot be overstated. We are the only division in AERA driven by our interest in the social context of education. For this reason we are home to the leading scholars on issues of racial and social justice in education. We must capitalize on AERA's growing interest in these issues and insure that Division G is represented accordingly from the highest levels of leadership to the member participation. Each of you has a role in making this happen. If you would like to be formally involved, we welcome your participation in the activities of the membership committee.

But, your everyday efforts with your AERA colleagues are just as important. So, remember to tell them...if you 'aint down with Division G, you 'aint down with me'—or something like that.

2009 Division G Award Recipients

Curtis Brewer, University of Texas at Austin,
Distinguished Dissertation Award.

Brian M. Brayboy, Arizona State University,
Early Career Award.

Angela Calabrese Barton, Michigan State University,
Research Leading to the Transformation
of the Social Context of Education Award.

Etta Ruth Hollins, University of Southern California,
Distinguished Contributions of Social
Context in Education Research-Lifetime
Achievement Award.

Frederick Erickson, University of California at
Los Angeles, Distinguished Contributions of
Social Context in Education Research-Lifetime
Achievement Award.

MENTORING & AFFIRMATIVE ACTION

Garrett Albert Duncan, 2008-2009
Division G Vice President

During 2008-2009, the Affirmative Action Committee of Division G pursued a number of initiatives, including the piloting of the Peer Review Panel System for evaluating submissions for the Annual Meeting of AERA. The system will be implemented Association-wide beginning 2009-2010 under the Presidency of Professor Carol D. Lee, a recent past Vice President of Division G. The purpose of the system is to enhance the quality of the Annual Meeting program. "Quality," here, is defined as fit within the Annual Program's theme, Division G's larger mission, as well as those of its five sub-sections, and a submission's overall score. In addition, the Division included an assessment of a submission's commitment to the flourishing of individuals, to the promotion of social justice, and to the affirmation of diversity in determining matters of quality.

Division G was especially vigilant in affirming diversity with respect to the topics covered, and the theoretical and methodological angles employed by the papers, symposia, and posters selected to represent Division G on the Program of the 2009 Annual Meeting. Division G also expanded its opportunities structures to recognize and reward scholarship that is translational and that makes a difference in the lives of real people in the various social contexts where they teach and learn. This included recognizing exemplary scholarship that has led to the transformation of the social contexts of education. Along these lines, Professor Angela Calabrese Barton, Michigan State University, was the inaugural recipient of the *Research Leading to the Transformation of the Social Contexts of Education* award. In addition, Division G expanded the number of its co-sections from four to five to include "Section 5: Social Context of Research on Schools and Communities," to encourage a more diverse array of research by, with, and among cultural workers both in and outside of schools.

Going forward, Division G will continue to make the Annual Program more inclusive of academic ranks of presenters, of geographic location and types of the institutions represented on the program, and of the various research foci that constitute research on the social context of education.

In keeping with and building around its tradition, Division G provided numerous mentoring opportunities for graduate students and junior faculty members during the 2009 Annual Meeting. Valencia Moses, Michigan State University, Division G Senior Graduate Student Representative, and Andrea Yoder Clark, San Diego State/Claremont University, Division G Junior Graduate Student Representative organized a number of events and activities for graduate students. They organized a one and a half day pre-conference workshop that examined the implications of various methodologies for studying the social context of education. Professors Margarita Berta-Avila, California State University – Sacramento, presented on qualitative methods, Edd Taylor, Northwestern University, presented on mixed-methods, and Ezekiel Dixon-Román, University of Pennsylvania, presented on quantitative methods. Moses and Clark also organized a Fireside Chat around the inaugural *Research Leading to the Transformation of the Social Contexts of Education* award, titled "Research Leading to the Transforming of the Social Context of Schools." The Fireside Chat included a panel comprised of Professors Lilia Bartolome, University of Massachusetts Boston, Kris Gutierrez, University of Colorado, Boulder and AERA President-Elect, Carol D. Lee, Northwestern University and AERA President, and Zeus Leonardo, University of California Berkeley.

In addition, Moses and Yoder Clark organized a Vice Presidential Invited Session titled "Constructing a Declaration of Graduate Students' Rights: Voice, Mentoring, and Other Quality of Life Issues Formally Addressed." The organizers employed Survey Monkey to allow graduate students to express their ideas on the topic in advance of the session to allow them to shape the direction of the discussion. Professor Jabari Mahiri, University of California, Berkeley and recipient of the 2008 Division G Mentoring Award moderated the discussion. Finally Clark coordinated an after-hours event in collaboration with Division K titled "Engaged

MENTORING & AFFIRMATIVE ACTION

Scholarship through Advocacy with the Community.” Participating scholars included Professors Alberto Ochoa, Eduardo Enrique "Kiki" Ochoa, K. Wayne Yang, and Jeff Andrade-Duncan.

Professors Lawson Bush, V, California State University, Los Angeles, and Crystal Gafford Muhammad, East Carolina University, organized a well attended and highly inspirational New Faculty Mentoring Seminar and Early Career Breakfast. In doing so, they continued a long-standing Division G tradition of providing mentoring opportunities for junior faculty members. Panelists for the breakfast seminar included Professors Debra Bragg and Stafford Hood, University of Illinois, Urbana-Champaign, and Dean Lenoar Foster, Washington State University. Division G considers mentoring its priority and, towards this end, provides solid opportunity structures to build around in the future.

2008-2009 GRADUATE STUDENT HIGHLIGHTS

Valencia Moses, Michigan State University, Division G Senior Graduate Student Representative

Andrea Yoder, San Diego State/Claremont University, Division G Junior Graduate Student Representative

This past year, the Division G Graduate Student Committee organized several successful events. Below are highlights from their efforts.

•Division G Fireside Chat Title: *Research leading to the transforming of the social context of schools*

Seasoned scholars shared their experiences in/with academia, communities, and organizations as they relate to scholarship with a transformative effect on teaching and learning. This opportunity for dialogue focused on how graduate students, as emerging scholars, can conduct research that does

"good," provides opportunities for researcher-as-change-agent, and how researchers "live" in/through the research process in order to ultimately (re)tell about it.



Carol D. Lee, Northwestern University, Kris Gutierrez, University of Colorado at Boulder, Zeus Leonardo, University of California Berkeley, and Lilia Bartolome, University of Massachusetts Boston.

•Vice Presidential Invited Session:
•*Constructing a Declaration of Graduate Students' Rights: Voice, Mentoring, and Other Quality of Life Issues Formally Addressed*

What could/should be included in a "Bill of Rights" for Graduate Students? This interactive symposium featured panelists whose work focuses on graduate students' struggle for recognition, how graduate students negotiate their induction into the academy, and powerful potential for mentoring relationships to counter attrition. Senior Graduate Student Representative exclaims after a successful event, "I do believe a historical event for Div G Grad Student Representatives!"

NOTES FROM THE EDITOR

It is my pleasure to serve Division G as the newsletter editor, and to work toward representing issues, complexity, and forward thinking of students and scholars. There is a magnificent history of Division G “wading through the waters” while synchronically “muddling” them, with reason and depth. My personal experiences learning through and from Division G is reflected in the common anthropological and by extension ethnographic notion that fish do not see the water. Conveyed in this concept is that water is an invisible reality. Fish do not necessarily focus on it because their existence is depended on it. “It is not only in their environment but in themselves. Similarly, people who create limited thoughts, think that the world itself is filled with limitations” (Rana, 2007). It is based on this metaphor, I have selected water as a visual backdrop for this newsletter. It reminds us of life, energy, and our dependence on natural resources to survive, similarly to the relationships we have with all of our learning communities.

As Division G continues to charter a path in illuminating the ecological experiences for communities, teachers, families, and students, we must develop a source of sharing that allows us to grow as members of these communities. It is my hope that the newsletter can serve as this medium. We would like to invite your voice to this public space, where scholarship, experiences, and ideas meet. The journey of Division G has been made evident as our scholars have moved to the top of AERA’s leadership positions. This forward movement is a reflection of the significance of contextualizing education and the meaning of this scholarship to the students and families that are impacted by it. It may be a “long time comin’” before we see this direct influence again. As such, let us use this newsletter not simply for reflections and plans for conference activity, but as a place to cultivate a community of scholars. I look forward to serving you in this endeavor.



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Reference Cited

Rana, S. (2007, January 19). *Do Fish See Water*. Retrieved July 2, 2009, from <http://ezinearticles.com/?Do-Fish-Sec-Water&id=423704>