

Vice President's Letter

This is my first letter as the VP for Division I. I am looking forward to a very productive and rewarding year for the Division. This edition of PERQ contains reports from officers about the April Annual Meeting in San Diego, as well as important announcements and news.

The most urgent news is that next year, the Annual Meeting will be held over a weekend, from Friday, April 30 to Tuesday, May 4, 2010 in Denver. This has important programmatic implications, particularly for the submission deadline which is **Wednesday, July 15, 2009**. Several weeks ago, I sent a mass mail to everyone about this change of date. You can read more about next year's meeting and the submission categories in the message from our 2010 Program Chair, **Stan Hamstra**.

Among the synopses of the different business meetings held in San Diego, you will find reports from our graduate students, **Ling Hsiao** and **Christina Cestone**; from the mentoring committee under the leadership of **Hugh Stoddard** and **Maria Blanco**; and from **Summers Kalishman**, chair of the membership committee. The membership committee is generating valuable ideas to involve more professionals from engineering, law, business and other professions, and also creating a cross-disciplinary collaboration for exchange of ideas.

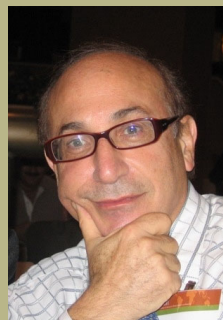
I am delighted to inform you that the Program Chair for the year 2011 will be **Sara Kim**, from the School of Medicine University of Washington. The 2011 meeting will be in New Orleans from April 8 – 12.

Jennifer Purcell, the current PERQ Editor, has accepted a new position at Mercy College and consequently will be stepping down as the PERQ Editor. I greatly appreciate her contributions to our Division and wish her all the best. I would like to extend a warm welcome to **Carol Thrush**, from the University of Arkansas for Medical Sciences, who once again has agreed to become our PERQ Editor.

Finally, I welcome you to visit the Division I website at www.aera.net for further details about our activities and publications. I posted a message inviting those interested in active involvement in Division I through membership in the different standing committees to contact me.

I look forward to exciting opportunities for collaboration, as well as submission of innovative scholarly presentations for our Annual Meeting in Denver.

Sincerely,
Ara Tekian
tekian@uic.edu



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**Proposals are due
early this year!**

**Submit your session
by July 15th**

2009 Annual Meeting Program Chair's Report

I really enjoyed this year's AERA (my 33rd). I found that there is a big difference between breezing in to attend some sessions and being involved in the details leading up to the meeting. Of course, the meeting would be nowhere without the scholarly contributions of authors and discussants, as well as the reviewers who gave generously of their time in commenting on the submissions. In addition, the moderators deserve great credit for their role in ensuring a smooth flow of information throughout the sessions. I also want to acknowledge the role of the Program Committee: each member read a plethora of papers and came to Madison for a session to put together the program. Staff members in my office, Doug Ripkey and Sean Riley, provided an enormous amount of support all year toward pulling it all together. And, Pat O'Sullivan worked continuously on AERA corporate business, as well as on keeping Division I on course. In short, I'd like to personally thank everyone who participated in the process, especially those who did so with short notice to meet the challenges posed by last minute changes.

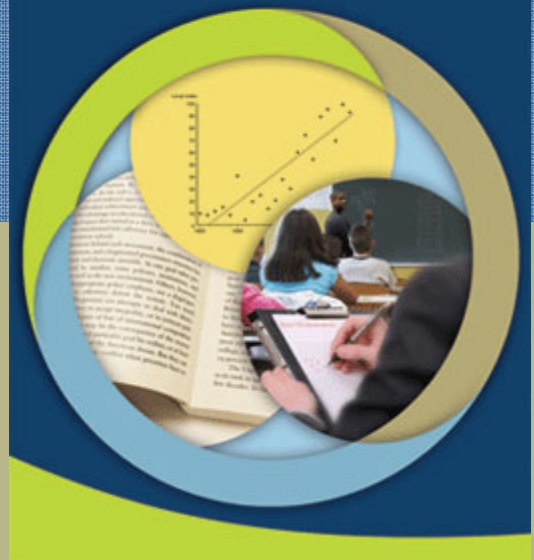
Looking forward to Denver in 2010, there are several things you can undertake now to help Stan Hamstra in his role as the new Division Program Chair. Please note the change in deadline for proposal submission – it is two weeks earlier than usual. Please also note that all submissions, except those designated for paper discussion (i.e., roundtables), must represent completed studies (i.e., data already collected and analyzed). Finally, please give generously of your time and volunteer to serve as reviewers, chairs, and discussants. Please go the website www.aera.net and add your name to the appropriate list. Ultimately the quality of the program is dependant on the support given by the membership. Best wishes, Stan!



Sincerely,
Susan M. Case
2009 Division I Program Chair

“I'd like to personally thank everyone who participated in the process, especially those who did so with short notice to meet the challenges posed by last minute changes.”

DISCIPLINED INQUIRY
Education Research In The Circle Of Knowledge



2010 Annual Meeting Program Chair's Message and Call for Proposals

A few weeks ago, I met with AERA staff and program chairs from other divisions to review materials for the 2010 AERA meeting. By the time this issue of PERQ is published, we will have met again in Denver to review the convention center and adjacent hotels. The theme for this year's meeting will be "Understanding Complex Ecologies in a Changing World" (see the AERA homepage and page 10 of this issue more details).

Please note the one big change this year is the **earlier deadline for submitting proposals**

This year the deadline is July 15.

There are a few other changes:

(1) In response to recommendations from the AERA community, the meeting this year will be held over a weekend, from Friday April 30 to Tuesday May 4, 2010.

Please save the dates for the Annual Meeting: April 30 – May 4.

(2) Also in response to recommendations from the AERA community, there will be expanded room for structured poster sessions, so please indicate if you wish to submit your paper as a poster. The addition of structured poster sessions allows for increased interaction, and reduces the possibility for disparate papers within a session. In any case, you will be asked to select first and second choices for the session type in which you choose to present, e.g. paper first, poster second, etc.

(3) Only descriptions of completed work will be accepted. (This was always a policy of Division I, but will now be strictly enforced across AERA.)

(4) Roundtable sessions are back, and they are improved (formerly paper discussion sessions). The plan this year is to assign a chair to each of these, who will be responsible for reviewing all the papers and provide a brief introduction about why they think these papers belong together. This should help to reduce the disparity of papers within a session, and facilitate discussion.

(5) More choice for session formats: Organizers submitting session proposals may use any of 3 session formats, including (i) traditional symposium format, (ii) working group roundtables or (iii) structured poster sessions.

All of the changes for the Annual Meeting are based on an extensive review sponsored by AERA Council and are outlined in detail in the March 2009 edition of *Educational Researcher*, pp. 153-155.

The AERA proposal submission system (<http://aera.net>) opens on June 1st.

A few other points to make note of:

(6) Please logon to aera.net [<https://www.aera.net/aalogin.aspx>] as soon as possible to register as a Reviewer and/or a Chair/Discussant. You need to re-enlist each year, even if you have served in the past. It is most helpful to have this list prepared well in advance so we can distribute the reviews efficiently. Please also encourage your colleagues to sign up; the more volunteers we have, the fewer proposals each person will need to review. Also, please describe your area of interest/expertise using meaningful keywords that we can match to the submissions.

(7) Please make sure to use meaningful keywords in your submissions. We will match those carefully with the keywords provided by reviewers to make the process as efficient and fair as possible.

Continued on page 5

Meet your Graduate Student Representatives



Ling Hsiao

Ling Hsiao is a doctoral candidate in Human Development and Education at Harvard Graduate School of Education, studying the socio-emotional development of professionals in the workplace. Currently, she is conducting pilot studies at a pediatric hospital to understand how effective medical simulations develop group cohesion among multidisciplinary teams of healthcare professionals. Her work also entails examining how medical faculty members develop debriefing skills in critical care. Ling is a research assistant for the National Professional Development and Evaluation Program for *Facing History and Ourselves*, a nationwide longitudinal study examining how teachers develop awareness for and skills in promoting student civic engagement. Prior to graduate studies, Ling developed new exhibits and simulations at a science museum and was a classroom teacher in Boston and Montebello, California. Ling holds a M.Ed. in educational technology from Harvard University, M.A. in instruction and assessment from Claremont University, and B.A. in sociology and anthropology from Carleton College.



Christina Cestone

Christina works with postsecondary, graduate, and adult learners in their pursuit of learning basic job skills through the development of specific professional knowledge and expertise in the clinical professions, engineering, and business. Her research is defined by investigation of instructional methods that most effectively enable learners to achieve their educational goals. Christina brings practical corporate human resources and organizational development experience to her academic work in order to understand workplace phenomenon that affect the ways in which learners later adapt their knowledge in complex social systems.

Since 2007, she has been involved in a collaborative committee of educators, doctors, nurses, and deans from The University of Texas, Austin, University of Texas Medical Branch-Galveston, and The Seton Family of Hospitals at the Clinical Education Center in an effort to enhance the continuum of care for central Texas patients. She participates in the design, development, delivery, and program evaluation of supplemental case-based curricula in interprofessional education (IPE). This work in IPE includes nurses, medical, social work, and pharmacy students and professionals.

Currently, Christina partners with Dr. Taylor Martin under a grant from the National Science Foundation to investigate the innovation and efficiency engineering students gain in challenge-based educational experiences and if those experiences transfer to innovative performance in other settings. She is currently collecting data on a teacher professional development initiative in the Austin Independent School District (AISD), *UTeach Engineering: Preparing Secondary School Teachers to Deliver Design-Based Engineering Courses*.

FOR GRADUATE STUDENTS

Greetings everyone!

We are delighted that this year's graduate student sessions were both very well-attended in San Diego. Many of you joined us for a packed early session on Monday for our Division I Graduate Student Mentoring Breakfast. This large group discussion that introduced the variety of careers in professional education was facilitated by our past Vice-President Pat O'Sullivan. Many committee members also attended the breakfast to welcome new graduate students. We were excited to hear the many stories that participants shared about their research pathways into professional education. Later, the discussion turned to important journals in the various fields that all interested graduate students should consider publishing in.

After breakfast, Dr. Oma Morey from University of Texas Medicine, in Galveston, Texas, presented a manuscript review workshop for our annual fireside chat. In this hands-on session, Dr. Morey taught us skills to review qualitative educational research manuscripts for journal publications or conference presentations. In the finale, attendees formed sub-group committees to decide whether sample manuscripts should be accepted, revised, or rejected. Decisions were then compared with actual manuscript submission results. The workshop received rave reviews!

Many of you have requested soft copies of the journal and manuscript handouts/slides from these sessions. You can download them at the [Division I Graduate Student](#) webpage.

At this point, we want to introduce you to our new junior graduate student representative: Christina Cestone! We're thrilled that Christina accepted this position and already, she is hard at work planning next year's annual meeting in Colorado. As we prepare, we hope you will consider submitting proposals as graduate students to Division I for the 2010 meeting. Remember that the deadline is earlier this summer – all proposals must be submitted by July 15th.

In the upcoming months, check the Facebook webpage for upcoming AERA sessions tailored just for Division I graduate students. If you have any comments or questions, please share your thoughts with Ling (ling_hsiao@mail.harvard.edu) or Christina (christinacestone@yahoo.com).

Ling Hsiao – Senior Rep.
Christina Cestone – Junior Rep
Stephanie Rivale - Advisor



Program Chair's Message continued from page 3

(8) And remember, **JULY 15** is the new deadline for submitting a proposal for either (1) a paper presentation, (2) a symposium, (3) a roundtable session, or (4) a poster. (Please note that AERA wants to communicate that all categories of submission are "equally valued", and to make sure that you will be given credit for having a "paper" accepted at a national meeting, they still require a final paper to be submitted for all categories, including the posters.) So, pass the word that we want lots of high quality submissions from you and your colleagues/students. Also, if you have suggestions for special sessions or workshops you would like to see on the program, you can still send those to me at stan.hamstra@gmail.com.

Springtime in Denver. The weather in Denver can be quite variable in late April and early May, but one thing we can count on is "altitude" and "spectacular scenery"! I'll be moving to Ottawa in August, so please use my "gmail" account to ensure any questions or concerns get through. I look forward to hearing from you!



Sincerely,
Stan Hamstra
2010 Program Chair
stan.hamstra@gmail.com

Membership Committee Report

My thanks to the members of the Membership Committee. They continue to support outreach to new members and support current members.

We have 610 members in our division as of April 2009, a decrease from the 643 members in April 2008. While we are pleased that we are maintaining membership, we also wish to grow. In our growth, we want to meet the needs of researchers in the professions as both a welcoming and supportive professional organization. To better achieve this goal, the Membership Committee will collaborate with the Ad Hoc Strategic Planning Committee. Out of this collaboration, we as a Membership Committee would like to identify a long term plan for membership development. If you are interested in participating, please contact me or Ara Tekian, Division I Vice President.

Prior to the spring meeting, we extended an invitation to deans of professional schools from universities in the San Diego area asking them or their designees to join us at the AERA Division I meeting as our guest. While most declined

graciously, several responded positively, and this may be a worthwhile strategy to continue to employ in the host city and area to target local potential members.

On Tuesday morning, the Membership Committee hosted a get acquainted breakfast session for members. This meeting, attended by about 20 new and returning Division I members, allowed us to meet one another and briefly discuss ideas for membership appeal to professions, in particular those professions with little or no representation in Division I. The discussion led to agreement to develop a collaboration and linkage with the Ad Hoc Strategic Planning Committee co-chaired by Lou Grosso and Ruth Streveler. Since our April meeting, we have e-mailed individuals from the get acquainted Membership Meeting who designated their interest in further planning for the 2009 year. Please let me know if you have ideas about membership or are interested in joining this committee.

Summers Kalishman
skalish@salud.unm.edu

Shots of San Diego

Clockwise from top left:

Heather Davidson introduces the Outstanding Publication Award recipient

A view of the city from the Marriott Hotel & Marina

Pat O'Sullivan passes the gavel to Ara Tekian, Division I's new Vice President

The innovative Working Group Roundtable format attracted many participants

Hugh Stoddard invites participants to the morning mentoring committee meeting as Susan Case looks on





Mentoring in the Morning

The mentoring committee and interested members of Division I met early Wednesday morning in the Vice President's suite for bagels and brainstorming. If you were unable to attend and are interested in mentoring, contact Hugh Stoddard or Maria Blanco. A summary of the meeting is below.

Introduction and objectives:

- Discuss the mission of the Mentoring committee
- Decide how and where the committee will function
- Determine a definition of "junior faculty"
- Determine how interdisciplinary the Mentoring Committee should be
- Define faculty supports
- Discuss how to integrate with graduate students
- Brainstorm methods to recruit senior faculty as mentors

Discussion:

The need to define the Mentoring Committee's name and function was discussed. The consensus was that the title of "Mentoring Publications Committee" was misleading and the official title should be, "Division I Junior Faculty Mentoring Committee".

A related topic was discussion of who should be the target audience for mentoring. The Division I Graduate Student Committee remains robust; therefore, the Mentoring Committee should focus on topics according to the needs of faculty rather than students. Although graduate students should be welcome to participate in Mentoring Committee activities, in the event of scarce resources – specifically the senior faculty members' time – priority should go to those with faculty or professional appointments.

Some time was spent discussing orientation to the Annual Meeting and what could be done to help newcomers to Division I learn about the types of sessions and events and how to get the most out of the meeting. A key ingredient would also be to provide networking opportunities for new faculty in Division I to connect with others who have similar academic responsibilities and research interests.

Several people offered comments and suggestions regarding what activities the mentoring committee could provide that would be of service to Division I members and supplement what is currently in place. Specific suggestions included: create a clearinghouse of guidelines and recommendations for creating academic publications including posters, developing a wiki, set a rotating monthly schedule for mentors to review and comment on papers, offer tips and feedback for presentations and posters, and listing jobs on AERA list-serves (and the confusion regarding multiple list-serves) From these ideas, the co-chairs will develop recommendations for the Mentoring Committee to consider implementing.

Genevieve Gauthier, Stephanie Rivale, Ling Hsiao and Ara Tekian listened as Hugh Stoddard and Maria Blanco lead a discussion regarding mentorship in Division I



Awards Committee Report

**Submitted by Carol Kamin and Arianne Teherani
2009 Awards Committee Co-Chairs**

The 2009 Division I Awards was the result of the work of division members who put in considerable time attending sessions, reading, evaluating and discussing the large number of papers recognized as examples of outstanding scholarship. We would like to thank the following members: Heather Davidson (Chair, Outstanding Research Publication Award), Maurice Clifton, Stan Hamstra, Elizabeth Jordan, John Norcini and Bridget O'Brien; Casey White, (Chair, New Investigator Award Committee), Anne McKee, Eun Mi Park, Carol Kamin and Janet Riddle; Summers Kalishman (Chair, Established Investigator Committee), Jan Armstrong, Ilene Harris and Carol Kamin. A special thank you goes to those members who organized the deliberation process and served as Chairs for their committees. Lack of travel funds made it a difficult year for committee members to attend the annual meeting, putting an extra burden on the remaining committee members. We are delighted to announce in this PERQ issue recipients of the 2009 New and Established Investigator Awards (see below).

We presented three awards at the Division I Business Meeting in San Diego. The 2008 award recipients were: Frederick Scott White (New Investigator Award), David Hollar (Established Investigator Award), and Kathleen King (Outstanding Research Publication Award). The announcements of these researchers reflect many months of careful deliberations among the committee members. Congratulations to all of this year's recipients of the Division I Awards.

This was our first year to take over as Co-chairs of the Division I Awards Committee. We would like to thank Sara Kim and Elizabeth Jordan who provided us with so much guidance during the year. Arianne was unable to travel to San Diego with an imminent delivery so Sara stepped in to help. It was a pleasure to work with many collaborative and devoted colleagues. We look forward to seeing everyone at the next AERA Conference in Denver. Don't forget your water bottles for the high and dry climate!

**Congratulations to all
of this year's
recipients of the
Division I Awards.**

Best Paper by a New Investigator Award, 2009 Announcement by Casey White (Subcommittee Chair)

The 2009 Best Paper by a New Investigator Award is given to Fleurie Nievelstein and colleagues Tamara van Gog, Gijs van Dijk and Henny P.A. Boshuizen for their paper titled "Learning to Solve Clinical Cases: The Effects of Instructional Support."

Dr. Nievelstein and colleagues investigated educational interventions in law school that would support more effective learning related to reasoning about legal cases, which is considered to be one of the most important activities in the legal profession.

The team conducted two experiments, based on a hypothesis that law students, and in particular novice students, lacked the legal nomenclature to reason effectively – which is a cornerstone of legal education. In the first experiment the team explored the effects of providing learners with condensed legal codes to reduce cognitive load in searching for the codes (allowing learners to focus on primary learning goals); this led to higher performance among novices on a test case. In the second experiment the team explored the effects of providing worked examples and an outline of process steps in problem solving; studying the worked examples during the learning phase led to higher performance among novices and advanced students on a test task (providing process steps did not).



Awards Committee Report continued

This study provides important information about scaffolding in curriculum that can help law students learn more effectively by providing instructional supports that allow them to spend more time on tasks directly related to primary learning objectives.

I would like to thank my fellow subcommittee members for the time and insight they devoted to the process this year.

Established Investigator Award, 2009

Announcement by Summers Kalishman (Subcommittee Chair):

The 2009 Division I Established Investigator Award is given to Dr. Brian Hess and his colleagues, Drs. Rebecca Lipner, and Weifeng Weng at the American Board of Internal Medicine, for their paper, "A Methodology for Setting Performance Standards for Physicians in Clinical Practice."

In the paper, Dr. Hess and colleagues examined an approach to assess physician performance in practice using reliable and evidence based measures with meaningful and credible performance standards. The study presents an application of cluster analysis and receiver operating characteristic (ROC) curves to determine a viable performance-based standard using clinical data from a Maintenance of Certification module from a national sample of physician practices. In this study, Hess and colleagues report on an application of an examinee-centered, contrasting groups procedure that addresses the dual challenge of reliable, evidence based measures and credible performance standards by quantitatively assessing physician performance based on actual rates at which physicians adhered to evidence-based processes of care in clinical practice.

Physician performance scores were found to be reliable, and some evidence in the paper was provided supporting the validity of the scores and the classification accuracy of the standard. The authors suggest that the results indicate that this approach may be feasible in determining performance standards for high-stakes situations like ensuring the competency of individual physicians in clinical practice. The method they present may be useful for assessing performance and for setting a standard for a variety of purposes in health care including physician pay for performance when they meet or exceed performance criteria standards, or to inform patients and purchasers in their choices of health care providers. The study addresses one approach to assessing physicians' performance in practice and offers a process for determining standards based on a set of standardized clinical measures of quality.

I would like to acknowledge and thank the members of the Established Investigator Subcommittee, Jan Armstrong, Ilene Harris, and Carol Kamin, for the thoughtful review, comments and reflection they provided on the set of nominated papers.



Pat O'Sullivan presents
"Collaborative Research Across the
Professions" to a packed house on
Tuesday afternoon.

Understanding Complex Ecologies in a Changing World

Carol D. Lee, AERA 2010 President

Ronald Rochon, AERA 2010 General Program Chair

The theme of AERA's 2010 Annual Meeting—"Understanding Complex Ecologies in a Changing World"—is intended to encourage submissions that address the conceptual, methodological, and practical challenges and opportunities inherent in understanding how and what people learn across time and space. We encourage submissions that move beyond a narrow focus on individual sites or on purely cognitive or psychosocial explanations, or on singular conceptions of identity. Such an ecological focus encourages education researchers to draw on interdisciplinary constructs and theories, complex research designs, and multiple methods of data analysis. We encourage submissions that examine:

- how the repertoires that people develop within and across the routine settings of their lives can be recruited to support complex learning;
- how educational settings—formal and informal—can be designed to address the interrelated cognitive, social, and emotional demands of learning;
- how multiple identities (e.g., based on family, ethnicity, race, nationality, gender, and sexual orientation) are shaped, recruited, and managed in different settings to influence goals, efforts, and persistence in acts of learning;
- how learning in organizations involves the recruitment of diverse repertoires;
- how knowledge develops and is distributed across time and space;
- how the recruitment of diversity along multiple dimensions facilitates learning;
- how learning occurs within and across time and space in complex dynamic systems;
- how transitions across schooling, including transitions to postsecondary education, are influenced by a range of ecological factors;
- how alternative organizational spaces for education, such as for-profit schools, colleges, firms, community organizations, and museums interact with schooling in recruiting and expanding repertoires for learning.

Learn more about next year's theme on the AERA website:

<http://www.aera.net/Default.aspx?id=7588>

“an ecological focus encourages education researchers to draw on interdisciplinary constructs and theories, complex research designs, and multiple methods”

- from aera.net



AERA in Denver
April 30 - May 4
2010



If you work in Education in the Professions, Division I is a perfect match for you.

Division I of the American Educational Research Association (AERA) is dedicated to promoting research and scholarship in education across the professions and internationally. These professions include: architecture, business, dentistry, engineering, law, medicine, the ministry, the military, nursing, pharmacy, physician assistants, physical therapy, occupational therapy, and teaching. The Division fosters communication across the professions in topics such as learning, expertise, tacit knowledge, professional identity, assessment and testing, multiple methods, research integrity—as well as the professional development of education researchers.

**To learn more about AERA/Division I, visit the AERA website
www.aera.net**

To become a member, click on the Membership section.

Division I members receive a quarterly electronic newsletter, Professions Education Research Quarterly (PERQ). PERQ includes articles by Division members, reports on Division activities, the Division I schedule for the Annual Meeting, and abstracts of all the sessions. Current and past issues of PERQ are posted as Adobe Acrobat files on the Division I website (<http://www.aera.net/divisions/i/home>).

Division I sponsors a full program of peer-reviewed papers, symposia, posters and workshops at the AERA Annual Meeting each spring. In addition, several social events welcome new, returning and continuing members. The 2010 AERA annual meeting will be in Denver from April 30 to May 4. The theme is **“Understanding Complex Ecologies in a Changing World.”** Details are at www.aera.net.

Division I sponsors several annual awards including *Best Paper by a New Investigator* and *Best Paper by an Established Investigator* for papers presented in Division I at the Annual Meeting. An annual award recognizes the *Outstanding Research Publication of the Year*, nominated and selected from peer-reviewed books, chapters or articles published in the previous year. Bi-annually, Division I sponsors a Distinguished Career Award to an individual for his or her extensive influence on a professional field, professions education, and education in general.

Division I has an active Affirmative Action Committee that annually updates a selective, annotated bibliography of references on Affirmative Action and Diversity in professional education to serve as a resource and stimulus to members of Division I.

There are many opportunities to participate in Division I including attending presentations, the business meeting, and social events at the Annual Meeting: We welcome your submission of proposals and serving as a reviewer, chair or discussant for the Annual Meeting program, and serving on various committees. Division I is one of the smaller AERA Divisions. Thus, members easily become acquainted, share collegial and collaborative friendships and scholarship, and create and encounter exciting ideas and well-developed scholarship. We will welcome you!

Vice President (2009-2012):

Ara Tekian, University of Illinois, Chicago

Vice President-Elect (2009-2012):

TBD

Past Vice President:

Patricia O'Sullivan, University of California San Francisco

Secretary (2008-2010):

Christine Taylor, Cleveland Clinic

Members-at-Large:

Janet Hafler, Tufts University

Paul Wimmers, University of California, Los Angeles

Chair, 2009 Program Committee:

Susan Case, National Conference of Bar Examiners

Chair, 2010 Program Committee:

Stan Hamstra, University of Michigan

Chair, Affirmative Action Committee:

Christy Kim Boscardin, University of California, San Francisco

Co-Chairs, Awards Committee:

Carol Kamin, University of Illinois at Chicago

Arienne Teherani, University of California, San Francisco

Committee Members, Outstanding Research Publication Award:

Heather Davidson, Stanford University (Chair)

Maurice Clifton, Mercer University

Stan Hamstra, University of Michigan

Elizabeth Jordan, University of British Columbia

John Norcini, FAIMER

Bridget O'Brien, University of California, San Francisco

Committee Members for New Investigator Award:

Casey White, University of Michigan (Chair)

Anne McKee, The Open University

Eun Mi Park, Johns Hopkins University

Janet Riddle, University of Illinois—Chicago

Committee Members for Established Investigator Award:

Summers Kalishman, University of New Mexico (Chair)

Jan Armstrong, University of New Mexico

Sally Krasne, University of California, Los Angeles

Elaine Romberg, University of Maryland

Committee Members for Distinguished Career Award

Michael Eraut, University of Sussex (Chair)

Mickey Bebau, University of Minnesota

David Irby, University of California, San Francisco

Chair, Membership Committee:

Summers Kalishman, University of New Mexico

Committee Members:

Gail Jensen, Creighton University

Michael Eraut, University of Sussex

Barbara Hooper, University of New Mexico

Dorothea Juul, American Board of Psychiatry & Neurology, Inc.

Carol Kamin, University of Colorado

Anne McKee, The Open University

Bridget O'Brien, Carnegie Foundation for Advancement of Teaching

Evan Robinson, University of Charleston

Nancy Sinclair, University of New Mexico

Diane Heestand Skinner, University of Arkansas for Medical Sciences

Ruth Streveler, Purdue University

Arienne Teherani, University of California, San Francisco

Christine Taylor, Cleveland Clinic

Chair, Nominating Committee:

Linda Perkowski, University of Minnesota Medical School

Committee Members:

George (Barney) Forsythe, Westminster College

Larry Gruppen, University of Michigan

Elizabeth Jordan, University of British Columbia

Dorothea Juul, American Board of Psychiatry & Neurology, Inc.

Marcia Mentkowski, Alverno College

Co-Chairs, Publications Mentoring Committee:

Maria Blanco, Tufts University

Hugh Stoddard, University of Nebraska

Committee Members:

Janet Hafler, Tufts University

LuAnn Wilkerson, University of California, Los Angeles

Stan Hamstra, University of Michigan

Paul Wimmers, University of California, Los Angeles

Wim Gijssels, University of Maastricht

Co-Chairs, Ad Hoc Strategic Planning Committee:

Ruth Streveler, Purdue University

Louis Grosso, American Board of Internal Medicine

PERQ:

Jennifer Purcell, Touro University College of Medicine

Web Liaison:

Majka Woods, University of Minnesota

Graduate Student Representatives:

Stephanie Rivale, University of Texas, Austin

Ling Hsiao, Harvard Medical School

Member Liaison to Graduate Student Committee:

Dorothea Juul, American Board of Psychiatry and Neurology, Inc.

Professional Education Researcher Quarterly (PERQ) is published three–four times a year and is available on the Division I website, <http://www.aera.net/divisions/?id=542>. Announcements for new issues are posted on the Division I listserv.

Changes of division membership should be sent to the Membership Office, AERA, 1230 17th St. NW, Washington, DC 20036.

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 using APA style (in MS Word, .rtf or .txt format) to:

Jennifer Purcell, PERQ Editor

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