

THE SOCIAL JUSTICE LEADER

ISSUE V, FALL 2012

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A Message From The Chair...

Greetings LSJ Members! I am honored and energized to take on my new responsibilities as Chair and appreciate the faith you have in me to carry on the good work of those who have chaired before me. I would like to take this opportunity to thank Gaetane Jean-Marie for so graciously turning over chair duties to me this fall and for helping with the transition in leadership by sending tons of organized files and ideas my way! I would also like to express my gratitude to Noelle Witherspoon Arnold for continuing to serve as our Secretary/Treasurer this year and to Katherine Mansfield for continuing to serve as our Program Chair for AERA. In addition, I would like to say welcome to Joanne Marshall who will serve as our Communications Chair for the next two years. The LSJ Leadership Team is on fire and ready to both maintain continuity and inspire change!

Thanks to those of you who volunteered to serve on LSJ Committees for 2012-2013. I appreciate your willingness to advance our mission through these important and necessary committees. Hollie Mackey and Mayssa Barakat will continue as Co-Chairs of the Graduate Student Committee and be joined by the following members: Dana Christman, Julie Antilla, Janet Terilo, Ashley McKinney, and Morgan Parker. Brad Porfilio will take over as Chair of the Nominating Committee and be joined by the following members: Jason Swanson, Beverly Irby, Tabitha Dell'Angelo, Miriam Ezzami, and Eric Bernstein. Sharon Radd will take over as Chair of the Awards Committee and be joined by the following members: Marilyn Bartlett, John Burkhardt, Noni Reis, Ricardo Rosa, Victoria Showunmi, and Madeline Hafner. Christa Boske will continue as Co-Chair of the Publications Committee and be joined by an additional Co-Chair, Azadeh Osanloo, who will be joined by the following members: Mark Halx, Kristina Hesbol, Vonzell Agosto, Dorothy Vasquez-Levy, and Faith Ngunjiri. We have great diversity in our volunteers and new members stepping up to the plate to take active roles in LSJ!

We have one leadership position open for election for service in 2013-2015: Secretary/Treasurer. Noelle Witherspoon Arnold completes her term after the completion of AERA this spring. Please contact Brad Porfilio (porfilio16@aol.com) if you would like to nominate someone for this position or would like

to be considered as a candidate for this position yourself. We also need a Program Chair for 2013-2015. Please let me know if you are interested in serving in this capacity (whsherman@vcu.edu).

For the past two years, LSJ members have worked in the following small groups to discuss ways to advance our mission: Social Justice Through the Lens of Gender; Race and Educational Leadership; Intersectionalities and Intercontextualities; and Children, Poverty, and Schooling. We will continue our work along these themes, but begin taking action by convening Taskforces to advance the goals set forth in these work groups. These Taskforces will meet for the first time at UCEA 2012 at the LSJ Business Meeting (Friday, November 16, Colorado G Marriott, 7:00am): Research Project Taskforce; Teaching for Social Justice Taskforce, Grant Seeking/Writing Taskforce; Service Taskforce; International Partnerships Taskforce; and Leadership for Social Justice Across Content Areas Taskforce. Those who come to the business meeting will have the first chance to shape these taskforces and take ownership through leadership and membership roles. This is your chance to get involved and take action for leadership for social justice. This is your chance to get to know other LSJ members and to form partnerships that can advance your career and impact change for social justice. Please join us for the business meeting and share your voice!

Have a wonderful fall and winter! I hope to see many of you in Denver for UCEA and San Francisco for AERA. Safe travels!

--Whitney Sherman Newcomb



LSJ Chair
Virginia Commonwealth University
whsherman@vcu.edu

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

LSJ SIG MISSION

To promote social justice teaching, research, service, and policymaking agendas, with the corollary aim of seeking to proactively improve educational leadership as a means of addressing equity concerns for underrepresented populations throughout P-20 education; also to share innovative, promising, and research-based programs, policies, and teaching strategies and proactively advocate on behalf of underrepresented populations in educational leadership.



LSJ Award Announcement from AERA 2012

The **Social Justice Teaching Award in Educational Administration** recognizes outstanding social justice teaching by a professor or instructor in the field of educational leadership. This year's recipient was **Dr. Stacy Otto**, who is a member of the Educational Administration and Foundations unit at Illinois State University.

Dr. Otto teaches three required courses in the PK–12 Educational Leadership program. Dr. Kristina Hesbol, who coteaches with her, nominated her for this award, saying that Dr. Otto has a “remarkable” “ability to constantly challenge school leaders to confront their thoughts on issues such as classism, racism, sexism, and other metanarratives.” In 2009 she won recognition for being Illinois State’s College of Education’s Outstanding Teacher of the year, and we are delighted to echo that distinction here in a SIG that understands and values her work.

The **LSJ Bridge People Award** recognizes “individuals or groups whose work “creates a bridge between themselves and others’ through scholarship and research.” This year’s award went to **Dr. Amy Mazur** of George Washington University. Dr. Patricia Rice Doran cited Dr. Mazur’s is “lengthy and distinguished career in the field of bilingual special education, itself a “bridge field” between two professions, bilingual and second-language education and special education.” At George Washington she helped found a bilingual special education program, which was recognized as a program of excellence in teacher education by the Association of Teacher Educators and has achieved national recognition from NCATE. One of only eight such programs in the country, the program has prepared over 700 teachers, administrators, and other specialists, and has partnered with school systems in three states to support formal teacher training programs. Dr. Mazur also recently launched an interdisciplinary initiative at George Washington, the Institute for English Language Learner Students’ Success.

Dr. Doran wrote that Dr. Mazur, “in her efforts to unite fields across disciplines in pursuit of a common goal, has again



Dr. Stacy Otto, Teaching Award, **Dr. Amy Mazur**, Bridge People Award, **Dr. Katherine Cumings Mansfield**, Dissertation Award

demonstrated her commitment to social justice, to inclusion and to equitable opportunity for all students, particularly those of minority backgrounds.” We are delighted to recognize her with the LSJ Bridge People Award for her achievements.

The **LSJ Dissertation Award** recognizes “an exceptional dissertation that expands our knowledge of the complexity of social justice issues.” The 2012 dissertation award went to **Dr. Katherine Cumings Mansfield** for her work, *Troubling Social Justice in a Single-sex Public School: An Ethnography of an Emerging School Culture* (abstract below). Dr. Mansfield graduated from the University of Texas at Austin in 2011 and was advised by Mark Gooden. *Abstract:* This ethno-historical undertaking captures the story of the implementation of one major US city’s first and only single-sex public school and the consequent shaping of the school culture according to its unique context. A comprehensive literature review demonstrates race, socioeconomic status, gender, sexuality, and other contextual factors are important considerations when probing educational access and achievement and the development of school cultures. Moreover, principals – their individual attributes and the cultures they create – are key to understanding and interrogating equitable practices in schools. Findings substantiate the complex interface between historical, political, and socio-cultural contexts, stakeholder decision making in the ethnographic present, and the enactment and negotiation school culture vis-à-vis the intersectionalities of student identities.

Findings suggest the conditions that facilitated the high achievement of the students in this study might be transferred under the right conditions including: a balance of strong leadership and principal and teacher autonomy; the enduring belief that any student can and will learn; a rigorous, non-segregated, college prep program, and; an informal curriculum that prepares students for academic and professional cultures. Findings also bring to the fore important considerations that must be addressed by practitioners and policymakers alike; specifically, students’ difficulties concerning the “burden of acting white” and the “burden of acting straight.” Finally, findings from this study suggest single-sex public options can be done legitimately and effectively but additional safeguards must be implemented by the US Department of Education to ensure both male and female students’ civil rights are protected. Additionally, while some magnet schools such as the one studied are local sites of resistance that play a liberatory role for those distinctively involved, one cannot surmise that such local efforts – which may be viewed by some as a site of relative privilege – can alone overcome the serious striations that exist in the greater society.

Thanks to the 2012 LSJ Awards Committee:

Co-chairs Joanne Marshall and Michael O’Malley
Karen Stansberry Beard
Jim Henderson
Lisa Kensler
James Ryan
With coordination from Jonna Beck

The Leadership for Social Justice (LSJ) Special Interest Group American Educational Research Association Call for 2013 Awards Nominations (3 Awards)

LSG SIG Awards Committee:

Sharon Radd, Chair
Marilyn Bartlett
John Burkhardt
Madeline Hafner
Noni Reis
Ricardo Rosa
Victoria Showunmi

I. Social Justice Teaching Award in Educational Administration

Description: This award recognizes outstanding social justice teaching by a professor or instructor in the field of educational leadership.

Selection/Eligibility Criteria: Nominee must have been a teacher or instructor of record in a leadership preparation/development program affiliated with a university or school district during the previous academic year (2011-2012 for the 2013 award).

Nomination requirements: Nominees should demonstrate social justice teaching that promotes equity, diversity, inclusion, and social reconstructionist education by providing a syllabus from a course taught within the past two years, submit a cover letter of no more than three pages describing their teaching philosophy as it relates to social justice, and supply a letter of support from a student and/or faculty colleague. Nominations, including self-nominations, should include a blind and original copy to the LSJ SIG Awards Committee Chair by **Saturday, January 5, 2013**. The SIG chair will notify the award recipient by February 1, 2013.

Award: A plaque presented at the LSJ-SIG Business Meeting at the 2013 AERA Annual Meeting, and recognition on the LSJ-SIG website.

II. Social Justice Dissertation Award

Description: This award recognizes an exceptional dissertation that expands our knowledge of the complexity of social justice issues, whether in postsecondary, K-12, community-related, and/or social policy-related, is the focus of this award. We are looking for unpublished dissertations by graduate students. This award is to recognize the outstanding

research of our graduate students. This award will also encourage early scholars to join LSJ SIG and grow the scholarship in the area of social justice.

Selection/Eligibility Criteria: Dissertations must be completed within the previous three years from the award date. For example, a dissertation award presented at AERA annual meeting 2013 must have been completed by 2010 or later.

Dissertations considered for the LSJ SIG Dissertation Award should:

1. Be completed within the previous three years of the award date. Dissertations completed prior to 2010 will not be considered.
2. Be submitted by a LSJ SIG member or the student of a LSJ SIG member
3. Align with the LSJ SIG mission
4. Seek to address significant research question(s)
5. Contribute to the literature on leadership for social justice
6. Be methodologically rigorous
7. Relate significant findings
8. Discuss the applicability of findings to practice and theory

Nomination requirements: Nominations, including self-nominations, should include a blind and original copy of a six page abstract of the dissertation to the LSJ SIG Awards Committee Chair by **Saturday, January 5, 2013**. The SIG Chair will notify the award recipient by February 1, 2013.

Award: A cash award of \$250 presented at the LSJ-SIG Business Meeting at the 2013 AERA Annual Meeting, and recognition on the LSJ-SIG website.

III. "Bridge People" Award

Description: Inclusion and community are cherished values of the LSJ SIG. In their chapter, "Bridge People: Civic and Educational Leaders for Social Justice," Shoho & Merchant (2006) describe individuals who "were committed to creating a bridge between themselves and others, for the purposes of improving the lives of all those with whom they worked. As such, they functioned as 'Bridge People' in the fullest sense" (p. 86). This award is meant to recognize individuals or groups whose work "creates a bridge between

themselves and others" through scholarship and research.

Selection/Eligibility Criteria: Potential recipients for this award should demonstrate work that has created a bridge between themselves and others through scholarship and research. Nominees may include but are not limited to, individuals, groups, or organizations whose recent work or body of work have been a catalyst for bridging people or organizations, especially when those people or organizations have not historically been connected.

Nomination requirements: Nominations, including self-nominations, should include a description (maximum 3 pages) of the individual or group. Nominations, including self-nominations, should include a blind and original copy to the LSJ SIG Awards Committee Chair by **Saturday, January 5, 2013**. The SIG Chair will notify the award recipient by February 1, 2013.

Award: A plaque presented at the LSJ-SIG Business Meeting at the 2013 AERA Annual Meeting, and recognition on the LSJ-SIG website.

The work of award nominees should embody the LSJ mission: To promote social justice teaching, research, service, and policymaking agendas, with the corollary aim of seeking to proactively improve educational leadership as a means of addressing equity concerns for underrepresented populations throughout P-20 education; also to share innovative, promising, and research-based programs, policies, and teaching strategies and proactively advocate on behalf of underrepresented populations in educational leadership. Direct any questions and email all awards nomination materials by **Saturday, January 5, 2013** to:

Sharon Radd
Chair, Awards committee
siradd@stthomas.edu

AERA 2012 Photos



Former LSJ chair Jeff Brooks presents outgoing LSJ chair Gaëtane Jean-Marie with a Haiti soccer jersey



Mark Gooden and LSJ Awards chair Michael O'Malley



Discussion



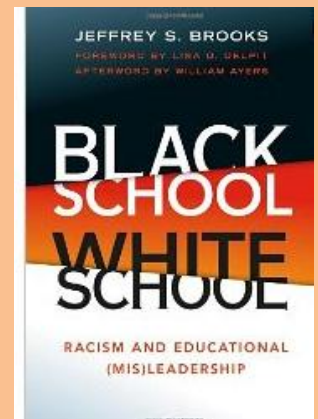
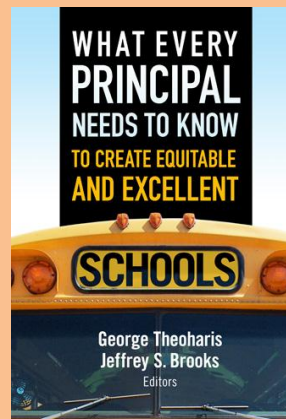
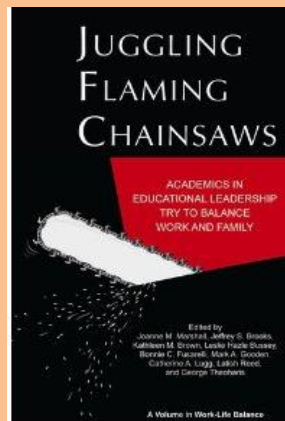
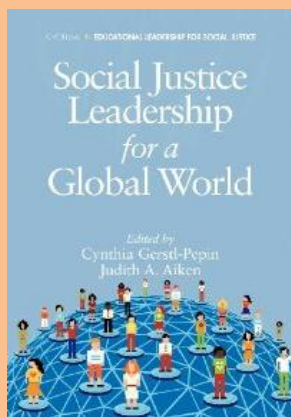
LSJ chair Gaëtane Jean-Marie, new Communications Chair Joanne Marshall, Sarah Diem, Program Chair Katherine Cumings Mansfield, and Graduate Student Committee chairs Maysaa Barakat and Hollie Mackey

Recent Publications

- Alston, J. A. (2012). Standing on the promises: A new generation of Black women scholars in educational leadership and beyond. *International Journal of Qualitative Studies in Education*, 25(1), 127-129. doi: 10.1080/09518398.2011.647725
- Bass, L. (2012). When care trumps justice: The operationalization of Black feminist caring in educational leadership. *International Journal of Qualitative Studies in Education*, 25(1), 73-87. doi: 10.1080/09518398.2011.647721
- Beard, K. S. (2012). Making the case for the outlier: Researcher reflections of an African-American female deputy superintendent who decided to close the achievement gap. *International Journal of Qualitative Studies in Education (QSE)*, 25(1), 59-71.
- Friend, J., & Caruthers, L. (2012, July-August). Reconstructing the cultural context of urban schools: Listening to the voices of high school students. *Educational Studies*, 48(4), 366-388.
- Grant, C. A. (2012). Cultivating flourishing lives. *American Educational Research Journal*, 49(5), 910-934. doi: 10.3102/0002831212447977
- Grant, C. M. (2012). Advancing our legacy: A Black feminist perspective on the significance of mentoring for African-American women in educational leadership. *International Journal of Qualitative Studies in Education*, 25(1), 101-117. doi: 10.1080/09518398.2011.647719
- Hernandez, F., & Kose, B. W. (2012). The developmental model of intercultural sensitivity. *Education and Urban Society*, 44(4), 512-530. doi: 10.1177/0013124510393336
- Horsford, S. D. (2012). This bridge called my leadership: An essay on Black women as bridge leaders in education. *International Journal of Qualitative Studies in Education*, 25(1), 11-22. doi: 10.1080/09518398.2011.647726
- Horsford, S. D., & Tillman, L. C. (2012). Inventing herself: Examining the intersectional identities and educational leadership of Black women in the USA. *International Journal of Qualitative Studies in Education*, 25(1), 1-9. doi: 10.1080/09518398.2011.647727
- Khalifa, M. (2012). A re-new-ed paradigm in successful urban school leadership. *Educational Administration Quarterly*, 48(3), 424-467. doi: 10.1177/0013161x11432922
- McClellan, P. (2012). Race, gender, and leadership identity: An autoethnography of reconciliation. *International Journal of Qualitative Studies in Education*, 25(1), 89-100. doi: 10.1080/09518398.2011.647720
- Miller, P. M. (2012). Community-based education and social capital in an urban after-school program. *Education and Urban Society*, 44(1), 35-60. doi: 10.1177/0013124510380910
- Peters, A. L. (2012). Leading through the challenge of change: African-American women principals on small school reform. *International Journal of Qualitative Studies in Education*, 25(1), 23-38. doi: 10.1080/09518398.2011.647722
- Reed, L. C. (2012). The intersection of race and gender in school leadership for three Black female principals. *International Journal of Qualitative Studies in Education*, 25(1), 39-58. doi: 10.1080/09518398.2011.647723
- Robinson-Armstrong, A. (2012). Using the Equity Scorecard to Close Educational Gaps. In J. A. Aiken & C. Gerstl-Pepin (Eds), *Social Justice Leadership for a Global World* (pp. 337-392). Charlotte, NC: Information Age Publishing.
- Robinson-Armstrong, A., Clemons, A., Fissinger, M. & Saucedo, M. (2012). The Diversity Scorecard at Loyola Marymount University: An Exemplary Model of Dissemination. In E. M. Bensimon & L. E. Malcolm, L. (Eds), *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice* (pp75-95). Sterling, VA, Stylus Publishing.
- Scanlan, M., & López, F. (2012). ¡vamos! How school leaders promote equity and excellence for bilingual students. *Educational Administration Quarterly*, 48(4), 583-625. doi: 10.1177/0013161x11436270

Kristina Hesbol guest edited two special issues of *Planning and Changing*. The first was published in July 2012, and the second will be out in January 2013. The theme for both was, "Learning to Lead: An Examination of Innovative Principal Leadership Preparation Practices", and they include articles from such LSJ SIG authors as Sarah Diem, Christa Boske, Peg Winkelman, and Tricia Browne-Ferrigno.

Books of 2012





Websites / Blogs



Shaheen Shariff, Associate Professor at McGill University, is running www.definetheline.ca, about cyberbullying and digital citizenship from the policy and legal perspective.



Catherine Lugg, professor at Rutgers University, writes the Thinking Queerly blog at <http://cath47.wordpress.com/>.

Cloaking Inequity

Julian Vasquez Heilig's Education and Public Policy Blog

Julian Vasquez Heilig's Education and Public Policy Blog at <http://cloakinginequity.com/>.

Recognitions



Jeff Brooks is the new Associate Director of the School of Education at Iowa State University.



Frank Hernandez is an associate professor and new Dean of the School of Education at the University of Texas of the Permian Basin.



Katherine Cumings Mansfield was awarded the Selma Greenberg Outstanding Dissertation Award by the Research on Women and Education SIG, so gave the opening keynote address at their fall conference in October.



Tony Normore is professor and department chair of educational leadership at California Lutheran University.



Maricela Oliva, Associate Professor at the University of Texas at San Antonio, is shown here receiving her award as 2012 Faculty Member of the Year by the Texas Association of College and University Student Personnel Administrators (TACUSPA). She was also elected this year to the Academic Assembly Council of the College Board.



Former Communications Chair **Latish Reed** was named co-director of the Milwaukee Public Schools (MPS) Aspiring Principals Program at UW-Milwaukee.



George Theoharis is the new Associate Dean for Urban Education Partnerships at Syracuse University.

Whitney Sherman Newcomb, associate professor, was recognized with the Distinguished Teaching Award for the School of Education at Virginia Commonwealth University, 2012.



The UW-Milwaukee team headed by Dr. Reed also includes LSJ member **Decoteau Irby**.

Check out UCEA's "Preparing Leaders to Support Diverse Learners: Curriculum Modules for Leadership Preparation," available at <http://www.ucea.org/lsdl-preparation-modules-new/>

Results of the Spring 2012 LSJ Survey

Survey invitations sent:	272
Total number of survey participants:	74
Total number of completed surveys received:	52
Total number of incomplete surveys received:	20

Membership

Member Type	n	%
Graduate Student	12	17.91%
Faculty Member	46	66.67%
Administrator	6	8.70%
Researcher	4	5.80%
Other	1	1.45%
	69	100%

*** Results of the survey reveal the high concentration of LSJ members that completed the administered survey identified themselves as faculty members followed by graduate students. Six of the 74 survey participants declined to identify their classification

Purpose: Please select the option that best aligns with your view of LSJ

	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
LSJ promotes social justice	55.74%	42.62%	1.64%	0%	0%
LSJ promotes teaching	21.31%	59.02%	18.03%	1.64	0%
LSJ promotes research	39.34%	52.46%	8.20%	0%	0%
LSJ promotes a policy making agendas with the aim of improving educational leadership to address concerns of all students in education	24.59%	39.34	27.87%	8.20%	0%
LSJ promotes a policy making agendas with the aim of improving educational leadership to address concerns of underrepresented students in education	27.87%	37.70%	26.23%	8.20%	0%
LSJ advocates on the behalf of underrepresented students in education	31.15%	39.34%	24.59%	4.92%	0%
LSJ works to support of other support justice educators to eradicate inequalities in all of education	34.43%	34.43%	29.51%	1.64%	0%

Results of the Spring 2012 LSJ Survey

When survey participants were asked, “What are some ways to provide support for LSJ members to encourage networking, share ideals, publicize practices, support teaching, research services, etc?”

Respondents said:

- Facebook
- Convention reception or informal brown bag meeting
- Online journal
- Regional meetings
- SIG Blog
- SIG White (policy) papers

When survey participants were asked to provide suggestions on external organizations that LSJ and or AERA can establish collaborative relationships on various projects and activities:

Respondents said:

- NAACP
- La Raza
- National Association of Multicultural Education
- Critical Race Studies in Education Association
- Other SIGs with a similar mission to LSJ

When survey participants were asked, “How can LSJ facilitate better collaboration between individuals in the profession (administrators, faculty members, and researchers) and graduate students in LSJ?”

Respondents said:

- Publish an biannual directory
- Promote engagement between graduate students and faculty
- Develop a mentor program between graduate students and faculty
- Develop small groups social sessions to

When survey participants were asked, “ What are possible projects, proposals, suggestions, for where we might want to go in the next five years?”

Respondents said:

- Build off current working groups
- Explore funding for a project on socially just leadership
- Directly support educators in K-12 settings
- Provide education on grant writing

When survey participants were asked, “What publication efforts should LSJ pursue?”

Respondents said:

- Peer reviewed books & articles
- Internet publications
- Publications for practitioners
- Publication in a special issue of a journal
- Publication in community outreach newsletters

A Note from the Communications Chair Fall 2012

Greetings!

How should we communicate the good work that people in LSJ do? That's my guiding question this year, and the Executive Committee and I would love to hear from you.

Here's how we currently communicate and my comments about each venue:

- This newsletter: once at UCEA and once at AERA
- The AERA listserv: seems to be mostly job postings and some calls for publications. Only people approved by AERA can post on it.
- The AERA website: hard to find; hard to update.
- The LSJ Facebook page: not much traffic; not everyone's on Facebook.

I'd like your answers to these questions:

1. How much LSJ news do people want? Is what we are doing the right amount?
2. Are our current venues (above) the right ones?
3. Should we do something different, particularly something that might allow more active participation from more people? If so, what would that be?



Joanne Marshall

Please drop me a line at jmars@iastate.edu, or come talk with me here at the conference, or talk with one of the other LSJ officers to **let us know what you think**. Perhaps we'll send a survey (Data! Yay!).

Thank you in advance for your suggestions, but more importantly, thank you for the work that you do every day for the good of schools and the students in them.

And an additional note: The newsletter has a new look this year, thanks to the talents of Donna Le, graphic designer for the School of Education at Iowa State University.

CALL FOR SPRING 2013 NEWSLETTER

The Social Justice Leader is seeking the following types of submissions for the spring newsletter -- due March 1:

1. Announcements such as:

- new jobs / promotions / graduations
- awards
- new publications
- job postings
- photos from the UCEA LSJ meeting
- upcoming opportunities for publication, grants, collaboration, etc.
- anything else you think LSJ members should know

2. Brief (<1,000 words) articles highlighting topics such as:

-- examples of social justice in practice --the activity of the work group you participated in during the last LSJ meeting --anything else related to the LSJ mission, which is:

to promote social justice teaching, research, service, and policymaking agendas, with the corollary aim of seeking to proactively improve educational leadership as a means of addressing equity concerns for underrepresented populations throughout P-20 education; also to share innovative, promising, and research-based programs, policies, and teaching strategies and proactively advocate on behalf of underrepresented populations in educational leadership.

Previous newsletters are available at <http://www.aera.net/SIG165/NewsAnnouncements/tabid/12247/Default.aspx>

Please send submissions - or questions - to jmars@iastate.edu .

AERA Program Chair Katherine Cumings Mansfield would like to thank the following people for reviewing LSJ AERA proposals:

Judy Alston, Ashland University
Karl Kalani Beyer, Pacific Oaks College
Patricia Briscoe, Nova Central School District
Annie Cheng, The Hong Kong Institute of Education
Michael Dantley, Miami University
Madeline Hafner, University of Wisconsin - Madison
Mark Halx, Halx Consulting Group
Frank Hernandez, University of Texas of the Permian Basin
Gaetane Jean-Marie, University of Oklahoma
Christopher Knaus, California State University - East Bay
Mitsunori Misawa, The University of Memphis
Latish Reed, University of Wisconsin - Milwaukee
Edward San Nicolas, University of Nevada-Las Vegas
Martin Scanlan, Marquette University
Alison Taysum, University of Leicester
Anjale Welton, University of Illinois at Urbana-Champaign
Jane Wilkinson, Charles Sturt University

LSJ Executive Committee

LSJ Chair

Whitney Sherman Newcomb
Virginia Commonwealth University
whsberman@vcu.edu

Secretary-Treasurer

Noelle Arnold
University of Missouri-Columbia
arnoldn@missouri.edu

AERA 2013 Program Chair

Katherine Cumings Mansfield
Virginia Commonwealth University
kcmansfield@vcu.edu

Communication Chair

Joanne Marshall
Iowa State University
jmars@iastate.edu

Graduate Student Committee Chairs

Maysaa Barakat
Auburn University
myb0002@auburn.edu

Hollie Mackey

University of Oklahoma
hollie.mackey@gmail.com

Photos are courtesy of:

Doug Hesbol, Gaëtane Jean-Marie, and Joanne Marshall

AERA LSJ Website

<http://www.aera.net/SIG165/LeadershipforSocialJusticeSIG165/tabid/12239/Default.aspx>



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<https://www.facebook.com/groups/150822794956627/?fref=ts>