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Section Homepage
American Sociology Association
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A Note from Bill Carbonaro, Chair



The Holiday season is upon us, and I'm sure that most of you are looking forward to relaxing and re-charging during the break between semesters (or quarters). Mercifully, e-mail traffic seems to drop to almost zero this time of year, so I hope that many of you will have a little extra time to read through this "Winter" edition of the section newsletter.

This edition of the newsletter contains several familiar sections, along with a new one. First, "Five Questions" returns in this edition of the newsletter. Steven Alvarado poses five questions to Marta Tienda, with particular attention to her recent research on post-secondary education and how her work relates to educational policy. Second, the newsletter contains numerous announcements regarding the scholarly accomplishments of our section members, as well as some interesting opportunities. Finally, I have added a new feature in this edition of the newsletter: a column entitled, "From the Editor." This feature will pose a question or topic to the editor of a prominent journal in our field, and will allow him/her to provide advice and commentary based on his/her experience. I think we can all benefit from this "behind-the-scenes" knowledge that editors possess. In the inaugural version, David Bills (current editor of *Sociology of Education*) shares his thoughts about how to successfully navigate the "revise-and-resubmit" stage of the publication process. Personally, I find this to be the most challenging step in publishing papers (I suspect that I'm not alone on this!), and David has some very helpful advice to impart to both newcomers and "old hands" alike.

I have a few additional ideas for new features to include in future newsletters, but I am very receptive to suggestions from section members – particularly, new features that would further the professional development of young scholars in our section. Please feel free to share any new ideas with me and I will do my best to incorporate them.

Finally, I would like to close with an introduction and several "thanks you's." First, Katie Condit, a graduate student at Notre Dame, is serving as the editor of our section newsletter this year. As the current edition demonstrates, she is off to a great start! Katie and I would also like to thank the outgoing newsletter editor, April Sutton, for her past efforts and her assistance with the transition. Speaking of transitions, I would like to thank our outgoing chair Rob Warren for all of his hard work as chair, as well as his willingness to answer all of my emails about ASA and section minutiae. I am very grateful to all of the chairs of our section committees for their willingness to serve this year. Catherine Riegle-Crumb chaired the "nominations" committee this fall, and the committee has lined up a terrific slate of candidates for the spring elections. Brian An and Elizabeth Stearns have agreed to organize the ASA Program, and Jacob Hibel will be organizing the roundtables. For section awards, Tom DiPrete has agreed to chair the Waller Award Committee, Florencia Torche will be chairing the Coleman Award Committee, Elizabeth Armstrong will serve as chair of the Bourdieu Award Committee, and Doug Lauen will chair the Stevenson Award Committee. I greatly appreciate everyone's willingness to serve, and I will acknowledge all of the committee members in a future newsletter. It is great to have so many outstanding people who are willing to do the work involved with running our section.

Bill Carbonaro

The Editor gave me a “Revise and Resubmit!” Now What?

By David Bills



David Bills is a sociologist with interests in education and the workplace, labor markets, technological and organizational change, educational demography, and social inequality. He has been at the University of Iowa since 1985, and taught for three years before that at the Illinois Institute of Technology. He also holds a courtesy appointment in the Department of Sociology and is about to complete a stint as Associate Dean for Graduate Programs and Academic Affairs in the University of Iowa College of Education. Professor Bills is collaborating on a project with Ryan Wells and Greg Wolniak on the decisions of working adults to return to schooling and training. Bills is the Editor of Sociology of Education and the author of The Sociology of Education and Work.

Let's cut to the chase. When the Editor gives you a “revise and resubmit,” you should revise and resubmit. Don't sulk because you didn't get an “accept.” Don't rail against the reviewers' lack of vision or the Editor's failure to appreciate the full scope and depth of your manuscript. If the reviewers opened some wounds that you need to lick first, go ahead, but then revise and resubmit.

But having made that decision, how to negotiate the R&R can be anywhere between ambiguous and agonizing. What exactly does the Editor want me to do? Aren't Reviewer 1 and Reviewer 2 saying contradictory things? Do I have to throw away this part here, that I really like? How am I supposed to keep the paper from getting longer, when the reviewers keep giving me new things to read, new models to estimate, new theories to incorporate, and new policy implications to “suggest?”

The first thing to remember is that your paper has already gotten farther than the vast majority of papers that are submitted for publication. That means that, at some level, the Editor likes it, or at least doesn't hate it enough to have rejected it outright. This is in your favor. The Editor has already invested some time and energy in your paper, and would like nothing better than for your R&R to be a successful one. Only the most perverse Editor assigns R&Rs hoping they will fail.

But not all R&Rs, of course, are equally likely to find their way to publication. Sometimes authors simply fail to respond effectively to the criticisms leveled on the paper. Sometimes they do respond effectively, but fail to convince the Editor that the eventual impact of the manuscript is significant enough to move forward. Sometimes deficiencies that the Editor thought might be repairable aren't. Sometimes new problems are identified in Round 2. The lesson is that you can't interpret the R&R as an eventual publication. You have a lot of work to do, and probably only one chance to do it right.

I don't know if there is an empirical literature on this, but my experience is that authors are more likely to grow enraged over a rejected R&R than they are over a paper that gets grounded in its first submission. So avoid this by working with your Editor on your R&R. The Editor's job is to clarify both the reviews and his or her own reading of your manuscript. The Editor should adjudicate the reviews, which are very often inconsistent with each other. The Editor should provide you with some guidance in how to proceed. Don't confuse guidance with hand-holding. This guidance can be more or less directive, and can run anywhere

from “show your standard errors in Table 4” to “read that, think about it, and come up with something cogent.” Don’t guess what the Editor wants you to do. If you have doubts, be willing to ask the Editor for help.

A few other points:

Don’t attack the reviewers, however dense, misguided, unclear, and mistaken you may believe them to be. It’s fine to disagree with the reviewers, but do this in a scholarly and collegial way.

Typically, the Editor will ask you to prepare a “response document” to accompany your revised manuscript. This document should describe and justify your revisions. Take this document seriously. Both the Editor and the reviewers will read it and it may well sway their decisions. But do not invest time in this document at the expense of the manuscript itself. You don’t need to itemize every last revision you made (“I added the missing page numbers for Waller, 1932”). The response document should support your manuscript, not replicate it.

Next, by the time you have your manuscript to this stage, you are uncomfortably close to it. Fiction writers use the phrase “kill your darlings” to describe the tortuous but necessary task of eliminating material that you may have taken on as part of your identity, but which is extraneous nonetheless. Be willing to make significant changes, to “kill your darlings.” Ultimately, both you and the Editor need to be satisfied that your best work gets into print, but you need to accept that some good work may best end up on the cutting room floor.

One final suggestion. I find that a great source for thoughtful and insightful advice and analysis about writing for publication is the *Academy of Management Journal*. Check out Volume 49, Number 2 from 2006 for a beautiful assortment of short articles on the review process.

Five Questions to ... Marta Tienda



Marta Tienda's research has focused on race and ethnic differences in various metrics of social inequality to address how ascribed attributes acquire their social and economic significance. Through various studies of immigration, population diversification and concentrated poverty, she has documented social arrangements and life course trajectories that both perpetuate and reshape socioeconomic inequality. She recently completed a decade-long study about the effectiveness of social policy in broadening access to higher education. Currently she is developing two research initiatives about age and immigration. One is a comparative study of child migration in traditional and new immigrant nations; the second focuses on late-age immigration to the United States

by Steven Elias Alvarado



Steven Alvarado is a postdoctoral fellow in the Center for Research on Educational Opportunity at Notre Dame. His interests include social stratification, quantitative methods, education, and health with a particular focus on immigrants and the children of immigrants in the United States. One line of his research focuses on unpacking how social contexts impact youth outcomes. In his dissertation, Steven analyzed the effect that neighborhood social context has on math scores, reading scores, and obesity among urban minority youth. Steven has also examined the role of violence in Latin America as a catalyst for emigration to the United States (Alvarado and Massey 2010). Current projects focus on the participation of Latino students in STEM (i.e., science, technology, engineering, and math) tracks in U.S. high schools and on the links between early health disparities and inequalities in educational and occupational attainment in adulthood.

Is there a role for sociological research in education policy? If so, what are some of the ways that sociologists of education can address policy?

Sociology adds value to the study of education because of the importance it places on understanding the mechanisms that produce and sustain inequality. Two are especially important. One is the stratification of education opportunities. Although the United States arguably has some of the beset schools in the world, it also has more than its share of terrible schools from primary through secondary school. Understanding the process that sorts students into this unequal knowledge hierarchy is an important way that sociologists can inform policy. A second concerns how schools operate to generate inequalities. Gaps in achievement don't just emerge at random, but rather reflect unequal learning contexts buttressed by unequal access to resources. Sociologists are well equipped to illustrate how schools generate and perpetuate inequality over time and especially among demographic groups.

How can we apply some of the lessons that you have learned from your experience leading the Texas Higher Education Opportunity Project to education research in different locales?

Demographically Texas differs from most states because of its large and rapidly growing school-age population; already in 2000, over 55 percent of school-aged youth were minority. It has highly

segregated school districts, which allowed the percentage plan to maintain some diversity in public colleges. Obviously admission plans based on class rank may not apply to states with small minority populations; however, given the pervasiveness of residential and school segregation nationally, most lessons about barriers to college are highly relevant nationally. One important finding is that high achieving students from low-performing schools outperformed lower-ranked students with better test scores. That finding has national resonance and argues both for recruiting top-performing students from all high schools—rich or poor—and for weighting grades more heavily than test scores in admission decisions.

The Supreme Court recently heard oral arguments regarding Affirmative Action (AA) in the case of *Fisher v. University of Texas*. A Washington Post story by Richard D. Kahlenberg (“Why not an income based affirmative action?” 11/8/12) argues that “The dirty little secret of higher education, however, is that selective universities are more interested in admitting fairly affluent students of all colors that in promoting social mobility.” In your opinion, what does the future hold for AA in higher education and what effect will that have on social mobility among African Americans and Hispanics?

Unless researchers have comprehensive data available to admission committees across many institutions—including teacher evaluations and anonymously scored essays—it is inappropriate to make claims about a “dirty little secret.” That said, even newcomers to the field know that there is an association between income and minority status and that class-based AA will not diversify college campuses because poor minorities are poorer than poor whites and also attend worse schools, on average. So, smaller shares are able to meet the minimum admission thresholds of the most competitive postsecondary institutions. Going with class-based AA, while important for a country that witnessed huge increases in inequality over several decades, will surely decrease diversity in higher education. Simply put, class-based AA does not bode well for African Americans and Hispanics, and this will be worse as their population shares rise.

What do you see as some of the most compelling gaps/areas of research in higher education that you think should be filled in, say, the next 10 years?

Most of the work about college financial aid is based on correlational studies, so experimental work is needed to clarify the extent to which financial aid can broaden the class composition of higher education. Second, there is a dearth of information about college application behavior, possibly because of the obsession over admissions decisions. Hundreds of thousands of students who qualified for college do not even apply, and many who do are not well matched to their institutions. This is a fertile area for research and will likely increase in importance if the Supreme Court strikes down affirmative action. Finally, there is very little research about the transition from college to graduate school even as postgraduate degrees are becoming more prevalent. How do students who postpone differ from those who go directly to graduate school, and how do completion prospects differ depending on the timing of enrollment and other life course events?

In your opinion, what does the future hold for the education prospects of Hispanic children in the United States?

I see two worrisome trends. First, even as Hispanics are increasing their representation among high school graduates and college graduates, as a group Hispanics are falling behind because white, black and Asian students are progressing even more. Blacks surpassed Hispanic college attainment during the last decade and immigration is not the only reason. Second, Hispanics are coming of age in an ageing society and the appetite for investing in education appears to be waning. Baby boomers seem to have forgotten how critical expansion of higher education was for their social mobility, savings, and productivity. Both Texas and California—the two largest states where Hispanics are concentrated—have fallen behind in higher education investments; moreover, in Texas, the fastest college expansion has been in two-year institutions. Rapid Hispanic population growth and underinvestment in education is a collision course that does not bode well for the nation's future productivity.

Profiles of Early Career Scholars

Wendy I. Fuller, Ph.D. 2011



I have research interests in stratification, social mobility, education, globalization, social psychology, and work. My PhD

research was an

internationally comparative, in-depth qualitative study focusing on the intersection of class, gender, education, and migration using purposive samples of high-achieving secondary school students from Vermont, USA and Leinster, Ireland. My findings suggest connections between particular forms of identity and reflexivity which contribute towards high academic achievement among young women from blue-collar socioeconomic contexts. These findings hint at factors which may bolster the likelihood of social mobility later in life and contribute to the discourse on female educational achievement and identity development within the global context. They also join current conversations on new forms of femininity and shifts in gendered ideas about education and work. In another line of research, I have focused on the impact of socio-spatial relations on the viability and sustainability of rural communities. For example, in previous work I examined linkages between public building policy, the changing built environment in Irish rural locations, and the condition of local community relations (Fuller 2010). My doctoral research was funded by the Irish Social Sciences Platform under the EU Regional Development Fund and I was based at the National Institute for Regional and Spatial Analysis. I am currently a Visiting Assistant Professor of Sociology in the School of Justice Studies and Sociology at Norwich University. Since arriving in August of 2010, I have been teaching introductory sociology courses, race and ethnic relations, gender and sexuality, globalization and fundamentalism, and social gerontology. I have experience teaching methodology courses with my specific expertise being in qualitative methods. I would like to conduct

future research focusing on gender and social mobility, the impact of adolescent experiences on adult work outcomes, and the genesis of achievement for underrepresented populations. Dissertation Committee: Deirdre M. Kirke, Rebecca King-O'Riain, Sean O'Riain, Shelley Budgeon
Email: wfuller@norwich.edu

Donnell Butler



Donnell Butler is the senior associate dean for planning and analysis of student outcomes at Franklin and Marshall College. In this role, he is responsible for facilitating the integration of

planning, projects, programs, and relationships designed to improve student access, transition, and success. He collaborates with faculty, staff, students and external communities to continuously evaluate and improve student success strategies using evidence-based practices. He earned his Ph.D. in Sociology from Princeton University in 2009, where he was the project director for the Campus Life in American Student Survey in the Office of Population Research. His dissertation examined the consequences of racial and ethnic segregation in high school on students' preferences for and experiences with racial and ethnic diversity in college. After completing his Ph.D, he was an American Education Research Association postdoctoral fellow at Educational Testing Service working with Dr. Barbara Schneider on the College Ambition Program at Michigan State University, studying the effectiveness of activities and programs designed to encourage and prepare adolescents to pursue college. Immediately prior to joining F&M, he directed research and development of survey questionnaires for the National Assessment of Educational Progress (NAEP) at Educational Testing Services (ETS).



News from Section Members: Books & Publications

Encounters with Social Thought

by Edith W. King, (Worldmindedness Institute)

Encounters With Social Thought



Edith W. King
Educational Sociologist
Worldmindedness Institute, Denver, Colorado

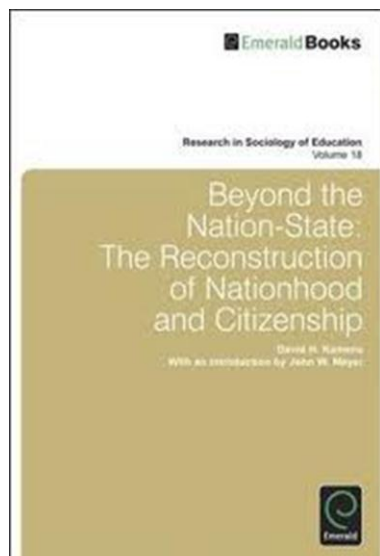
Do you wonder how to make sense of what goes on around you? Do you realize we live in an invisible social world- a world of common occurrences along with international calamities, terrorism, and natural disaster? People often seek explanations for these events and happenings for many reasons, among them to deal with a crisis or to plan for the future. You can apply major social theories of sociology to experiences and events happening every day. That's what *Encounters with Social Thought* is all about! This book is for anyone seeking explanations for experiences fo daily life, the "small things" like eating at a restaurant or going to a football game. More importantly, it's a way of coming to underatsnd national and global happenings such as terrosism, earthquakes, and tsunamis. This book is useful for a wide range of readers including professionals and students in higher education.

Edith W. King, educational sociologist, taught at the university level for forty-five years. She is the author of more than eighteen texts, numerous articles, monographs, and multi-media materials on diversity, multi-ethnicity, gender issues, world awareness, global perspectives and peace building.



Beyond the Nation State: The Reconstruction of Nationhood and Citizenship

By David H. Kamens, (Emerald Press)



This book is an institutional account of the effects of education and knowledge societies in creating a common global culture. The data consist of 33-45 countries and samples of their populations from 1981-2004 on 33 nation-states and data from 2005-2007 on 45. The data show a number of surprising patterns: (1) individuals, especially schooled ones, tolerate a wider range of people, e.g., gays, those of other ethnicities, religions, directly reflecting the diffusion of human rights scripts; (2) but they are much less tolerant of intolerance, i.e. orthodox religions; political radicals; (3) public opinion expands around the world and majorities of the populations, particularly the more educated, describe themselves as 'autonomous persons'; (4) modern persons using a global cultural frame subscribe to democracy and imagine an orderly world; but they are often (and increasingly) critical of elites and institutions of their national states, even when these are functioning democracies; and lastly (5) many educated persons describe themselves as 'global citizens of the

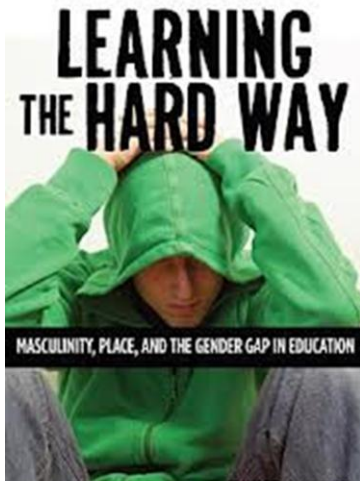
world' but do not see this as being incompatible with being strong 'nationalists' in support of their own nation state. Surprisingly, more people in the second and third world describe themselves as 'global citizens' than in the developed world; and 6) tolerance for multi-cultural views of society are stronger in newer societies than older nation-states whose citizens seem wedded to older concepts of the nation-state.

The book discusses these findings in light of world society theory and pinpoints world regions that have antagonistic traditions, supported by local institutions that also have transnational roots, e.g., the Orthodox Church in Eastern Europe. It raises issues for future research of whether these institutions can effectively deter the emergence of a global cultural frame in these areas.

David H. Kamens is currently an independent scholar in Washington, D.C., emeritus from northern Illinois University.

Learning the Hard Way: Masculinity, Place and the Gender Gap in Education

By Edward Morris, (Rutgers University Press)



An avalanche of recent newspapers, weekly newsmagazines, scholarly journals, and academic books has helped to spark a heated debate by publishing warnings of a "boy crisis" in which male students at all academic levels have begun falling behind their female peers. In *Learning the Hard Way*, Edward W. Morris explores and analyzes detailed ethnographic data on this purported gender gap between boys and girls in educational achievement at two low-income high schools—one rural and predominantly white, the other urban and mostly African American. Crucial questions arose from his study of gender at these two schools. Why did boys tend to show less interest in and more defiance toward school? Why did girls significantly outperform boys at both schools? Why did people at the schools still describe boys as especially "smart"?

Morris examines these questions and, in the process, illuminates connections of gender to race, class, and place. This book is not simply about the educational troubles of boys, but the troubled and complex experience of gender in school. It reveals how particular race, class, and geographical experiences shape masculinity and femininity in ways that affect academic performance. His findings add a new perspective to the "gender gap" in achievement.

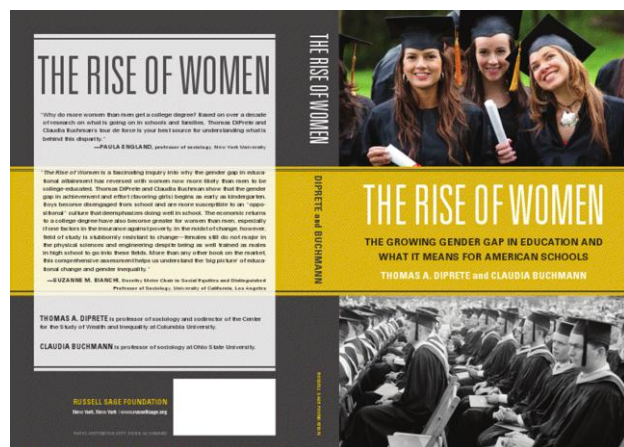
For more on the book, see http://rutgerspress.rutgers.edu/acatalog/learning_the_hard_way.html

Edward Morris is currently an associate professor in the Sociology Department at University of Kentucky and the author of *An Unexpected Minority: White Kids in an Urban School*.



The Rise of Women: The Growing Gender Gap in Education and What it means for American Schools

By Thomas A. DiPrete and Claudia Buchmann, (Russell Sage Foundation)



While powerful gender inequalities remain in American society, women have made substantial gains and now largely surpass men in one crucial arena: education. Women now outperform men academically at all levels of school, and are more likely to obtain college degrees and enroll in graduate school. What accounts for this enormous reversal in the gender education gap? In this book, Thomas DiPrete and Claudia Buchmann provide a detailed and accessible account of women's educational advantage and suggest new strategies to improve schooling outcomes for both boys and girls.

The Rise of Women opens with a masterful overview of the broader societal changes that accompanied the change in gender trends in higher education. The rise of egalitarian gender norms and a growing demand for college-educated workers allowed more women to enroll in colleges and universities nationwide. As this shift occurred, women quickly reversed the historical male advantage in education. By 2010, young women in their mid-twenties surpassed their male counterparts in earning college degrees by more than eight percentage points. The authors, however, reveal an important exception: While women have achieved parity in fields such as medicine and the law, they lag far behind men in engineering and physical science degrees. To explain these trends, *The Rise of Women* charts the performance of boys and girls over the course of their schooling. At each stage in the education process, they consider the gender-specific impact of factors such as families, schools, peers, race and class. Important differences emerge as early as kindergarten, where girls show higher levels of essential learning skills such as persistence and self-control. Girls also derive more intrinsic gratification from performing well on a day-to-day basis, a crucial advantage in the learning process. By contrast, boys must often navigate a conflict between their emerging masculine identity and a strong attachment to school. Families and peers play a crucial role at this juncture. The authors show the gender gap in educational attainment between children in the same families tends to be lower when the father is present and more highly educated. A strong academic climate, both among friends and at home, also tends to erode stereotypes that disconnect academic prowess and a healthy, masculine identity. Similarly, high schools with strong science curricula reduce the power of gender stereotypes concerning science and technology and encourage girls to major in scientific fields.

As the value of a highly skilled workforce continues to grow, *The Rise of Women* argues that understanding the source and extent of the gender gap in higher education is essential to improving our schools and the economy. With its rigorous data and clear recommendations, this volume illuminates new ground for future education policies and research.

Thomas A DiPrete is professor of sociology and co-director of the Center for the Study of Wealth and Inequality at Columbia University

Claudia Buchman is professor of sociology at Ohio State University



News from Section Members: Announcements

○ Faculty Position in the Department of Sociology at Adelphi University

The Department of Sociology in the College of Arts and Sciences invites applications for a full-time, tenure-track position as Assistant professor beginning fall 2013. Candidates are sought with expertise in one or more of the following areas: labor and work, migration, medical sociology, the life cycle and/or the global arena and who are able and willing to teach at the introductory and graduate levels including quantitative research methods. The successful candidate will be an active scholar, involved campus citizen, and an excellent classroom instructor. Applicants must have Ph.D. in Sociology or related field by the time of appointment. Review of applications will begin immediately and continue until the position is filled. Submit a letter of application including teaching interests/philosophy and statement of research (or professional) interests, curriculum vitae, two samples of written work, two sample syllabi (one lower, one upper level course) and names and addresses (including email) of three references at

www.adelphi.edu/positions/faculty

All appointments are subject to final approval by the Board of Trustees. Adelphi University is committed to building a diverse faculty and strongly encourages applications from minority and women candidates. For additional information about Adelphi University, please visit www.adelphi.edu. Adelphi University is an Affirmative Action/Equal opportunity employer.

○ The Graduate School of Arts and Science, Department of Sociology at New York University

is proud to announce a new Master's Degree program in Applied Quantitative Research (AQR). With a focus on cutting edge quantitative research techniques as applied in contemporary social science research, the AQR program will bring together students with quantitatively focused interests and provide them with rigorous training in applied statistical analysis. Students in the AQR program will complete a 12-month curriculum, gaining a strong foundation in the statistical tools and theoretical perspectives used in the social sciences while allowing them flexibility to pursue their own interests and develop specialized skills. Graduates of the program will acquire the skills necessary for a variety of professional endeavors, such as research positions in non-profit and government agencies at the federal, state and local levels or in the growing number of opportunities in numerous economic sectors for research and analysis. Other graduates will enter doctoral programs in the social sciences at top universities in the United States. The tools that students develop through the AQR program will allow them to find employment opportunities in a number of traditional or emerging fields requiring the use of advanced statistical training. The AQR program is accepting applications for the first cohort of students entering fall 2013. The deadline for applying is February 1. Please refer to the GSAS Application Resource center for the application and



deadline dates. More details about the program can be found through the Sociology Departments AQR website or by emailing AQR Program Director Chris Weiss at: chrisweiss@nyu.edu

- **Call for Media Reviews: Humanity and Society**

Recognizing the multiple modalities of communication and how these presentations enhance our sociological understanding of the complex realities of the 21st century, *Humanity and Society*, the journal of the Association for Humanist Sociology, announces the introduction of media reviews. We invite reviewers of sociological messages in photography, web-based art, websites, popular films and documentaries, radio broadcasts, and multimedia presentations. We also invite suggestions for media reviews. Please note that book reviews can be sent to our book review editor at RJ-Hironimus-Wendt@wiu.edu.

As a generalist journal, *Humanity & Society* publishes media reviews on a wide variety of topics. We are particularly interested in media presentations that are relevant to humanist sociology. Humanist sociology is broadly defined as a sociology that views people not only as products of social forces but also as agents in their lives and the world. We are committed to a sociology that contributes to a more humane, equal, and just society. The journal welcomes reviewers from diverse backgrounds and with diverse perspectives, including activists, graduate students, and practitioners in fields other than sociology. Potential reviewers are also encouraged to contact the Editor with suggestions for

reviews in their areas of interest and expertise.

Agreement to prepare a review for *Humanity & Society* assumes that the reviewer has no substantial material or personal connection to the material or to the producer. Reviews in violation of this guideline will not be published. Written submissions should not exceed 1000 words. Reviews should also include your: Name, Position, Media Outlet, Mailing Address, Email Address, and the titles and dates published, along with URLs for electronic and multimedia presentations. If you think any additional contextual information would be useful, please include it with your submission/review.

To review for *Humanity & Society*, or to offer suggestions for reviews, please contact our Media Editor, Pamela Anne Quiroz, with a brief summary of your chosen review (paquiroz@uic.edu). We look forward to hearing from you and Thank You for your contributions!

- **Regina Werum (Emory University)** has accepted an appointment as Associate Vice Chancellor for Research at the University of Nebraska, Lincoln. She looks forward to starting her new position in January 2013.
- **Stephen Plank (Johns Hopkins University)** is a co-PI on a recently awarded NSF grant to support and study STEM education in Baltimore elementary schools (grades 3-5). As a collaboration among JHU's schools of engineering, education, and arts and sciences – as well as Baltimore City Public Schools – this five-year, \$7.4 million award is part of NSF's Math and Science Partnership program. The research will involve nine schools situated within three particular



neighborhoods, as well as six comparison schools.

- **Dr. Richard Ingersoll has been named as a Board of Overseers Professor of Education.** Dr. Ingersoll joined Penn GSE in 2000 and holds a secondary appointment in Penn's Department of Sociology. Dr. Ingersoll has rapidly established himself as the nation's premier expert on teacher supply, demand, and retention, and has published more than 100 articles, reports, chapters, and essays on teaching as a profession. President Clinton cited Dr. Ingersoll's research in a number of speeches announcing teacher recruitment and training initiatives. His work influenced the No Child Left Behind Act and has been released in major reports by such prominent organizations as the National Commission on Teaching and America's Future, the Education Trust, the Alliance for Excellence in Education, the National Governors' Association, and President Obama's Council of Advisors on Science and Technology. Dr. Ingersoll frequently briefs local, state and federal legislators and has been invited to present his research before many policy groups, including the Aspen Institute's Education Policy Program for Members of Congress, the Congressional Hearings on Teacher Preparation Initiatives held by the U.S. House of Representatives'

Committee on Education and the Workforce, the National Commission on Mathematics and Science Teaching for the 21st Century chaired by Senator John Glenn, and education reform commissions in many states.

Dr. Ingersoll has received many awards, including the Richard B. Russell Award for Excellence in Teaching from the University of Georgia; the Harry Braverman Award from the Society for the Study of Social Problems for his work on organizational control and accountability in schools; the National Award of Distinction from the Penn Education Alumni Association; the Outstanding Writing Award from the American Association of Colleges for Teacher Education for his book *Who Controls Teachers' Work? Power and Accountability in America's Schools*, published by Harvard University Press; and the 2011 Outstanding Researcher Award from the Association of Teacher Educators. He was elected as a Fellow of the American Educational Research Association in 2009.



In the next issue....

- Five questions to a senior sociology of education scholar

**Submit contributions for the next newsletter to
Katie Condit
Kcondit1@nd.edu**



Katie Condit is a first year Graduate Student in Notre Dame's Center for Research on Educational Opportunity. Her research interests lie in examining potential mediating factors for students at risk of high school dropout. She is specifically interested in effective strategies that are utilized in Alternative High Schools to close the gap in high school completion rates for disadvantaged students.

