

*The Trouble with “Teacher Voice”***Jonathan Gyurko<sup>1</sup>**

In the Spring of 2012, I helped negotiate Connecticut’s education reform law. At over 180 pages, it was hailed by some as the state’s most significant effort to improve public schools in a quarter century. But its passing was no small feat: Connecticut has powerful teacher unions, only a modest school reform lobby, and a strong tradition of local control (McDermott, 1999).

During one of our negotiating sessions at the Capitol, teachers rallied outside. Chants of “listen to teachers” and “hear our voice” echoed through the statehouse, at some points drowning out our discussions. The irony wasn’t lost on anyone in the room. By far, the unions were the most influential organized interest to determine the law’s final shape. Yet here were hundreds of teachers, fearful that they wouldn’t be heard.

Similar rallies were taking place across the United States, as states changed teacher tenure and seniority, adopted the Common Core, and promoted performance-based evaluation and pay, among other changes (AP, 2011; Cavanaugh, 2011).

(Continued on Page 3)

<sup>1</sup>Jonathan Gyurko received his Ph.D. in Education and Politics in 2012 from Teachers College Columbia University, where he serves as an adjunct assistant professor. He also runs Leeds Global Partners, an education consultancy. Contact: jonathangyurko@hotmail.com.

**MESSAGE FROM THE PRESIDENT**

**BONNIE FUSARELLI**  
**NORTH CAROLINA STATE UNIVERSITY**

Dear PEA Colleagues,

As the academic year begins to wind down, we are pleased to be publishing the spring issue of the *PEA Bulletin*. Ann Allen and La’Tara Osborne-Lampkin have put together a terrific issue featuring the work of politics of education scholars. We are deeply indebted to them for the time, energy, and creativity they invested in putting together such an engaging issue.

We are looking forward to an exciting conference at AERA in Philadelphia! Many members of PEA will be in attendance, and research on the politics of education is featured prominently throughout the program (Lisa Bass was PEA’s 2014 AERA Program Chair). I encourage you to attend as many of the PEA sessions that you can. Please join me in thanking Lisa Bass and the review committee who helped build such an excellent program.

I would like to thank all the officers and colleagues who have worked so hard throughout the year on the multiple awards and program committees – too many to list but your service is greatly appreciated and valued. Of particular note is work of Betty Malen and the Election Committee. They

## TABLE of CONTENTS

Page 1	<i>The Trouble with "Teacher Voice"</i> Jonathan Gyurko Teachers College Columbia University Leeds Global Partners
Page 1	Message from the President
Page 7	Dissertation Award Committee Report
Page 8	2014 William L. Boyd National Educational Politics Workshop
Page 9	Program Chair Report
Page 10	Publications Report
Page 11	Treasurer's Report
Page 14	Recognition of 2014 Workshop Mentors and Volunteers

## PEA Business Meeting

Date: Sunday, April 6

Time: 6:15 pm – 7:45 pm

Place: Convention Center, 100  
Level- 118A

## Division L Business Meeting

Date: Friday, April 4

Time: 6:15 pm – 7:45 pm

Place: Convention Center, 100  
Level- 122A



### **President's Report**

(Fusarelli, continued from page 1)

encouraged excellent folks to run for SIG offices and PEA will be stronger for it! Thank you to Betty and the committee! I am delighted to announce the results of the election:

#### **2014 Election Results**

##### **President/SIG Chair Elect**

#### **Tamara Young**

North Carolina State University  
2-year term (2014-2016)

##### **At-Large Executive Board Member Elect**

#### **Samantha Scribner**

Indiana University-Purdue University Indianapolis  
2-year term (2014-2016)

##### **Secretary Elect**

#### **Adrienne Dixon**

University of Illinois at Urbana-Champaign  
2-year term (2014-2016)

##### **Treasurer Elect**

#### **Kara Finnigan**

University of Rochester  
2-year term (2014-2016)

Congratulations to President Tamara Young, and all the newly elected officers!

The PEA business meeting will be on **Sunday, April 6, 6:15 to 7:45pm, Convention Center, 100 Level, 118A**. We will have plenty of food and drinks so please plan to attend PEA's business meeting. It will be a wonderful opportunity to reconnect and plan for the future!

Sincerely,

Bonnie Fusarelli



## “Teacher Voice”

(Gyurko, continued from page 1)

Wisconsin’s teachers’ union said legislators were taking “the voices of educators out of our classrooms.” Idaho’s Education Association decried a narrower scope of bargaining for taking “teachers’ voice out of discussion on workplace conditions.” Tennessee’s teachers association published *Teachers Will Not Be Silenced*, which included no fewer than twenty-seven mentions of “teacher voice.” In explaining why teachers rallied on the National Mall, American Federation of Teachers President Randi Weingarten said it was due to a “lack of voice” (Robelin, 2011; TEA, 2011).

To its defenders, “teacher voice” is an answer to many things. They argue that it can advance students’ interests, enhance working conditions, inform policy, and improve student outcomes. Yet to its detractors—and particularly when it is code for “union voice”—teacher voice advances the interests of adults to the detriment of students and taxpayers (Moe, 2011).

So which is it? The trouble with “teacher voice,” in my estimation, is that it represents different things to different people. The phrase has rhetorical power, but it is used in such a broad way as to become conceptually meaningless.

### The Study

My doctoral dissertation aimed to add some light to the “teacher voice” heat. To guide my approach, I developed a conceptual framework that defines teacher voice in terms of how it is expressed, to whom, and about what. Specifically, I examined how often teachers express their views with other teachers, supervisors, and policymakers; either individually or collectively; and across three major issue areas: matters of educational practice; employment issues; and policy.

This approach examined the frequency with which teachers express their views and it differs from other research on teacher opinion and influence. For example, the Schools and Staffing Survey asks

teachers about their personal characteristics, working conditions, and the amount of control they have over their work, among other issues. The information is valuable but the questions do not specifically measure the degree to which teachers discuss these matters with colleagues, supervisors, and policymakers (NCES, 2011). The MetLife Survey of the American Teacher gets a little closer, looking at a teachers’ communication with their colleagues and principals about teaching and whether they feel as if their voices are heard in policy debates (Markow and Cooper, 2008). But neither systematically examines the behavior of teachers expressing their views.

### Research Methods

My research was completed in two parts. The first was an empirical analysis of original survey data collected from 119 randomly selected New York City school teachers. Although this is just a small fraction of the city’s 74,000 teachers, a series of tests confirmed that the sample was generally representative of the larger workforce.<sup>2</sup> My survey, which included over 100 questions, asked teachers to indicate how often they speak with colleagues, supervisors, and policymakers, both individually and collectively, on matters of education, employment, and policy. The survey’s four point scale ranged from “never” (1) and “rarely” (2) to “sometimes” (3) and “often” (4). This design resulted in fifteen different composite measures of teacher voice.

The second part of my research was a historical analysis of the expression of teacher voice, as understood through my conceptual framework, across five commonly accepted time periods in the history of U.S. education, dating from the colonial era to present day. My historical analysis employed methods from the field of American Political Development. Both the historical and empirical analyses were informed by Albert O. Hirschman’s theory of *Exit, Voice, and Loyalty* (1970).

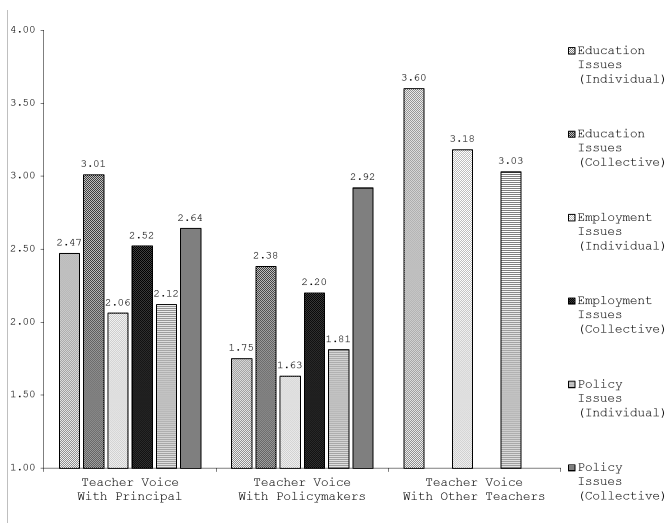
### Selected Empirical Findings

<sup>2</sup> That said, as a survey is in and of itself a “voice act,” my respondents may have been more inclined to speak-up. This suggests that the measured rates of voice in my sample are higher than levels across the population of city teachers.

As presented in Figure 1, on average teachers discuss educational, employment, and policy matters most often with each other. All three measures exceeded 3.0 (i.e. between “sometimes” and “often”) on my four point scale. Average rates of teacher voice with policymakers are noticeably lower than the frequency of teachers’ interaction with their principal or supervisor. As the results also show, collective voice is consistently higher than individual voice, across all three issue areas.<sup>3</sup>

In some respects, these results indicate what one might expect: teachers spend most of their work days with other teachers discussing a range of educational, employment, and policy issues. When it comes to discussions with immediate supervisors, voice is stronger when expressed collectively through faculty committees, school leadership teams, and other representative bodies. Moreover, and perhaps as a practical matter of proximity, school-based discussions with on-site colleagues and supervisors occur more often than off-site discussions with policymakers.

**Figure 1. Rates of Individual and Collective Teacher Voice by Issue and Audience**



However, it is notable that teachers report interacting, on average, only “sometimes” (3) and at worst “rarely” (2) with supervisors and approaching “never” (1) with policymakers to discuss matters of

<sup>3</sup> “Collective voice” measures were not collected for teachers’ interaction with each other.

education, employment, and policy. These low measures of collective teacher voice are also surprising given that the survey prompted teachers to consider all the different ways in which their views can be expressed: from participating in meetings and sending emails, to attending a rally, and through union chapters, faculty councils, and other representative groups.

I also standardized my voice measures to conduct a series of descriptive analyses and identify differences in rates of teacher voice according to teacher, school, and student characteristics. By and large, I found no meaningful difference in rates of voice by teachers’ gender and race ( $p > .10$ ). About a third of my respondents indicated that they hold leadership positions in their school and, as expected, they report meaningfully higher rates of voice than their colleagues on matters of policy ( $ES = .53, p < .01$ ).

Those familiar with Hirschman’s work will recall his predictions about the relationship between voice, exit, and loyalty within organizations—particularly those in decline. As anticipated, teachers who are more likely to leave their current school in the next five years are also much less likely to express their views on matters of education and employment ( $ES = -.62, p < .01$  and  $ES = -.46, p < .05$ , respectively).

These last findings hold intriguing implications (and possibilities for further research) in the area of teacher turnover. They suggest that teachers who are inclined to exit stop making their voices heard—or leave because their voice is not welcome—keeping from their schools ideas that might otherwise improve student learning. A question remains, in part due to the limits of my data, as to whether voice-promoting practices decrease unwanted turnover. If so, such a finding would have important and cost-effective policy implications.

What about the teacher unions? About a quarter of my respondents worked at non-union charter schools, providing a useful comparison group. Interestingly, I found no statistically significant difference in rates of collective educational, employment, or policy voice between unionized and

non-union teachers ( $p > .10$ ). This likely comes as a surprise to trade unionists, who claim to give voice to teacher interests. But given that unions are a form of *representative* voice, front-line teachers may not fully appreciate the extent to which their views are expressed on their behalf at the bargaining table and in the corridors of power.

On closer examination, I find that merely working at a unionized school doesn't tell the whole story. Respondents were also asked to describe how well their union advocates on behalf of their needs and concerns. Not surprisingly, those who rated their union as "effective" also reported substantially higher rates of collective education and policy voice ( $ES = .83$  and  $.84$ , respectively,  $p < .10$ ), as compared to peers who described their union as "ineffective."

### **Selected Historical Findings**

An important assumption about the prospects for voice lies at the heart of Hirschman's theory. By way of comparison, *exit* occurs only when there are alternatives from which to choose. Exit assumes the existence of a market—an institutional context in which exit can occur. What then is the necessary context for voice? To paint an extreme picture, voice cannot occur under a totalitarian regime which doesn't tolerate dissent. Under such conditions, voice has no enabling context. Rather, political rights, institutional mechanisms, and cultural norms must be present for voice to find expression.

With this in mind, I examined the different forms of teacher voice (as defined by my conceptual framework) during the colonial and early National period; the Common School era; amidst the bureaucratization of schools in the Progressive era; during the rise of civil and teacher rights; and in the recent period of school choice. Although a full summary of this analysis would take longer than present space allows, it's clear that for most of the history of public education in the United States, little context existed for teacher voice.

For example, in our early history when schooling was largely a family responsibility, teachers were expected to do what parents and communities wished; independent views were not invited. As

teaching became feminized in the 19<sup>th</sup> century, cultural norms controlling women's behavior dictated that teachers be seen but not heard. Although there were some prominent women Common School reformers, such as Emma Willard and Catherine Beecher, the most outspoken educational leaders were men and not often classroom teachers.

Into the early 20<sup>th</sup> century as states acquired more responsibility for schooling, voice's required institutional context took shape. More and more, educational issues were decided in political venues where voice is the currency is the realm. Teacher unions started to form and take action. Culturally, the Suffrage Movement made it acceptable for women to advocate on their own behalf. Following mid-century, the legalization of public sector collective bargaining gave teacher unions a burst of life and a powerful institutional vehicle to voice teachers' interests.

But the trajectory is by no means linear or foreordained. Amidst patriotic fever during the First World War, the National Education Association—then dominated by administrators and nothing like the teacher lobby it is today—led an aggressive campaign to enroll teachers and discredit its fledgling rival, the American Federation of Teachers. The campaign emphasized loyalty to school, country, and profession, contrasting the NEA to the AFT's blue-collar trade unionism and leftist politics. Superintendents pressured teachers to join and NEA membership grew: from 8,500 in 1917 to 150,000 by 1925; many AFT locals became inactive. From the 1930s through the 50s, Red Scares prompted states to require loyalty oaths of teachers, effectively silencing teachers' political views. Starting in the 1980s, market-based reforms resulted in today's choice and charter school movement. Most charters are non-union, leaving teachers without one (but by no means only) way to influence their workplace.

### **Discussion**

These findings leave us with a number of puzzles. Teacher unions are among the most powerful interests in public education, yet teachers don't view things this way. As my data show, teachers do

not often interact with their supervisors and policymakers. A lack of day-to-day workplace voice likely helps to explain why teachers underestimate the strength of their collective, union voice. It is also possible that union leaders capitalize on these perceptions in order to agitate and mobilize teachers for collective action.

Meanwhile, efforts to decrease teachers' due process protections and limit the scope of collective bargaining reduce institutional vehicles for teacher voice. For those that believe teachers' collective influence is too strong, such changes are a welcome development. But as my historical analysis argues, voice needs such contextual enablers if it is to be expressed and heard.

Limiting the vehicles for teacher voice, then, is likely to impede popular efforts to professionalize teaching. Folk wisdom and scholarly consensus point to the importance of good teachers. International benchmarking confirms this view, given that countries with high-performing school systems invest heavily in their teaching force. It has become common knowledge that these countries recruit talented college students into teaching and that the U.S. should too (Kristof, 2011).

Such professionals will expect to have a good degree of control over their work, and autonomy is a classic hallmark of the professions. So if the United States is to build a teaching force from the top 30 percent of college graduates—as many reformers advocate—it is likely that these teachers will want to have a good deal of say in schools. What mechanisms exist, then, to hear and heed their voice, if the most prominent current vehicles for teacher voice, namely unions and collective bargaining, lose their force?

Answers may lie in fundamental changes to the industrial organization of schooling. Factory modes of behavior, prized by the Administrative Progressives, still determine the logic of much of public education. Collective bargaining, as it most often occurs, presumes labor-management divides that reinforce industrial labor relations.

But more professional models exist. I have been involved with the negotiation of school-based

contracts, in which teachers have a direct say in the organization of their school (Gyurko, 2008). The approach is not unlike the site-level compacts advocated by Charles Kerchner and his colleagues in *United Mind Workers* (1997). Another is teacher co-operatives, such as those found in the Midwest, where schools are run largely by the teachers as small professional practices (Hawkins, 2009).

These and other reforms aim to give teachers more ownership over teaching and more of a say in their work. To understand if and how these approaches improve schooling and have potential for broader application, it will be necessary to abandon romanticized notions of “teacher voice.” Instead, these and other voice-based innovations must be analyzed with greater precision to determine: what teachers are talking about, to whom, how they do it, and with what effect.

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**The University Council for  
Educational Administration  
Annual Conference**

**November 20-23, 2014  
Washington, D.C.  
Washington Hilton**

**Conference Theme:  
*Righting Civil Wrongs: Education for  
Racial Justice and Human Rights***

**Proposal Submission Deadline:  
May 5, 2014**

**DISSERTATION AWARD COMMITTEE  
REPORT**

*BRENDAN MAXCY  
IUPUI*

The PEA Outstanding Dissertation Award committee is pleased to announce the winner and runner-up for the 2013-2014. The PEA Outstanding Dissertation Award:

**Winner: Rebecca Spiro Natow**  
 Faculty Sponsor: Kevin J. Dougherty  
 University Affiliation: Teachers College, Columbia University  
 Dissertation title: *Making Policy in the United States Department of Education: The Political Process of Federal Rulemaking for Higher Education*

**Honorable mention: Helen Janc Malone**  
 Faculty Sponsor: Julie Reuben  
 University Affiliation: Graduate School of Education, Harvard University  
 Dissertation title: *Building a Broader Learning Agenda: The Evolution of Child and Youth Programs Toward the Education Sector*

The committee would like to thank all contributors and mentors. Members of the committee were as follows:

- Ann Allen (Ohio State University)
- Curtis Brewer (University of Texas, San Antonio)
- Sarah Diem (University of Missouri-Columbia)
- Gerardo Lopez (Loyola University—New Orleans)
- Brendan Maxcy, Chair (IUPUI)

**2014 WILLIAM L. BOYD NATIONAL  
EDUCATIONAL POLITICS WORKSHOP:**

**A CALL FOR PARTICIPANTS**

**KYLE INGLE**  
**BOWLING GREEN STATE UNIVERSITY**

**TAMARA YOUNG**  
**NORTH CAROLINA STATE UNIVERSITY**

The 2014 William L. Boyd National Educational Politics Workshop will be held at AERA in Philadelphia, Pennsylvania on Thursday, April 3rd, 2014 from 2:30 to 5:00 pm at the Pennsylvania Convention Center 100 Level, Room 122B). Prior registration and confirmation is required for this event. As from its very beginnings in 2008, the workshop's focus is providing mentorship opportunities for emerging scholars so that they can interact with established scholars in the field of education politics and policy. For this year, we have 55 registered emerging scholars and 43 mentors from across the United States, Canada, and Israel. We had a number of mentors and mentees who were not able to make it, but after a quick call out to our membership, we were able to replace mentors with new ones and even accommodate all of our waitlisted mentees. Mentors were paired with emerging scholars according to compatible research interests and, to the extent possible, research methodologies.

Dr. Janie Clark Lindle, the Eugene T. Moore Professor of Educational Leadership at Clemson University will serve as the keynote speaker, addressing the political contexts of educational leadership. Dr. Lindle is the editor of the forthcoming text, *Political Contexts of Educational Leadership: ISLLC Standard Six* (Routledge, 2014). By presenting problem-posing cases, theoretical grounding, relevant research, and implications for practice, the book is designed to help aspiring school leaders understand the dynamics of educational policy in multiple levels—local, state, and federal. Leaders are responsible for promoting the success of every student by understanding,

responding to, and influencing the political, social, economic, legal, and cultural contexts in which education and learning reside.

On behalf of the Politics of Education Association and UCEA, we thank the mentors for their contributions to the professional development of emerging scholars (See page 14 for a full list of mentors and volunteers). Their willingness to serve in these roles is voluntary and in the absence of either honoraria or travel assistance. Without these mentors volunteering their time and expertise, the Boyd Workshop would not be possible. I also wanted to send a special thank you to Mrs. Corrie A. Voss, my graduate assistant at BGSU. She provided unbelievable energy and valuable assistance in making the matches and facilitating contact with the 2014 William L. Boyd Workshop participants.



**Division L's Junior Faculty Mentoring  
Seminar**

*Advice from Leading Faculty and  
Researchers in Education Policy*

*Date: Saturday, April 5*

*Time: 2:45 pm – 4:15 pm*

*Place: Marriott, Fourth Level-Franklin 4 I*





## 2014 PROGRAM CHAIR REPORT

LISA BASS  
NORTH CAROLINA STATE UNIVERSITY

Thank you to the review panel of the Politics of Education Association Program Committee for putting together a high-quality session focused on issues of concern to PEA members. Although PEA was awarded 2 sessions, the Program Committee opted to have one session of four papers and use the second session for the PEA Yearbook review session, due to the small number of quality proposals.

Look for the PEA Paper Session:

Monday, April 7, 2:15-3:45 p.m.  
The Politics of Accountability in Educational Decision Making  
Politics of Education Association  
Paper Session  
Convention Center, 100 Level, 108B

Thank you to the Program Committee reviewers for their work in reviewing proposals: Jonah Liebert, Teachers College, Columbia; Jeffrey Kaplan, University of Central Florida; Lesley Locke, University of Southern Mississippi; and Guodong Liang, University of Missouri.

Additionally, we encourage all members to attend the Politics of Education Association business meeting, Sunday April 6 from 6:15- 7:45 in the Convention Center, 100 Level, 118A.

See you there!

Lisa Bass

## POLITICS –RELATED AERA SESSIONS

Compiled here is a list of AERA sessions and individual presentations that may interest our members. These sessions and individual presentations comprise those that were generated by a subject search of the AERA program using the term “politics.”

-Ann Allen, Co-Editor

### SESSIONS

(See AERA Conference Program for presenter’s names)

#### *When Policies Define Childhoods*

Session Type: Paper Session  
Time: Thursday, April 3, 2:15-3:45 pm  
Place: Convention Center, 100 Level, 121A

#### *Issues of Segregation and Disproportionality*

Session Type: Paper Session  
Time: Friday, April 4, 8:15 -10:15 a.m.  
Place: Convention Center, 100 Level, 118A

#### *Contemporary Issues and Transformations in Rural Resource Communities*

Session Type: Paper Session  
Time: Friday April 4, 2:15-3:45  
Place: Convention Center, 100 Level, 118B

#### *Exploring the Influence of Politics, Public Perceptions, and Accountability Measures on School Practices*

Session Type: Roundtable Session 10  
Time: Friday, April 4, 2:15-3:45 p.m.  
Place: Convention Center, Terrace Level, Terrace IV

#### *Theorizing School Gun Violence: School Shootings, Politics, and Curriculum*

Session Type: Symposium  
Time: Saturday, April 5, 8:15-9:45 a.m.  
Place: Convention Center, 100 Level, 119B

***Neoliberalism and the “New Public School Reform Movement”***

Session Type: Paper Session  
Time: Saturday, April 5, 8:15-9:45 a.m.  
Place: Convention Center, 200 Level, 204C

***Education as a Historical Site of Racialization: What is Included, Excluded and Occluded in Innovation Processes***

Session Type: Symposium  
Time: Saturday, April 5, 2:45 – 4:15 p.m.  
Place: Marriott Fourth Level, 404

***Equity, School Finance, and Educational Reform***

Session Type: Paper Session  
Time: Sunday, April 6, 8:15- 9:45 a.m.  
Place: Convention Center, 100 Level, 118A

***Push and Pull: Policy Implementation at the Federal, State, and Local Levels***

Session Type: Paper Session  
Time: Sunday, April 6, 8:15-9:45 a.m.  
Place: Convention Center, 100 Level, 115C

***Implementing the Common Core: Challenges and Opportunities***

Session Type: Symposium  
Time: Sunday, April 6, 4:05-5:35 p.m.  
Place: Convention Center, 100 Level, 115C

***The Politics of Accountability in Educational Decision Making***

Session Type: Paper Session  
Time: Monday, April 7, 2:15-3:45 p.m.  
Place: Convention Center, 100 Level, 108B

**PUBLICATIONS COMMITTEE REPORT**  
  
**CATHERINE DIMARTINO**  
**HOFSTRA UNIVERSITY**

On behalf of the PEA Publications Committee, I am happy to announce that the 2014 PEA Yearbook, which is published as a special issue of *Educational Policy*, is now available online. The

theme of the issue is “The Politics of Research Utilization.” The editors are Christopher Lubienski, University of Illinois, Elizabeth DeBray, University of Georgia, and Janelle Scott, University of California at Berkeley. There will be a symposium with several of the authors at the 2014 Annual Meeting of the American Educational Research Association.

The 2015 Yearbook will be edited by Tamara Young, North Carolina State University, and Wayne Lewis, University of Kentucky. The theme of the issue will be, “Revisiting Education Policy Implementation.”

PEA will also have a special issue of the Peabody Journal of Education, to be published in the November 2015 issue. The editors are Lance Fusarelli, North Carolina State University, and Lisa Bass, Emory University. The theme for the issue is, “*The Politics of Inequality, Social Policy, and Educational Change.*”

Please note if you are interested in submitting proposals for the 2016 Yearbook or the 2016 Peabody Journal of Education Special Issue, the deadline is June 13, 2014. All proposals should be sent to [catherine.c.dimartino@hofstra.edu](mailto:catherine.c.dimartino@hofstra.edu).

**PEA EXECUTIVE BOARD**

- |                            |                        |
|----------------------------|------------------------|
| <b>Bonnie Fusarelli</b>    | <b>President</b>       |
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| <b>William Kyle Ingle</b>  | <b>At-Large Member</b> |



## TREASURER REPORT

*CATHERINE DIMARTINO*  
*HOFSTRA UNIVERSITY*

The financial statement for our AERA account is listed below. As we move forward, we anticipate the following sources of revenue and expenditures until the end of the 2014 fiscal year.

- A. *William L. Boyd National Education Politics* Workshop at AERA 2014
- B. Business meeting at AERA 2014
- C. Publication and Shipping of PEA Yearbook published in the *Educational Policy*
- D. AERA SIG management fee
- E. Breakfast meeting at UCEA 2014
- F. Revenue from membership fees paid from January-December 2014

### Financial Statement (January 2013-December 2013)

Description	Beginning Balance	Income	Expenditures	Ending Balance
Beginning Balance	\$13,743.36			
Membership Dues Income		\$7,580.00		
Honorariums			(\$250.00)	
Educational Policy Yearbook 2013			(\$2,137.50)	
Peabody Special Issue 2013			(\$2,025.00)	
William L. Boyd National Education Politics Workshop at AERA 2013			(\$3,039.67)	
Boyd Workshop Room Reservations at AERA 2014			(\$400.00)	
Business Meeting at AERA 2013			(\$1,592.10)	
AERA SIG Management Fee			(\$300.00)	
Business Meeting at UCEA 2013			(\$369.60)	
	\$13,743.36	\$7,580.00	(\$10,113.87)	\$11,209.49

*Membership.* The total number of members as of March 3, 2014 was 188. Currently 54 (29%) of members are students and 2 (.01%) are international.

1. ID and password)

*Politics of Education Association Bulletin* is an official publication of the Politics of Education Association (PEA) and is published two times per year. We encourage authors to submit essays on topics of interest in education policy and politics to the co-editors:

Ann Allen, Co-Editor  
Ohio State University  
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Fax: (850)644-9085

## Become a member of the Politics of Education Association

### *Membership Benefits*

In addition to its presence on the AERA program, PEA membership provides members with an electronic *PEA Bulletin* (the Association's newsletter), recent publications, and information about upcoming conferences, books, articles, and events related to the politics of education. Members also receive the special double issue of *Educational Policy* (January/March) which serves as the annual yearbook of the Politics of Education Association and a biennial special issue of the *Peabody Journal of Education*. The association also maintains its own web site <http://politicsofeducationassociation.wikispaces.com/>; offers course materials for teaching courses related to the Politics of Education, POETS (Politics of Education Teachers Services); sponsors timely presentations from senior scholars and political insiders; and provides mentoring for new faculty and graduate students.

### *Join PEA*

Since the Politics of Education Association is a special interest group (SIG) of the American Educational Research Association (AERA), you can join PEA when applying for a new AERA membership or renewing your AERA membership.

If it is not time to renew your AERA membership, then you can still join or renew your PEA membership online by:

- >Go to AERA homepage <http://www.aera.net>
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- >On the left toolbar select **\*Member Homepage\***
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- >**\$40 (faculty)**
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Please note that all SIG memberships will *expire* at the same time the AERA membership expire—generally, at the end of the year.

**The Politics of Education Association (PEA)** was formed in 1969 as the Politics of Education Society. In 1978, it became the Politics of Education Association, as part of AERA. Interest in educational policy and politics expanded so that in 1987, the Association successfully called for the formation of a new division within the American Educational Research Association. Today, that division is known as Division L: Policy and Politics. The Politics of Education Association continues as a Special Interest Group affiliated with the American Educational Research Association

### **Past Presidents of PEA**

Catherine Lugg (2010-2012) Rutgers University  
Lora Cohen-Vogel (2008-2010) Florida State University (currently at University of North Carolina-Chapel Hill)  
Bruce Cooper (2004-2008) Fordham University  
Kenneth Wong (2002-2004) Vanderbilt University (currently at Brown University)  
Hanne Mawhinney (2000-2002) University of Maryland, College Park  
William Firestone (1998-2000) Rutgers University  
Jane Clark Lindle: (1996-1998) University of Kentucky (currently at Clemson University)  
Robert Wimpelberg (1994-1996) University of New Orleans (now University of Houston)  
Betty Malen (1992-1994) University of Washington (now University of Maryland, College Park)  
Catherine Marshall (1990-1992) Vanderbilt University (currently at University of North Carolina-Chapel Hill)  
William Lowe Boyd (1988-1990) Pennsylvania State University  
Michael Kirst (1986-1988) Stanford University  
Jay D. Scribner (1984-1986) Temple University (now University of Texas-Austin)  
Douglas Mitchell (1982-1984) University of California, Riverside  
James G. Cibulka (1980-1982) University of Wisconsin-Milwaukee (currently at NCATE)

### **Past Chairs of PEA**

Donald H. Layton (1978-1980) SUNY-Albany  
David K. Wiles (1976-1978) Miami University (later SUNY at Albany)  
David K. Wiles (1975-1976) Miami University (later SUNY at Albany) (completed LaNoue's 1st term)  
George LaNoue (1974-1975 -- stepped down after one year) Teachers College (currently at University of Maryland, Baltimore County)  
Michael W. Kirst (1972-1974) Stanford University  
Mike M. Milstein (1970-1972) SUNY-Buffalo (later University of New Mexico)  
David L. Colton (First President; 1969-1970) Washington University; (retired from University of New Mexico)



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Peter Cistone	Florida International University
Lora Cohen-Vogel	University of North Carolina – Chapel Hill
Robert Cooper	University of California – Los Angeles
Diana D'Amico	George Mason University
Arnold Danzig	San Jose State University
Diane Dean	Illinois State University
Dan Gibton	Tel Aviv University
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Corrie A. Voss	Bowling Green State University
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