

# CIES Elections 2011

Dear CIES Members,

We are pleased to announce our candidates for the 2011 elections. The election process will take place during the following time period: March 1, 2011 to April 15, 2011.

## Vice President (1 opening, 2 candidates)

### Peter Easton



Fresh out of college, I became involved in international and comparative education by virtue of a Peace Corps appointment as assistant to the regional director of adult literacy in Madaoua, Niger (West Africa). Three years in that position led to four more working for the Nigerien government to develop training programs in Hausa for the management of rural farm cooperatives. Upon returning to the US, I undertook doctoral study at Stanford University in international development education, but left after a year with a Master's degree to work in the peace movement for the American Friends Service Committee. I returned to Africa three years later with a French development agency to head up a World Bank-funded evaluation of functional literacy in the Republic of Mali.

Back again from the Sahel, I resumed graduate study at Florida State University, earning an MS in economics and the PhD in international development education, interspersed with five years as Research Associate for the FSU Learning Systems Institute responsible for education sector studies and for the design and implementation of a \$20 million project to strengthen instructional quality in impoverished Haitian schools. Upon receiving the degree and with the arrival of young children in our bi-cultural (Iranian-American) family, I opted to stay put and accepted a position in the graduate program of the FSU College of Education, where I teach comparative and international education courses, have helped 29 major advisees through their dissertations and supervise a major that now includes a growing Peace Corps Masters International Program. My research interests focus in particular on education-labor market linkages and local capacity-building dynamics in developing countries, environmental factors governing the usage of new literate skills and participatory methodologies of evaluation and planning.

I have been attending and presenting regularly at CIES Conferences – and periodically at others for multicultural and adult education -- since 1980 and, with Simon Fass, wrote for the *Comparative Education Review* a paper on monetary consumption benefits of primary education in Haiti that received the George Bereday award of 1990. Other published material includes a two-volume work in French plus a book in English on participatory evaluation methods, a co-authored French work on capacity building in local cooperatives, an edited World Bank compendium on indigenous knowledge and a UNESCO book on developing literate environments in Africa, presently in press. To those should be added 11 refereed articles and a dozen book chapters on my research interests.

Comments on my service to CIES and hopes for the Society's future should begin with full disclosure: I was elected to the Board in the late 1980s but must have established a world record for infidelity to office – never managing to attend a meeting throughout my three-year tenure. The problem, as I explained in a letter to the CIES President, was that heavy responsibilities for the Haiti project combined with care of young children and academic duties left me literally unable to undertake any other travel.

Happily, those impediments are no longer a factor and I would be honored to serve a Society that continues to act out its joint commitment to comparative, international and multicultural education and to sustaining a dynamic balance between quality research and professional application. I support increased exchange with partner associations of the South as well as the North, plus further development of regional associations within North America. As a longtime proponent and practitioner of participatory research and planning, I would seek means to enhance active involvement of membership in Society affairs... and therefore encourage you to vote not simply for the candidates who seem best qualified, but for those with whom you feel most ready to put your own shoulder to the wheel!

## **Gilbert A. Valverde**



I am honored by the opportunity to serve CIES. My association with this organization began at the outset of my career. I have always remained active and I have been excited to have a part in its growth in scope and prominence. I am committed to collaborative leadership in support of its future directions and impacts.

I became an active member of CIES in a watershed year in my career. I presented my first paper at the 1993 Kingston, Jamaica meeting when I was a doctoral student at the University of Chicago — I was also in my first year as Assistant Director of the United States Research Center for the Third International Mathematics and Science Study.

As I have advanced my scholarship, lecturing, teaching, and policy work, my engagement in CIES has increased. I have shared most of my work at our annual meetings. I have been active in the community-building, intellectual exchanges, and networking that make CIES so vibrant and relevant. More recently, my service has included a position on the Board of Directors and as a member and chair of some of the Society's ad hoc committees.

Few Societies have members that equal the breadth and depth of understanding and curiosity of CIES' practitioners and researchers. No other association is focused on globe-spanning, important issues related to both novel and persistent challenges in education. No other society is positioned, by virtue of its expert members and its annual meeting agenda, to address the complex interplay among state-provincial, regional, national, and global educational policy and practice issues. No other society is prepared for the enormous institutional redesign challenges that lie ahead for education across the globe.

My publications in English, Spanish, Portuguese and French focus on how education policy can promote quality educational opportunities and enhance the life chances of children around the world. I research global trends in education policy, especially policies regarding opportunities to learn mathematics and the sciences. I look at the respective strengths and weaknesses of various types of educational assessment methods for understanding educational opportunity structures and outcomes; their implications for educational policymaking; and cross-national trends in curriculum governance policies in educational standards, indicators, textbooks and assessment.

I am Director of the Educational Evaluation Research Consortium, which carried out a series of ground-breaking longitudinal studies of educational opportunities in mathematics and reading in the Dominican Republic. I am on the Steering Committee of the Working Group on Standards and Evaluation of the Program to Promote Educational Reform in Latin America (PREAL). I am a Fulbright Senior Specialist. I have served as education policy analyst to UNESCO, the Inter-American Development Bank, NASA, the World Bank, and the US Agency for International Development and to a number of ministries, foundations, school systems, NGOs, and research institutions throughout the Americas. I sit on the boards of journals and evaluation institutes in Mexico, Uruguay and Chile. I am a senior researcher of the Institute of Global Education Policy Studies recently created in the Department that I chair at the University at Albany, SUNY.

If elected, I have ideas about how CIES can extend and refine its contributions. One idea is to embrace more expansive global communications strategies (e.g., organizing webinars and on-line lectures and roundtables). Another is to establish new connections and strengthen existing ones with international agencies, governments, and school/education systems across the globe, promoting the understanding accompanying CIES-contributed policy dialogue. In all initiatives, I will emphasize that efforts to improve the quality of education benefit from the close integration of empirical and theoretical understandings with practical applications. These complementary relationships are part of CIES' unique signature.

### **Board of Directors (3 openings, 6 candidates)**

#### **Helen Abadzi**



Having worked at the education sector of the World Bank for 24 years, I have thought a lot about the potential and the challenges involved in training for international education. Faculty and students of this field tend to be committed and excited about results in low-income countries. They learn a lot about educational systems and sociology, but to be more employable and effective, they must also think quantitatively. And they must know more about how people learn. Human memory and cognition work the same way in all humans, so cognitive neuroscience is an international education topic par excellence. Studies in this field could easily integrate humanitarian values with cutting-edge neurocognitive concepts. CIES could stimulate universities to update the relevant curricula with state-of-the-art learning research. To enhance competitiveness, international educators would also benefit from rigorous courses in statistics and robust experimental designs. Cognitive neuroscience is a prestigious field that attracts much funding. Proximity to it could enhance the funding opportunities and prestige of CIES. In the 10+ years of my CIES membership I have attended the national conferences consistently, and my presentation topics have promoted learning efficiency for the poor: Reading fluency, instructional time use, decision rules of management

committees, and others. I envisage in CIES a SIG on "mind and brain in international education," regular dissemination research summaries to all CIES members, and speakers on learning-related topics in conferences. Some academic colleagues have already joined in a pre-conference workshop on these issues in 2011. If elected, I hope to work towards integrating CIES values with exciting scientific applications.

## **(Kent) Sheng Yao Cheng**



Dr. (Kent) Sheng Yao Cheng is currently Associate Professor in the Graduate Institute of Curriculum Studies at National Chung Cheng University in Taiwan. Dr. Cheng received his Ph.D. in the Division of Social Science and Comparative Education (SSCE) at University of California, Los Angeles (UCLA) in 2004 under the leadership of Professor Val Rust, John Hawkins, and Carlos Torres. Dr. Cheng has taught the class of Current Issues in Comparative, International & Development Education both in the UCLA and NCCU for years and helps many new scholars to commit to the field of Comparative and International Education. He published dozens of research articles, book chapters, and conference presentations related to comparative education, international education, development education, and global education. Dr. Cheng has been a member of Comparative and International Education Society (CIES) for more than 10 years (since 2001), where he presented 26 papers in the annual CIES conferences, served as a member of Nomination Committee (2006- 2008), program chair of Higher Education SIG (2008-2011), and encouraged hundreds of participants to join CIES conference annually via co-hosting receptions yearly with University of Pittsburgh and UNESCO. Importantly, Dr. Cheng is also the Board Member of Chinese Comparative Education Society-Taipei (CCES-T) and the International

Advisor of National Center for University Entrance Examinations in Japan. Regarding to expanding the scholarship of Comparative and International Education, he commits himself to provide a bridge between the East and the West, theory and practice, global and local under the mutual understanding of international and comparative education.

## **Kazuo Kuroda**



I am very much honored to be nominated as a candidate for CIES Board of Directors. I first became a member of CIES when I was a Master's student at Stanford in 1992. Since then, CIES became a very important place for me to meet people who share an academic interest in this exciting and dynamic field of comparative and international education and who have great ambitions to contribute to the world through education. Since I came back to Japan after completing my Ph.D. at Cornell in 1996, I have worked at Hiroshima University and then Waseda University in Tokyo, and I have tried my best to establish the academic field of educational development and international education in my country through collaboration with other Japanese CIES members. We have also worked hard to facilitate and support policy developments and practices of Japanese international cooperation for educational development in developing countries. In this effort, CIES has always been a place of our reflection and a source of our motivation. CIES has provided us opportunities to share ideas and meet people to work with from all over the world. CIES is indeed an international society for researchers and students not only for those who are in North America but also around the

world. If elected as a CIES board member, my vision is promote the Society's international membership and advance its welcoming nature for diversity even further. I firmly believe that they are the greatest assets of the CIES.

## Thomas F. Luschei



I am an associate professor of education at the Claremont Graduate University, where I teach courses related to international comparative education and urban education in the U.S. My research explores the impact and availability of educational resources—especially teachers—among economically disadvantaged children. I have conducted research on educational issues in Africa, Asia, Europe, and North and South America. I came to CGU in 2010 from Florida State University, where I taught courses related to education and development. I also led international educational research and development efforts at FSU's Learning Systems Institute, including a 5-year, USAID-funded project to improve teaching and learning in Indonesia. Prior to pursuing my Ph.D. at Stanford University, I was a bilingual elementary and high school teacher in Los Angeles.

My international experience has taught me that there is tremendous potential and demand for cross-national collaboration in research and teaching. As a result, my first goal as a member of the CIES Board would be to advance the society's work to support scholarly partnerships across countries and cultures. Second, I believe that comparative education scholars have much to contribute to educational debates in the U.S., and if elected, I would seek to marshal the vast expertise of our members to inform educational improvement for an increasingly diverse U.S. student population. Most importantly, I hope to serve an organization that has been my intellectual home since I began graduate school in 2001. I have participated in every CIES national conference since 2002, acting multiple times as a presenter, panel chair, and panel discussant. I helped to organize the western regional conference in 2001 and the national conference in 2005. It would be an honor to further serve CIES as a member of the Board of Directors.

## Reitumetse (Reitu) Obakeng Mabokela



Dr. Reitumetse (Reitu) Obakeng Mabokela has been an active member of CIES for 15 years. Currently a professor in the Department of Educational Administration at Michigan State University, Dr. Mabokela joined the organization in 1996 during her graduate student years at the University of Illinois at Urbana Champaign. Her service to CIES started as graduate student when she served as the co-coordinator of the Midwest CIES meeting that was hosted by the University of Illinois in 1997. Since then she has assumed a variety of service responsibilities within the organization including program chair of two CIES conferences (Chicago, 2010 and New Orleans, 2003); chair of the Gail P. Kelly dissertation award committee (2007-2009); member of Midwest CIES conference planning committee (2005); chair of Joyce Cain award committee (1999-2002); chair of UREAG; member of the Board of Directors (2004-2007); and currently member of the Comparative Education Review advisory board and the CIES Honorary Fellow selection committee.

Dr. Mabokela's vision for CIES is informed by and grounded in her philosophy as a scholar. She has devoted a significant part of her career engaged in research that seeks to understand experiences of marginalized populations in higher education institutions in countries including South Africa, Namibia, Ghana, Egypt and Pakistan; with the aim of informing and influencing policies that affect these groups. As CIES has grown over the past decade to an organization with more than 2000 members and become more diverse, it is critical for the organization to foster a culture that supports scholars from developing countries and create an environment where emergent scholars can thrive. Given her fundamental concern to increase access and equity for marginalized groups, she sees the vitality of CIES in its ability to capitalize on the talents of its diverse members.

## James H. Williams



I am an associate professor at George Washington University. Previously, I have taught at Ohio University and Obirin University, Tokyo; served as AAAS Fellow in USAID's Africa Bureau; and edited the *FORUM for Advancing Basic Education and Literacy* at Harvard's Institute for International Development. My academic interests center around distribution of educational opportunities; policies to address inequalities; strategies to improve educational quality in developing countries, especially among marginalized groups in Africa and Asia; social effects of education on health, social cohesion, peace, fragility, and conflict; and challenges of education in conflict-affected contexts.

Since my first annual meeting in Pittsburg in 1991, I have served as faculty mentor to the New Scholars Committee every year but two since 1995 and helped organize conferences in Cambridge, Boston, Washington DC, and Baltimore. I chaired the UREAG committee (1995/96), the Ad Hoc SIG Review Committee (2007/08), and currently the New Scholars Review Committee. These committees have worked collaboratively to listen to members' views and reflect the choices facing the Society to the Board and larger membership.

CIES is growing numerically and in ethnic, linguistic, national, and professional diversity. One challenge will be to encourage smaller groups organized around academic/professional interests while maintaining the coherence of the larger society. One of CIES's most attractive features is a culture that permits dialogue between newest student members and the most published senior academic or international public official. I am particularly interested in fostering socialization of new members and closer ties with sister societies worldwide.

### **Student Member of the Board of Directors (1 opening, 2 candidates)**

Please Note: According to the CIES Constitution, one member of the board of directors is required to be a student. That position was vacated this past year. This election is to fill the vacated position. The winner of the election will complete the remainder of the current term, which expires in 2012.

## Richard T. Holdgrove-Resendez



I hold a Bachelor's and Master's degree from the University of Michigan. I have worked as a research assistant on the international comparative project, Teacher Education and Development Study in Mathematics (TEDS-M) with Drs. Teresa Tatto, Jack Schwille and Sharon Senk at Michigan State University. Additionally, I am an international literacy consultant and teacher trainer for the Miske Witt & Associates and UNICEF. My research explores the unique system within which teachers provide primary reading instruction during national educational reform efforts, and how teachers respond to and provide reading instruction in their classrooms. My work examines how curriculum, professional development and teacher sense-making potentially affect Macedonian teachers' reading pedagogy.

Since joining CIES in 2007 I have attended four national meetings and served as a proposal reviewer each year. In addition, I have had the opportunity to serve as a member of the CIES New Scholars Outreach Committee. Most recently, I assisted in the planning, organization and implementation of the 2010 National Conference on the organizing committee. I have also presented my research on Macedonia's educational reform efforts at CIES. I am excited about the possibility of serving as a student representative on the CIES Board of Director. As a member, I hope to foster the commitment, contributions and representation of new scholars within the CIES community. In addition, I hope to further support the Organization's commitment to providing a supportive environment for scholars and practitioners from a variety of organizations and disciplines to engage supportive and critical discussions contemporary comparative and international education issues.

## Greg Misiaszek



I am a 5<sup>th</sup> year Ph.D. Candidate in Comparative and International Education at UCLA (advisor Carlos Alberto Torres, Ph.D.) I was a 2008 CIES New Scholar. I have worked for the Paulo Freire Institute, UCLA, since 2006; for my two years as Program Officer, I was named Honorary Founder in 2009. My research focus is on adult, non-formal ecopedagogy programs in the Americas- programs that teach hidden political connections between environmental devastation and social conflict. I have presented at CIES annually for the past five years, as well as at the World Council of Comparative Education Societies conferences in Sarajevo and Istanbul on the following topics: Freirean pedagogy, processes of globalization, critical race theories, critical media culture theories, feminist theories, and citizenship.

I bring to this position over 15 years of program management experience in a university setting. I also specialize in educational technology. I have coordinated national seminars and conferences for the last decade. Working with experienced CIES members, I would look for new ways to support current students and recent alumni in their career/academic development. Ideas include: (1) an outreach effort to recent PHDs (>3 years post-graduation), (2) formal mentoring and regular networking within CIES, and (3) job center and student travel funding possibilities for CIES conferences. Simultaneously, I continue to look for ways to support the expansion of traditional notions of conference panels, including ongoing support for the New Scholars' Workshop, examining goals of Round Tables, growth of SIGs, and thematic cultural circles between experienced and newer members.