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**COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY**

# **Awards Committee**

# **Handbook**

*Prepared by Maria Teresa Tatto, May 1995; Updated May 1996*

*Revised and Updated by Joel Sam off, Awards Committee Chair, 1997–2000*

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*Revised: 3 October 2000*

**COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY**

# **Awards Committee Handbook**

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The descriptions and procedures included in this Handbook are intended to assist and

guide the Chair of the Awards Committee of the Comparative and International Education Society and other participants in the awards process. Specific circumstances may require supplementing the information contained in this Handbook, modifying the specified procedures, or adopting alternative approaches. Imagination, adaptation, and consultation are essential in the implementation of the responsibilities described here.

*This Handbook was revised by Joel Samoff (10 April 2000), reviewed by the CIES Board of Directors (April–June 2000), and updated by Joel Samoff (3 October 2000).*

*This Handbook was prepared using WordPerfect 2000 (WordPerfect v6/7/8/9 file format). When changes are made, the Handbook must be generated to update the Table of Contents, Cross References, and pagination.*

**For Awards Committee Chairs:**

- **This Handbook should be updated and passed on to each new Chair of the Awards Committee**
- **Send records of the Awards Committee yearly to:  
CIES Archives  
Nancy Birk / Kim P. Sebaly University Archivist  
Kent State University  
Kent, Ohio 44242**

# **Awards Committee Handbook**

*Revised and Updated: 3 October 2000*

## **1. Purpose of the Awards Committee**

The purpose of the committee is to honor outstanding members of the international academic community who are active participants in the Comparative International Education Society. CIES honors its members by granting the Honorary Fellows Award, and by granting the George Bereday Award for the best article published by the Comparative Education Review. In addition, the CIES honors young scholars by annually granting the Gail P. Kelly Award for the best dissertation written in the field of comparative and international education.

## **2. Description Of Awards Granted**

### **2.1 Honorary Fellows Award**

The Honorary Fellows award was established by CIES in 1982 to honor senior members of the Society who through a period of life-long service and contribution to the field of comparative and international education as evidenced by scholarship, teaching, and technical service have advanced the field qualitatively and significantly. The award has been established to recognize those scholars who have made the most marked contributions to growth in the field. The first Honorary Fellows were named in 1987: Claude Eggertsen and C. Arnold Anderson. The procedure established by the 1993-95 Awards Committee under the recommendation of the Board of Directors stipulates that the nominations for Honorary Fellow should be requested bi-annually by the Awards Committee Chair from members of the Society via the *CIES Newsletter*. The nominations should then be reviewed in absolute confidentiality by the Awards Committee Chair, consulting with the Awards Committee members, in collaboration with the CIES President and the Board of Directors. The award of an Honorary Fellow is at the discretion of the Board of Directors. CIES Honorary Fellows are listed in Section 8.3, page 17.

### **2.2 George Bereday Award For The Best Article In the *Comparative Education Review* (Annual)**

In 1980 the first award committee was formed to review articles published in the *Comparative Education Review*. The mandate was to review all the articles published the preceding year for their importance in shaping the field, analytic merit, policy implications, concern for theoretical constructs and implications for future research. In 1989 the CIES Awards Committee formally named the award as follows: The George Bereday Annual Best CER Article Award. The award was first granted in 1981 and has been granted every year since then. Recipients of the George Bereday Award are listed in Section 8.1, page 15.

### **2.3 Gail P. Kelly Award For The Best Dissertation (Annual/Bianual)**

In 1992 Carlos A. Torres, the chair of the CIES awards sub-committee, submitted a proposal to William Cummings, Chair of the Award Committee, to institute the Gail P. Kelly Award for the outstanding doctoral dissertation in the field of comparative education. Following Committee and Board approval the Award was instituted to honor the memory of the distinguished comparative educator for whom the award is named and her many contributions to the CIES. The award may be given annually or bi-annually to recognize an outstanding doctoral dissertation dealing with social justice and equity issues in an international and/or comparative context. The award was first granted in 1994. The second award was granted in 1995. Recipients of the Gail P. Kelly Award are listed in Section 8.2, page 16.

### **2.4 Joyce Cain Award for Distinguished Research on African Descendants**

Proposed by the Under-represented Racial, Ethnic and Ability Groups Committee and approved by CIES' Board of Directors in 2000, the Joyce Cain Award for Distinguished Research on African Descendants is awarded by the Comparative and International Education Society to honor the memory of Joyce Lynn Cain, a colleague and committed scholar of comparative education whose scholarship on African descendants reflected her dedication to introducing individuals across ethnic boundaries to African culture, particularly in Southern Africa. The award recognizes and honors excellence in scholarly articles that explore themes related to people of African descent. The award is presented to an outstanding article that demonstrates academic rigor, originality, and excellence, and contributes to a better understanding of the experiences of African descendants.

### **2.5 Other Possibilities**

As the Society becomes larger and its members more diverse, there have been suggestions for additional awards, including annual awards for the best book published by a CIES member and the best paper presented at the CIES annual meeting. Those and other awards could not only enhance the reputation of the CIES as a scholarly community but would also reward the excellent efforts of individual CIES members. The CIES Board should consider these and similar proposals.

## **3. Nominating The Chairs And Forming The Sub-Committees**

The CIES President selects the Chair of the Awards Committee. Normally, the Chair of the Awards Committee, in consultation with the CIES President, selects CIES members to serve on the awards sub-committees. The membership of the awards subcommittees should reflect the membership of the CIES and its commitment to affirmative action and should insure diversity of institutions, geographic and substantive focus, theoretical views, and approaches to scholarship. In selecting subcommittee members, the Awards Committee Chair should consult with the Chairs of the New Scholars and the Underrepresented Race, Ethnic, and Ability Groups Committees. The following distribution is recommended for the awards subcommittees:

- Honorary Fellow Committee: the Awards Committee Chair in consultation with the CIES President and Board of Directors.
- George Bereday Award Sub-Committee: one chair and four members.
- Gail P. Kelly Award Sub-Committee: one chair and four members.
- Joyce Cain Award Sub-Committee: one chair and two members.

## 4. Guidelines And Mandates For The Subcommittees

### 4.1 CIES Honorary Fellows

**4.1.1 Purpose:** The Honorary Fellows Award was established by CIES in 1982 to honor the foremost senior scholars who through their initiative and accomplishments have significantly advanced the field of comparative and international education. The award was established to recognize those individuals who have made marked and lasting contributions to the substance and growth of the field, through their teaching, research, publications and technical assistance work.

**4.1.2 Criteria:** The title of CIES Fellow is awarded to senior members of the Society who have distinguished themselves by their scholarship, teaching and mentoring, and policy, administrative or technical activities in the field of comparative and international education and who have made a significant contribution to the development of the Society and the field by their active participation in its affairs.

The criteria for selection of CIES Honorary Fellows:

4.1.2.1 an outstanding record in two of the following areas in comparative and international education, and an adequate involvement in the third area:

(a) scholarly research and publication

(b) teaching and mentoring

(c) policy, planning, evaluation, technical assistance and administrative activities

4.1.2.2 a significant contribution to the development and quality of the Society

4.1.2.3 a long and distinguished career spanning more than 30 years; normally the candidate will be 60 years or older

4.1.2.4 long and active membership in CIES, including the years immediately prior to nomination

**4.1.3 Procedure:** The rationale and proposed set of procedures for the nomination and selection of Honorary Fellows of the CIES was last revised in February 1990.

4.1.3.1 Nomination of candidates must be supported by at least five current members of the CIES and should be submitted to the Chair of the Awards Committee by 1 September each year. The nomination must be accompanied by the candidate's academic vita and a joint statement from the nominating members concerning the candidate's qualifications.

4.1.3.2 Individuals nominated but not selected may be re-nominated in subsequent years.

4.1.3.3 The designation Honorary Fellow shall be limited to fifteen living members at any one time. Nominations may be made annually when the total does not meet this level. Fifteen is a maximum and may be reached only if the qualifications of nominees meet the eligibility criteria. A maximum of five members shall be nominated in any one year. The first five complete nominations received by the Committee will be considered the nominations for that year. Nominations received subsequently will be re-submitted the following year.

4.1.3.4 The designation of an Honorary Fellowship is at the discretion of the CIES Board of Directors. A simple majority vote confirms the award. The tasks of the Awards Committee are to insure that the eligibility criteria have been met, prepare a rank order of merit, and inform the CIES President of the nominees by 1 February at least every other year.

However, the CIES Board is not bound to accept the order submitted by the Awards Committee. The Board's decision on all matters is to be regarded as final and binding.

- 4.1.3.5 The privileges of Honorary Fellowship include free, life-long membership in the Society including the *Comparative Education Review* and *CIES Newsletter*. Honorary Fellowship does not include other benefits.
- 4.1.3.6 Designation of new Honorary Fellows shall be made at the Society's Annual Meeting, with presentation of a certificate by the President and a few words of acceptance by each Fellow. The announcement should be kept confidential prior to the Annual Meeting, although designated Honorary Fellows will be informed to insure their attendance.
- 4.1.3.7 A short biography of designated Fellows will appear in the *Comparative Education Review* in the year of their recognition.
- 4.1.3.8 It is hoped that each Honorary Fellow will contribute relevant papers to the Society's archives at Kent State University, particularly as these relate to the historical development of the Society.

## **4.2 George Bereday Annual Award**

- 4.2.1 **Purpose:** To select the outstanding article published in the *Comparative Education Review* during the award year.
- 4.2.2 **Criteria:** The article must significantly contribute to scholarship in the field of comparative and international education. Articles from any research paradigm are considered. These are evaluated on the basis: (a) the strength of their theoretical framework; (b) the sophistication and/or innovativeness of the methodology used; (c) the soundness of the data collection procedures and analysis; (d) the social utility and implications for public policy; and (e) the extent to which the article makes a unique contribution to the development of the field. To distinguish among strong contenders, several additional criteria may be useful: (f) effective integration of attention to what-happens-within-education and attention to education-in-societal-context, (g) effective use of relevant literature (as contrasted with voluminous references that ultimately contribute little to analysis or presentation; (h) evidence of a critical, and especially self-critical, approach to both theory and method; (i) likelihood that the article will advance an important debate within comparative education, through theoretical departures, new/revised/rejected findings, trenchant critique, or in some other way.

Editorials, addresses, book reviews, country and bibliographical reports are not eligible for the award. In extraordinary cases, essay reviews of exceptional merit may be considered.

### **4.2.3 Procedure:**

- 4.2.1.1 The Awards Committee Chair establishes a sub-committee of five members to select an article for the George Bereday Award. Subcommittee review all CER issues for the award year.
- 4.2.1.2 After the members have read each of the articles published during the award year, each subcommittee member submits a rank ordered list of 3 nominations for the best article, with a brief justification for each nomination. Normally, at this point there is no direct joint

deliberation among subcommittee members. The target date for these submissions is 15 December, with an absolute deadline of 15 January.

- 4.2.1.3 The subcommittee Chair then tallies the responses and lists the three to five articles that received the most nominations. The Chair sends to subcommittee members that short list of articles along with the justifications submitted.
- 4.2.1.4 The subcommittee members rank order the articles in the short list and provide additional commentary or justification as appropriate. If there is sharp disagreement, the subcommittee Chair may reduce the short list further by deleting the lowest ranked article(s) and then seek another round of consideration. The subcommittee Chair may as well invite direct debate among subcommittee members on the final selection by electronic mail or other means.
- 4.2.1.5 The goal is to achieve consensus on the final selection. Where consensus cannot be achieved, a majority among the subcommittee will select the article to be nominated.
- 4.2.1.6 The subcommittee Chair notifies the Chair of the Awards Committee of the recommendation for the George Bereday Award, no later than 31 January. The nomination should include a descriptive paragraph, highlighting the strengths and unique contribution of the article selected.
- 4.2.1.7 The subcommittee Chair sub-committee must insure that the process is completed before the end of January. The subcommittee Chair submits to the Awards Committee Chair a written report detailing the process followed and the decision reached. That report should describe the articles reviewed in terms of: geographical regions and institutions represented, topics covered, theoretical orientations of the articles reviewed, and authors' gender. The report should also include the final tally and the comments supporting the decision reached.
- 4.2.1.8 The Chair of the Awards Committee is then responsible for informing the recipient of the award, and for inviting him/her to the Annual CIES Conference. The Awards Committee Chair also notifies the CIES President and Board preferably by 1 February but at least three weeks prior to the Annual Meeting to permit preparation of the Award Certificate. If the recipient attends the Annual Meeting, s/he is expected to present briefly (10-15 minutes) the award winning article. *(Note that it has been suggested that the recipient of the George Bereday Award receive a free one-year subscription to the Comparative Education Review. As of 2000, that recommendation has not been implemented.)*
- 4.2.1.9 After the CIES President has confirmed the award, the Awards Committee Chair or subcommittee Chair may, with the consent of the award recipient, inform the recipient's departmental chair or dean of the award and the Awards Committee's commendation. *(This practice was adopted in 1997/1998.)*

### **4.3 The Gail P. Kelly Award For Outstanding Dissertation**

- 4.3.1 **Purpose:** The Gail P. Kelly Award for Outstanding Doctoral Dissertation dealing with social justice and equality issues in an international context has been instituted to honor the memory of the distinguished comparative educator Gail P. Kelly, and her many contributions to the Comparative and International Education Society.
- 4.3.2 **Criteria:** The Award is bestowed upon an outstanding Ph.D. or Ed.D. dissertation which, in the opinion of the Awards Committee, fulfills the requirements of academic excellence, originality, methodological, theoretical and empirical rigor, and deals with issues of social justice and equity in an

international context. These issues may include gender, race, class, ethnicity, and nationality among others.

The dissertation should reflect the scholarly purpose of the Society: comparative, cross-cultural, interdisciplinary and international studies contributing to the interpretation of developments in education in their broad and interrelated political, economic, and social contexts. Any Ph.D. or Ed.D. dissertation written in English and defended in an accredited institution of higher education from July of the preceding year through August of the award year is eligible for consideration.

Any CIES member in good standing, including its author, may nominate a dissertation.

#### **4.3.3 Procedure for Nominations**

- 4.3.3.1 The Awards Committee Chair establishes a sub-committee of five members to select the best dissertation and designates one member as a Chair for the sub-committee. This subcommittee may include representatives from other committees such as the Underrepresented Race, Ethnic, and Ability Groups and New Scholars Committees.
- 4.3.3.2 In May of each year the Awards Committee Chair or the subcommittee Chair writes to all departments and programs with doctoral programs whose graduates' dissertations may meet the award criteria soliciting nominations.
- 4.3.3.3 The Awards Committee Chair or the subcommittee Chair must insure that the *CIES Newsletter* announces the award in the June and September editions each year, specifying the award criteria and encouraging nominations. As well, relevant electronic bulletin boards and lists, including those of the AERA, should also be used to publicize the award and nominations procedures.
- 4.3.3.4 In addition, the subcommittee Chair should make announcements and distribute flyers at regional and annual CIES and AERA meetings, specially at the international SIGs.
- 4.3.3.5 The deadline for submission of nominations is October 15.
- 4.3.3.6 Nominations should be directed to the Chair of the Gail P. Kelly Award Subcommittee and should include (a) a cover letter requesting that the dissertation be considered for the Gail P. Kelly Award, (b) a supporting statement on the merits or unique qualities of the dissertation, (c) one unbound copy of the dissertation, and (d) a copy of the Departmental and University approval of the dissertation.
- 4.3.3.7 The subcommittee Chair should acknowledge all dissertations received.

#### **4.3.4 Procedure for Selecting the Outstanding Dissertation**

- 4.3.4.1 The solicitation for nominations should have yielded at least six dissertations to assure a fair selection process. When less than six dissertations are received, the Awards Committee Chair and Gail P. Kelly Award subcommittee Chair, in consultation with the CIES President, may decide to extend the selection process for a year to include dissertations that have been completed during the preceding two year period. Individuals who submitted dissertations should be informed that their dissertation will be considered the following year. Nominated theses will automatically be entered into the pool the following year unless their nominees or authors indicate otherwise.

- 4.3.4.2 Each member of the subcommittee reads the nominated dissertations, rank orders them according to the award criteria, and prepares a brief comment on the special strengths of the top two selections.
- 4.3.4.3 When more than six dissertations have been nominated, the subcommittee Chair may subdivide initial reading responsibilities among subcommittee members, insuring that each dissertation is read by at least two reviewers. The subcommittee Chair then uses the subcommittee members' preliminary rank orders to assemble a pool of six dissertations to be considered for the award. Those dissertations are then read and ranked by all subcommittee members.
- 4.3.4.4 The subcommittee Chair then tallies the results and circulates the rankings and accompanying comments to all members of the subcommittee. After all members have seen these rankings and comments, they should seek to achieve consensus on a single dissertation for the award. Electronic discussions and/or a conference call may be used to develop that consensus.
- 4.3.4.5 Where consensus cannot be achieved, a majority among the subcommittee will select the dissertation to be recommended for the Gail P. Kelly Award.
- 4.3.4.6 For this process to be manageable, consideration of the nomination dissertations must begin promptly after the submission deadline. The subcommittee chair should establish and monitor a clear schedule for reviewing dissertations and sending them on to the next subcommittee member. Every subcommittee member must assume responsibility for adhering to the schedule and particularly for sending dissertations on to the next reader.
- 4.3.4.7 The subcommittee Chair reports the results of the subcommittee's review to the Awards Committee Chair no later than 20 January. The subcommittee Chair submits a written report to the Awards Committee Chair detailing the process followed and the decision reached. That report should describe the nominated dissertations in terms of geographical regions represented, theoretical approaches used, topics covered, author's gender, and nominating institutions. The report should also include the final tally and the comments supporting the decision reached.
- 4.3.4.8 The subcommittee Chair or the Awards Committee Chair is then responsible for informing the recipient of the award, and for inviting him/her to the Annual CIES Conference. As well, the subcommittee chair notifies the unsuccessful nominators. The Awards Committee Chair also notifies the CIES President and Board preferably by 1 February but at least three weeks prior to the Annual Meeting to permit preparation of the Award Certificate. In addition to the Award Certificate, the recipient will receive \$500 to defray the cost of attending the Annual Meeting. If the recipient attends the Annual Meeting, s/he is expected to present briefly (10-15 minutes) the award winning dissertation.
- 4.3.4.9 After the CIES President has confirmed the award, the Awards Committee Chair or subcommittee Chair may, with the consent of the award recipient, inform the recipient's departmental chair or dean of the award and the Awards Committee's commendation. *(This practice was adopted in 1997/1998.)*

#### **4.4 Joyce Cain Award for Distinguished Research on African Descendants**

- 4.4.1 **Purpose:** The Joyce Cain Award for Distinguished Research on African Descendants is awarded by the Comparative and International Education Society to honor the memory of Joyce Lynn Cain, a colleague and committed scholar of comparative education whose scholarship on African descendants

reflected her dedication to introducing individuals across ethnic boundaries to African culture, particularly in Southern Africa. The award recognizes and honors excellence in scholarly articles that explore themes related to people of African descent.

- 4.4.2 Criteria:** The award is presented to an outstanding article that demonstrates academic rigor, originality, and excellence, and contributes to a better understanding of the experiences of African descendants.

Any CIES member in good standing, including its author, may nominate an article for the Joyce Cain Award.

#### **4.4.3 Procedure for Nominations**

- 4.4.3.1 The Awards Committee Chair establishes a sub-committee of three members to select the best article that meets the criteria for the Joyce Cain Award and designates one member as Chair for the sub-committee. This subcommittee may include representatives from other committees such as the Underrepresented Race, Ethnic, and Ability Groups and New Scholars Committees.

- 4.4.3.2 In May of each year the Awards Committee Chair or the subcommittee Chair publicizes the award and solicits nominations.

*(Note that since this award has been created very recently, the appropriate publicity strategy remains to be developed and refined. A subsequent revision of this Handbook should include additional detail on the procedures adopted.)*

- 4.4.3.3 The Awards Committee Chair or the subcommittee Chair must insure that the *CIES Newsletter* announces the award in the June and September editions each year, specifying the award criteria and encouraging nominations. As well, relevant electronic bulletin boards and lists, including those of the AERA, should also be used to publicize the award and nominations procedures.

- 4.4.3.4 In addition, the subcommittee Chair should make announcements and distribute flyers at regional and annual CIES and AERA meetings, specially at the international SIGs.

- 4.4.3.5 The deadline for submission of nominations is October 15.

- 4.4.3.6 Nominations should be directed to the Chair of the Joyce Cain Award Subcommittee and should include (a) a cover letter nominating the article for the Joyce Cain Award, (b) a supporting statement on the merits or unique qualities of the article, and (c) three copies of the nominated article.

- 4.4.3.7 The Subcommittee Chair should acknowledge all nominations received.

#### **4.4.4 Procedure for Selecting the Outstanding Article**

- 4.4.4.1 The solicitation for nominations should have yielded at least ten articles to assure a fair selection process. When fewer than ten nominations are received, the Awards Committee Chair and Joyce Cain Award Subcommittee Chair, in consultation with the CIES President, may decide to extend the selection process for a year to include articles that have been completed during the preceding two year period. Nominated articles will automatically be entered into the pool the following year unless their nominees or authors explicitly withdraw them.

- 4.4.4.2 After the members have read all of the articles proposed for consideration, each subcommittee member submits a rank ordered list of 3 nominations for the best article, with

a brief justification for each nomination. Normally, at this point there is no direct joint deliberation among subcommittee members. The target date for these submissions is 15 December, with an absolute deadline of 15 January.

- 4.4.4.3 The subcommittee Chair then tallies the responses and lists the three to five articles that received the most nominations. The Chair sends to subcommittee members that short list of articles along with the justifications submitted.
- 4.4.4.4 The subcommittee members rank order the articles in the short list and provide additional commentary or justification as appropriate. If there is sharp disagreement, the Subcommittee Chair may reduce the short list further by deleting the lowest ranked article(s) and then seek another round of consideration. The Subcommittee Chair may as well invite direct debate among subcommittee members on the final selection by electronic mail or other means.
- 4.4.4.5 The goal is to achieve consensus on the final selection. Where consensus cannot be achieved, a majority among the subcommittee will select the article to be nominated.
- 4.4.4.6 The Subcommittee Chair notifies the Awards Committee Chair of the recommendation for the Joyce Cain Award, no later than 31 January. The nomination should include a descriptive paragraph, highlighting the strengths and unique contribution of the article selected.
- 4.4.4.7 The Subcommittee Chair must insure that this process is completed before the end of January. The Subcommittee Chair submits to the Awards Committee Chair a written report detailing the process followed and the decision reached. That report should describe the articles reviewed in terms of: journals from which articles were proposed for the Joyce Cain Award, geographical regions and institutions represented, topics covered, theoretical orientations of the articles reviewed, and authors' gender. The report should also include the final tally and the comments supporting the decision reached.
- 4.4.4.8 The Chair of the Awards Committee is then responsible for informing the recipient of the award, and for inviting him/her to the Annual CIES Conference. The Awards Committee Chair also notifies the CIES President and Board preferably by 1 February but at least three weeks prior to the Annual Meeting to permit preparation of the Award Certificate. If the recipient attends the Annual Meeting, s/he is expected to present briefly (10-15 minutes) the award winning article.
- 4.4.4.9 After the CIES President has confirmed the award, the Awards Committee Chair or subcommittee Chair may, with the consent of the award recipient, inform the recipient's departmental chair or dean of the award and the Awards Committee's commendation. (*This practice was adopted for other CIES awards in 1997/1998.*)

#### **4.4.5 Elaboration and Refinement of Procedures for the Joyce Cain Award**

*Since this award has recently been created, detailed procedures will be developed during its initial year, 2000–2001. Several concerns to be addressed by those procedures are noted here. It is expected that the Awards Committee Chair and Joyce Cain Award Subcommittee Chair will recommend detailed guidelines and procedures to the CIES Board early in 2001.*

- 4.4.5.1 *It may be useful to define somewhat more clearly the category "scholarly article." For example, "scholarly article" suggests that nominated articles must have been published. Are conference papers, book chapters, and similar works eligible for this award? Is "scholarly article" a more restrictive category than "article"? If so, what does that mean in practice?*

- 4.4.5.2 *If articles to be considered for the Joyce Cain Award must have been published, are there expectations or restrictions on what constitutes “publication”? Are articles in any journal anywhere in the world eligible? Are articles that appear in newsletters or local journals that circulate at a university or other limited setting eligible? Are articles in electronic journals, electronic bulletin boards, forums, or listservs eligible? Are web sites considered publications for the purposes of this award?*
- 4.4.5.3 *Must nominated articles have been published during the award year (for example, for the award presented in 2001, must articles have been published in 2000)? If so, that specification should be included in the call for nominations. In practice, to facilitate the work of the selection subcommittee, it may be preferable to specify a publication year of, say, September through August (for the 2001 award, September 1999 through August 2000). If that is not done, it will be very difficult to nominate and review articles published late in the calendar year (say, December) and reach a decision by the end of January.*
- 4.4.5.4 *Assuming that the award is for articles published during the preceding year, what are the guidelines on when publication actually takes place? In practice, academic and other journals fall behind and do not actually print and distribute, say, a 1999 issue until well into 2000, even though the cover bears the 1999 publication date. If electronic journal articles are to be included, when does their publication take place? For electronic articles, which are not infrequently revised after their initial posting, what is considered the official—“published”—version?*
- 4.4.5.5 *Must the articles that are proposed for the Joyce Cain Award be clearly in the area of comparative and international education, understood broadly?*
- 4.4.5.6 *Must nominated articles be published in English? If so, the award announcement should note that explicitly.*
- 4.4.5.7 *Must the recipient of the Joyce Cain award be a CIES member? If so, the award announcement should note that explicitly.*

## **5. General Procedures**

### **5.1 Organizing the Awards Committee’s and Subcommittees’ Work**

Every year during or immediately following the Annual Meeting the CIES president nominates the CIES Awards Committee Chair and suggests members for the Awards subcommittees. The Awards Committee Chair is responsible for completing subcommittee membership and for communicating the Awards Committee’s mandate and procedures. Experience suggests that to assure clear understanding of what is expected to facilitate full participation, those communications should be direct, whether in person or by telephone. Especially important in light of colleagues’ many activities and obligations is each member’s commitment to fulfil the assigned responsibilities and to meet relevant deadlines.

Following that initial discussion, each Awards Committee and subcommittee member should receive written communications on responsibilities, procedures, schedule, and deadlines. Normally, subcommittee Chairs will draft those communications in consultation with the Awards Committee Chair. The President and Secretariat should be copied on all correspondence.

## 5.2 Important deadlines/procedures for the Awards Committee Chair:

### March/April:

- Communicates with CIES president and reaches agreements on composition of the committee and tasks to be performed.

### April/May:

- Contacts committee members and confirmations participation.
- Sends (or confirms the inclusion of) a call for nominations for the Gail P. Kelly Dissertation Award, the Joyce Cain Award, and Honorary Fellows to appear in the June and September *CIES Newsletter*.
- Writes to all committee members explaining guidelines, procedures and delineating important deadlines for the tasks ahead. Included in this letter are the names, addresses or telephone numbers, and electronic mail addresses of all Awards Committee members for that year.
- Consults the CIES Board, members of the Awards Committee, and others regarding the nomination of Honorary Fellows.

### November:

- Checks with the Chairs of the articles and dissertation subcommittees to assure that reviews are in process and proceeding according to schedule.

### December:

- Again checks with the Chairs of the articles and dissertation subcommittees to assure that reviews are in process and proceeding according to schedule.

### January:

- Reminds Subcommittee Chairs of the impending deadlines and works with them to resolve problems that may have arisen.
- As appropriate, works with committee members and CIES Executive Committee and Board on the review of the Honorary Fellow nominations.

### February:

- Communicates to the CIES President the names of the awardees in early February.
- Communicates to the President-elect and the CIES Secretariat the names of awardees in early February and requests that certificates be printed for them (Honorary Fellow Award, George Bereday Award, Gail P. Kelly Award, and Joyce Cain Award). These Certificates are presented to the awardees during the CIES Annual Meeting by the Awards Committee Chair or by the Chairs of the Sub-committees.
- Communicates to the Secretariat that the Gail P. Kelly monetary award (\$500) should be allocated to the Awardee of the Outstanding Dissertation.

### April:

- By 15 April, sends announcement of the awards granted to the *Comparative Education Review* editor for publication.
- By 15 April, sends announcement of the awards granted to the CIES Secretariat for publication in the May issue of the *CIES Newsletter*.
- Updates Awards Handbook, files documents as necessary in the Awards Committee Record Book enclosed in the Handbook, and forwards committee material to the CIES Archives.

### **5.3 Important Deadlines and Procedures for the Articles Award Sub-Committee Chairs**

#### **May:**

- Makes initial contact with members of the subcommittee.

#### **September:**

- Communicates to subcommittee members the procedures, schedule, and deadlines for reviewing articles published in the *Comparative Education Review* or articles proposed for the Joyce Cain Award.

#### **November:**

- In mid November (after the final CER issue for that year has been published), the George Bereday Subcommittee Chair contacts subcommittee members and reminds them that the last issue is out and that they are expected to have finished reviewing and ranking the articles by mid December (or at the latest, early January). The Joyce Cain Award subcommittee Chair sends a similar reminder to members of that subcommittee.

#### **December:**

- Remind subcommittee members of deadlines and encourage completion of initial article review and rankings prior to the year-end holidays.
- If possible, assemble initial rankings and comments and circulate them to subcommittee members.

#### **January:**

- January 1: subcommittee members should have read all the four CER issues or all articles proposed for the Joyce Cain Award.
- January 10: the subcommittee Chairs should have received lists of nominated articles as well as written statements justifying the nominations.
- January 15: the subcommittee Chairs send the compiled list of nominated articles and justifications to all members of the subcommittee.
- January 20: the second round of review and rank ordering is completed and sent to the subcommittee Chairs.
- January 25: the Chairs compile the final nominations and tally the results. If substantial disagreement persists, the Chairs may organize a conference call to try to achieve consensus. Where that seems unachievable, the subcommittee decides by majority vote.

#### **February:**

- The final result should be communicated to the Awards Committee Chair no later than February 1st.
- The Awards Committee Chair or subcommittee Chair contacts the award winner and invites her/him to attend the Annual Conference. The awardee is expected to present briefly the award winning article during the Annual Meeting.

### **5.4 Important deadlines/procedures for the Kelly Award Sub-committee Chair**

#### **April:**

- Sends call for nominations to the Secretariat to be published in the May *CIES Newsletter*.

**May:**

- Sends letter in April/May with request for nominations to target institutions (CIES Secretariat should have appropriate list, original extracted from P Altbach's directory published in 1994/95 at SUNY Buffalo).
- Sends calls for nominations through internet in April and again in September. The AERA Bulletin Board is a useful starting point. Other lists, discussion groups, and forums should be used as well.

**August/September:**

- Sends a second letter in late August early September with request for nominations to target institutions.

**October:**

- Circulates the dissertations received. By the second half of October the first set of theses is being read simultaneously by subcommittee members. Depending on the number of theses there are several rounds where the readers rotate dissertations from one to another. This rotation should be carefully orchestrated by the Chair of the sub-committee so that all members get to read all theses in a timely manner, preferably by mid December but at the latest by 1 January.
- As necessary, the subcommittee Chair may need to make additional copies of the dissertations to facilitate review by subcommittee members.

**January:**

- January 10: the subcommittee Chair compiles thesis nominations and rank orders with written justifications by the subcommittee committee members, tallies and ranks the results, and sends those results and justifications to all subcommittee members. The subcommittee members do a second ranking based on the results sent by the Chair.
- January 20: the subcommittee Chair tallies the revised rankings. If substantial disagreement persists, the Chair may organize a conference call to try to achieve consensus. Where that seems unachievable, the subcommittee decides by majority vote.
- Preferably by mid-January, but no later than 31 January, the subcommittee Chair communicates to the Awards Committee Chair the recommendation for the Gail P. Kelly Award.

**February:**

- February 1: the Awards Committee Chair communicates the results to the CIES President, who confirms the award.
- February 5: the sub-committee Chair or Awards Committee Chair contacts the award winner and invites her/him to attend the Annual Meeting and offers an honorary award to defray costs of attending the meeting. The awardee is expected to present briefly the award winning dissertation during the Annual Meeting.

**6. Support Provided to the Awards Committee**

The CIES Board of Directors has allocated \$1,000 for expenses associated with the work of the committee including faxes, mailing (international and national), telephone calls, and photocopying among others. This decision was made in April 1994 at the Annual Meeting of the Board.

## **7. Pending Matters (October 2000)**

### **7.1 Joyce Cain Award**

As noted above (Section 4.4.5, page 9), guidelines and procedures for the Joyce Cain Award are to be elaborated and refined during 2000–2001 and presented to the CIES Board early in 2001.

### **7.2 CIES Honorary Fellow: ¿George Bereday ?**

CIES' Historian, Dr. Elizabeth Sherman Swing, has reported that at least one *CIES Newsletter* includes George Bereday among the CIES Honorary Fellows, suggesting a posthumous award, although there is no record of his selection and although available master lists of CIES Honorary Fellows do not include his name. Several senior CIES members, including former officers, are quite clear that as a matter of policy CIES has not made posthumous awards.

## 8. Appendices

### 8.1 Annual Award for Best Article Published in the *Comparative Education Review* (George Bereday Award) 1980–

- Catalina H. Wainerman, "The Impact of Education on the Female Labor Force in Argentina and Paraguay," June 1980.
- Alan Sica and Harland Prechel, "National Political-Economic Dependency in the Global Economy," 1981.
- George Psacharopoulos, "The Economics of Higher Education in Developing Countries," 1982.
- Gary L. Theisen, Paul P.W. Achola, and Francis Musa Boakari, "The Underachievement of Cross-national Studies of Achievement," 1983.
- Catherine C. Lewis, "Cooperation and Control in Japanese Nursery Schools," 1984.
- Joseph P. Farrell and Ernesto Schiefelbein, "Education and Status Attainment in Chile: A Comparative Challenge to the Wisconsin Model of Status Attainment," 1985.
- Steven J. Klees, "Planning and Policy Analysis in Education: What Can Economics Tell Us?," 1986.
- Joseph J. Tobin, David Y. H. Wu, and Dana H. Davidson, "Class Size and Student/Teacher Ratios in the Japanese Preschool," 1987.
- Frederick W. Wirt, "The Chief Education Officer in Comparative Perspective," 32(1), p. 39-57, 1988.
- Peter A. Easton and Simon M. Fass, "Monetary Consumption Benefits and the Demand for Primary Schooling in Haiti," 33(2), p. 176-93, 1989.
- Vandra Masemann, "Ways of knowing: Implications for Comparative Education," 34(4), 465-73, 1990.
- Stephen W. Raudenbush, Somsri Kidchanapanish and Sang Jin Kang, "The Effects of Preprimary Access and Quality on Educational Achievement in Thailand," 35(2), 1991.
- Jean Davison and Martin Kanyuka, "Girls' Participation in Basic Education in Southern Malawi," 36(4), 1992.
- Elaine Gerbert, "Lessons from the Kokugo readers," 37(2), 1993.
- James Robinson, "Social status and academic success in Korea," 38(4), 1994.
- DiStefano, C., D. Heurle, A., Huajaneu, H., Hyönä, Lindeman, J. Niemi, P., Poskiparta, E., "Primer as Socializing Agents in American and Finnish Schools," 39(3), 1995.
- Aaron Benavot, "Education and Political Democratization: Cross-National and Longitudinal Findings," 40(4):377-403, 1996.
- Abby Riddell, "Assessing Designs for School Effectiveness Research and School Improvement in Developing Countries," 41(2):178-204, 1997.
- Karen Mundy, "Educational Multilateralism and World (Dis)order," 42(4):448-478, 1998.
- Peter Demerath, "The Cultural Production of Educational Utility in Pere Village, Papua New Guinea," 43(2):162-192, 1999.

*Revised: 2000.10.03*

## **8.2 Annual Award for the Best Dissertation in Comparative and International Education (Gail P. Kelly Award) 1994–**

- 1994 Dr. Catherine Raissiguier, graduate of SUNY at Buffalo, for her thesis: “Racial And Gender Identity Formation In The Schools: The Case Of Working Class Girls From Algerian And French Descent In A French Vocational High School” (1993).
- 1995 Dr. Anthea Taylor of Curtin University of Technology in Perth Western Australia, for her thesis: “Negotiating Aboriginal Identity In An Urban Context: Implications for Education” (1994).
- 1996 Dr. Anne Hickling-Hudson of the University of Queensland for her thesis: “Literacy and Literacies in Grenada: A Study of Adult Education in the Revolution and Afterwards”(1995).
- 1997 Dr. Seana M. McGovern, for her thesis: “Education and Modern Development in Subaltern Societies: An Analysis of Academic Knowledge Production in the Field of International and Comparative Education” (1996).
- 1998 The Gail P. Kelly Award was granted jointly to Dr. Maria del Pilar O’Cadiz for her thesis: “The Politics of Schooling in Brazil: A Freirian Curriculum Reform in the Municipal Schools of São Paulo” (University of California at Los Angeles, 1997) and to Dr. Gustavo Fischman for his thesis: “The Dilemma of the Second Mothers’ Teaching, Gender and Struggle over Teachers’ Education in Argentina” (University of California at Los Angeles, 1997).
- 1999 Dr. Sandra Louise Stacki of Hofstra University for her thesis: “Partnerships and Processes for Teacher Empowerment: Rays of Hope for Female Teachers in India” (Indiana University, 1998).
- 2000 Dr. Sandra Gillespie of the School of Continuing Studies, University of Toronto, for her thesis: “South–South Transfer. A Study of Sino-African Exchanges” (Ontario Institute for Studies in Education, University of Toronto, 1999).

*Revised: 2000.10.03*

### 8.3 Comparative and International Education Society Honorary Fellows 1987–

The Honorary Fellows award was established by CIES in 1982 to honor senior members of the Society who through a period of life-long service and contribution to the field of comparative and international education as evidenced by scholarship, teaching and technical service have advanced the field qualitatively and significantly. The award has been established to recognize those scholars who have made the most marked contributions to growth in the field.

1987 Claude Eggertsen  
C. Arnold Anderson.

1990 Harold Noah  
Philip Foster

1992 Mary Jean Bowman  
Andreas Kazamias  
Gerald H. Read  
R. Murray Thomas

1994 Max A. Eckstein

1997 Noel McGinn

1998 Don Adams

1999 Rolland Paulston

2000 Elizabeth Sherman Swing

*Revised: 2000.10.03*

#### 8.4 George Bereday Award Announcement Form

##### The George Bereday Annual Award for the Best *Comparative Education Review* Article

Every year the Awards Committee of the Comparative International Education Society selects the outstanding scholarly article published by the *Comparative Educational Review (CER)* to receive the George Bereday Annual Award.

The committee reads the four issues published during the year and looks for those conceptual or empirical works from any research paradigm that provide a unique contribution to developing scholarship in the field of comparative education.

This definition excludes the following sections in the *CER*: editorials, essays, book reviews, and country and bibliographical reports. In extraordinary cases essay reviews of exceptional merit may be considered.

The criteria used to select the best article include:

- The strength significance of the theoretical framework .
- The degree of sophistication or innovation of the methodology used.
- The soundness of data collection and analysis.
- The social utility and implications for policy.
- The degree to which the article achieves a sound comparative perspective.

The recipient of the Award is honored with a certificate at the Annual Meeting. The individual receiving the award is expected to make a brief presentation of the award winning article.

For more information about the Award write or call:

Name of the Sub-Committee Chair  
Affiliated Institution  
Street Address  
State and zip code  
Country  
Phone number



## 8.5 Gail P. Kelly Award Call For Nominations Form

### Gail P. Kelly Award for Outstanding Doctoral Dissertation

Each year the Comparative and International Education Society (CIES) recognizes an outstanding doctoral dissertation with its Gail P. Kelly Award. Created to honor the distinguished comparative educator Gail P. Kelly and her many contributions to the CIES, the Gail P. Kelly Award honors a doctoral dissertation that addresses social justice and equity issues in an international context.

The Award is conferred on an outstanding Ph.D. or Ed.D. dissertation that manifests academic excellence, originality, methodological, theoretical, and empirical rigor, and that deals with issues of social justice and equity in international settings. Those issues may include gender, race, class, ethnicity, and nationality among others.

The dissertation should reflect the scholarly purpose of the Society: comparative, cross-cultural, interdisciplinary and international studies contributing to the interpretation of developments in education in their broad and interrelated political, economic, and social contexts. Any Ph.D. or Ed.D. dissertation written in English and defended in an accredited institution of higher education from July 1998 through August 1999 is eligible for consideration.

Any CIES member in good standing, including its author, may nominate a dissertation.

Nominations should include one unbound copy of the dissertation, a copy of the Departmental and University approval of the dissertation, and a cover letter requesting that the dissertation be considered for the Gail P. Kelly Award. The deadline for nominations is October 15, 1999.

The recipient of the Gail P. Kelly Award will be honored at the 2000 CIES Annual Meeting and will receive a travel voucher to defray the cost of attending the meeting. The award recipient will present briefly the outstanding dissertation.

Nominations, applications, and queries should be sent to:

**Professor Joseph P. Farrell**

**CIDEC, O.I.S.E.**

**252 Bloor Street West**

**Toronto M5S 1V6 CANADA**

**TEL: 416.923-6641 X2361 • FAX: 416.926-9754 • EMAIL: [jfarrell@oise.utoronto.ca](mailto:jfarrell@oise.utoronto.ca)**



## 8.6 Gail P. Kelly Award Letter to Institutions Form

Dear Colleague,

I write to seek your personal assistance in nominating candidates for the Gail P. Kelly Award for Outstanding Doctoral Dissertations.

Each year the Comparative and International Education Society recognizes an outstanding doctoral dissertation with its Gail P. Kelly Award. Created to honor the distinguished comparative educator Gail P. Kelly and her many contributions to the CIES, the Gail P. Kelly Award honors a doctoral dissertation that manifests academic excellence, originality, methodological, theoretical, and empirical rigor, and that addresses issues of social justice and equity in international settings. The Gail P. Kelly Award will be presented at the 2000 CIES Annual Meeting; the recipient will receive a travel voucher to defray the cost of attending the meeting.

This award provides an excellent opportunity to highlight innovative work and a promising young scholar in international and comparative education.

The nomination procedure is straightforward. Any Ph.D. or Ed.D. dissertation written in English and defended in an accredited institution of higher education from July 1998 through August 1999 is eligible for consideration. Any CIES member in good standing, including its author, may nominate a dissertation. Several of the recent nominees, including the 1997 winner, Dr. Anne Hickling-Hudson, have come from other countries or studied at universities outside the U.S. Nominations should include one unbound copy of the dissertation, a copy of the Departmental and University approval of the dissertation, and a cover letter requesting that the dissertation be considered for the Gail P. Kelly Award. The deadline for nominations is October 15, 1999.

Nominations, applications, and queries should be sent directly to the Chair of the Gail P. Kelly Award Sub-Committee:

Professor Joseph P. Farrell  
CIDEA, O.I.S.E.  
252 Bloor Street West  
Toronto M5S 1V6 CANADA  
tel: 416.923-6641 x2361 • fax: 416.926-9754 • email: jfarrell@oise.utoronto.ca

I have enclosed for your use a copy of the award announcement. Do let me know if I can be of any help in this process (you can reach me most directly at: 3527 South Court, San Alto, CA 94306-4001; telephone and fax 650.893-2116; email: joel.samoff@stanford.edu).

Sincerely,

Joel Samoff  
Chair, CIES Awards Committee, 1999/2000

## 8.7 Awards Announcement in CER Form

----- Sample -----

Dr. Erwin H. Epstein  
Editor,  
*Comparative Education Review*  
University Center for International Studies  
Ohio State University  
Oxley Hall,  
1712 Neil Avenue  
Columbus, Ohio 43210

Dear Erwin:

Enclosed please find the announcement of the award granted this year to be included in the November issue of CER.

Sincerely,

Maria Teresa Tatto  
Chair Awards Committee  
Comparative International Education Society

cc CIES Secretariat  
Noel McGinn, CIES President

**S A M P L E**

## Awards

Every year the Comparative International Education Society gives two awards, the Gail P. Kelly Annual Award for Outstanding Doctoral Dissertations, and the George Bereday Annual Award for the best article published in the *Comparative Education Review*.

The Gail P. Kelly Annual Award for the Outstanding Doctoral Dissertation dealing with social justice and equality issues in an international and comparative context has been instituted to honor the memory of the distinguished comparative educator Gail Paradise Kelly and her many contributions to the Comparative International Education Society. The award is bestowed upon an outstanding Ph.D. or Ed.D. dissertation which demonstrates academic excellence, originality, methodological, theoretical and empirical rigor, and deals with issues of social justice and equity in an international context. These issues may be of gender, race, class, ethnicity, and nationality among others. The winning dissertation reflects the scholarly purpose of the society: comparative, cross-cultural, interdisciplinary and international studies contributing to interpretation of developments in the field of education in their broad and interrelated political, economic, and social contexts.

The Gail P. Kelly Annual Award went to Anthea Taylor of Curtin University in Perth, Western Australia, for her dissertation, *Negotiating Aboriginal Identity in an Urban Context: Implications for Education*.

The George Bereday Annual Award is given for the article published during the previous volume year in the *Comparative Education Review*. The article can be of a conceptual or empirical nature and from any research paradigm that provides a unique contribution to developing scholarship in the field of comparative education. The criteria used to select the best article includes: the significance of the article's theoretical framework; the degree of sophistication or innovation of the methodology used; the soundness of data collection and analysis; its social utility and its implication for policy; and the degree to which the article achieves a sound comparative perspective.

The George Bereday Annual Award for Volume 38, went to James Robinson for his article "Social Status and Academic Success in Korea," which appeared in *Comparative Education Review* November, 1994.

# S A M P L E

## Sample

Draft text for CIES newsletter on CIES 1999 Awards (prepared by Joel Samoff)

Citing his "outstanding intellectual leadership in comparative education for more than thirty years," the Comparative and International Education Society named Rolland Paulston, University of Pittsburgh, a CIES Honorary Fellow at its 1999 Annual Meeting in Toronto. In a well attended session presided by Joel Samoff, CIES Awards Committee Chair, the CIES also presented its George Bereday and Gail P. Kelly Awards.

The CIES' most distinguished honor, the Honorary Fellows Award recognizes scholars who have made the most marked contributions to growth in the field. Established by CIES in 1982, the Award honors senior members of the Society who through a period of life-long service and contribution to comparative and international education--scholarship, teaching and technical service--have significantly advanced the field.

Presenting the Award, former CIES President Noel McGinn (named an Honorary Fellow in 1997), quoted briefly from the letters of support the CIES received. "Over three turbulent decades, Rolland Paulston has consistently demonstrated an unmatched ability to spot emergent issues in the field, to identify and explore the fundamental research questions associated with those issues, to generate provocative new theory, and, most importantly, to open up new terrain for wider scholarly attention." "The remarkable aspect of Rolland's personal development is that he has continued to change as the field has changed." "He is, in many ways, an example of the rebellious thinker that all of us should be in challenging orthodoxies and pursuing that luminary space between what has already proved intellectually viable and perhaps begun to lose its persuasiveness and power and the unknown, the yet-to-be-explored, utopian understanding of the limits and possibilities of human life and behavior."

Karen Mundy, Stanford University, received the George Bereday Award for the outstanding article published in the *Comparative Education Review* during 1998: "Educational Multilateralism and World (Dis)order, CER Volume 42, Number 4, November 1998, pp. 448-478. The George Bereday Award honors an article judged outstanding in its importance in shaping the field, analytic merit, policy implications, concern for theoretical constructs, and implications for future research.

**SAMPLE**  
chaired by Vilho Oksanen, the Awards Committee for the George Bereday Award reported that "This is an extremely important topic, and authoritatively. Karen Mundy's analysis is one of the best and most important pieces of work in the *Comparative Education Review*, and indeed in the field generally, in the past decade or more. It is a 'tour de force' that opens up a major re-thinking of what has been a central theme of debate in our field for many years, the role of multilateral institutions. Much more clearly written than most work in this theoretical genre, Mundy's article is truly ground-breaking work. A call for critical reflection, this article provides a penetrating review of an important aspect of international education as we move into the next millennium. This wonderfully dense, critical, and clearly written analysis of the ideologies of core multilateral institutions in the global political and socio-economic context brings into comparative-international education the relevant literature from international relations and

organizational studies. Theoretically, it provides a new perspective and develops a sound theoretical framework. In terms of practical significance, this work by itself can provide the core reading of a doctoral level course on international education and international organizations. For CIES, it provides the opportunity to refine and deepen the debate regarding the role of these institutions inside CIES, through, for example, their financial power. In that sense as well, the article has practical as well as the oretical significance.”

Serving with Vilma Seeberg (chair) on the 1998/1999 George Bereday Award Sub-Committee for 1998/1999 were Zeline Roy Campbell, Leon Clark, Joseph P. Farrell, and Suzanne Grant Lewis.

Sandra Louise Stacki, Hofstra University, won the CIES’ Gail P. Kelly Award for 1998/1999 for her dissertation, “Partnerships and Processes for Teacher Empowerment: Rays of Hope for Female Teachers in India” (Indiana University).

Created to honor the distinguished comparative educator Gail P. Kelly and her many contributions to the CIES, the Gail P. Kelly Award honors a doctoral dissertation that addresses social justice and equity issues in an international context.

The Award is conferred on an outstanding Ph.D. or Ed.D. dissertation completed during the preceding year that manifests academic excellence, originality, methodological, theoretical, and empirical rigor, and that deals with issues of social justice and equity in international settings.

Chaired by Lynn Paine, the Gail P. Kelly Award Sub-Committee, found that “In ‘Partnerships and Processes for Teacher Empowerment’ Sandra Stacki has produced a dissertation that is important and innovative. This dissertation offers a critical case study of a UNICEF-initiated in-service professional development program in India. Bringing a feminist perspective to the theoretical frames and interpretivist methodology which form the foundation for this work, Sandra Stacki offers an original and insightful analysis of the policies, practices and people involved in the Teacher Empowerment Program. Her work gives us a multilayered look at a fascinating approach to teacher development. Throughout her manuscript Stacki interweaves artfully her attention to grassroots participants, policy makers, and international funders, as well as her own beliefs and role as she came to understand this project. The committee found this an unusually reflexive dissertation that takes seriously the need to make explicit and problematize the research position. The work seriously addresses issues of equity, several times gender equity, equity in terms of institutional power relations (for example, teachers’ development, capacity, and power in a hierarchical system), and social class equity. The dissertation is distinguished for its integration of progressive theories and the serious attention it gives to the interplay of theory and practice.”

Serving with Lynn Paine (chair) on the 1998/1999 Gail P. Kelly Award Sub-Committee were Steve Klees, Daniel Morales-Gómez, Ladislaus Semali, and Pia Wong.

The announcement for the 1999/2000 Gail P. Kelly Award appears elsewhere in this issue of the *CIES Newsletter*.

## 8.8 Awards Committee Final Report Samples

### ----- Sample -----

13 February 2000

Professor Ruth Hayhoe  
Director, The Hong Kong Inst of Education  
10 Lo Ping Road  
Tai Po New Territory  
HONG KONG

Dear Ruth,

I write to report on the recommendations of the Awards Committee of the Comparative and International Education Society for 2000. I shall address each of the three major awards and then comment briefly on relevant background for the Honorary Fellow Award. I assume that there will be an opportunity to discuss that award, and other issues that may arise from this report, at the CIES Board meeting in San Antonio.

#### CIES Honorary Fellow Award, 2000

Again this year Noel McGinn, Harvard University, a former CIES President and a CIES Honorary Fellow, chaired the Sub-Committee for the CIES Honorary Fellow Award. Following the CIES 1999 annual meeting in Toronto, Noel spoke with several other CIES Honorary Fellows, seeking their advice on possible nominees. In addition, he spoke directly with several CIES members to encourage them to consider nominating a senior colleague for this award. As well, we published and circulated an announcement of the award and nomination procedures. Initial communications suggested we might receive three nominations. In the event, we received one, for XXX.

The dossier for Dr. XXX's nomination was assembled by AAA [institutional affiliation]. Supporting the nomination were BBB [institutional affiliation], CCC [institutional affiliation], DDD [institutional affiliation], and EEE [institutional affiliation]. I have enclosed the nomination paper.

I have enclosed as well Noel McGinn's summary of the major elements of Dr. XXX's career highlighted in the nomination papers: her long career in comparative education; her extensive services to CIES and to other comparative education organizations; her excellent record of teaching; her publications, especially in comparative language and language teaching and the history of comparative education; her efforts as a tireless and effective promoter of the World Council of Comparative Education Societies; and her role as a valuable mentor and exemplary colleague. . . .

## Gail P. Kelly Award

As in previous years we published and circulated the announcement of the Gail P. Kelly Award and nomination procedure. In response to queries, we sent out copies of the announcement, along with the request that they be posted and distributed more widely. Unfortunately, neither the planned direct circulation of an announcement letter to programs and faculty in international and comparative education nor the intended electronic posting of the announcement came to fruition this year. I suggest those and other efforts to assure wide dissemination of information about the Gail P. Kelly Award be pursued energetically next year. For the 1998-1999 academic year, we received seven nominations for the Gail P. Kelly Award, approximately as many as were submitted in the two preceding years.

**The Awards Committee recommends that the Gail P. Kelly Award for Outstanding Dissertation in Comparative Education be awarded to Sandra Gillespie, “South-South Transfer. A Study of Sino-African Exchanges” (Ontario Institute for Studies in Education, University of Toronto, supervised by Ruth Hayhoe).**

On Dr. Gillespie’s dissertation the Gail P. Kelly Award Sub-Committee, chaired by Joseph P. Farrell, writes, “This is a compelling study of Sino-African educational exchanges, focusing on the experience of African students invited to study in China. While the education and indeed international relations literature often urges the South-South rather than North-South transfer of knowledge, there is little if any empirical research on how such exchanges actually work out, and how, if at all, they differ in practice from traditional North-South transfers, whose experience and consequences are much better documented. Gillespie's study breaks new ground by carefully documenting and analyzing, based principally on interviews and documentary records, the experiences, and understandings of those experiences, of a large number of Africans who have studied in China within Sino-African educational exchange programs. Theoretically, the work draws upon the corpus of international academic relations, particularly the work of Ruth Hayhoe, Galtung, and Mazrui. One thing the study clearly demonstrates is that problems of international power differentials, differential legitimization of various forms and sources of knowledge, and cross-cultural prejudices and misunderstandings do not automatically disappear when the axis of knowledge transfer is shifted from North-South to South-South. This thesis is also very well written: coherently argued and with often compelling and eloquent English prose.”

It is useful to note here that the Gail P. Kelly Award Sub-Committee felt that this year’s submissions were a particularly strong pool and that two of the other dissertations considered were also outstanding and strong competitors for the award. I take that as a very positive comment on the quality and demands of doctoral programs in comparative and international education at several different institutions.

In addition to Joseph P. Farrell (chair), the members of the Gail P. Kelly Award Sub-Committee this year were Kassie Freeman, Patrick Seyon, and Pia Wong.

## George Bereday Award

The Awards Committee recommends that Peter Demerath, “The Cultural Production of Educational Utility in Pere Village, Papua New Guinea, (Volume 43, Number 2, May 1999, pp. 162-192), receive the George Bereday Award for an outstanding article published in the *Comparative Education Review* during 1999.

Chaired by Vilma Seeberg, the Sub-Committee for the George Bereday Award writes “The Demerath article is outstanding in the strength of its theoretical framework and the sophistication and innovativeness of its methodology. Using the case of Papua New Guinea to illuminate contested issues of culture and modernization, this article makes an important and unique contribution to the field. It is grounded in direct observation, includes sound data collection, and has direct social utility and implication for public policy. Beyond its attention-catching opening, this is a very well written article, a wonderful read. It goes right to two issues of import in development education. This article calls us to order with its discussions of modernity and the place-of-education in the lives of villagers in Papua New Guinea as perceived by students and their parents. Demerath develops a framework and elucidates a methodology that gives agency and voice to parents and students. It is a methodologically complex piece that explicitly situates its own empirical work in a critical historical analysis and demonstrates the usefulness of qualitative data. It is an exemplary piece of microlevel empirical research that problematizes and makes more whole our macro picture of education, as Stromquist advocates in her vision for the new editorship of the *CER* (Nov 1999, p. iv). The author makes an important theoretical contribution in an area that urgently needs elaboration, providing us with a new way of conceptualizing ‘returns to education’ within the context of a local response to the globalization of modern education. There has been a crying need for a critical alternative to a neoliberal economic model and Demerath delivers, problematizing and contextualizing the notion of economic ‘returns.’ His analysis of Pere shows us that the modernization process is contested, non-linear and, most important, an example of cultural production as people redefine what it is to be ‘modern’ and ‘traditional’ in relation to education. This article makes an insightful contribution to the nature of identity construction and, more broadly, to the contradictory nature of ‘modernity.’”

In addition to Vilma Seeberg (chair), the members of the George Bereday Award Sub-Committee were Zeline Roy Campbell, Steven F. Klees, Suzanne Grant Lewis, and Richard Ack

..... **S A M P L E**

Per our practice in recent years, once I have your confirmation, I shall inform the Gail P. Kelly and George Bereday awardees of their selection and encourage them to attend the CIES meeting in San Antonio and to participate in the awards ceremony. With the awardees’ assent, I shall write as well to their Deans or Chairs, informing them of these CIES awards.

I understand that the CIES Secretariat will prepare the appropriate award certificates or plaques, and once the CIES Board has acted on these recommendations,

formally notify the winners. I shall ask Sandra Gillespie to contact Hey-Kyung Koh directly to expedite payment of the Gail P. Kelly Award honorarium in order to assist in defraying the cost of participating in the CIES meeting.

I understand as well that you will introduce the awards ceremony at the CIES conference and that the presentations themselves are to be concise. I have passed that message along to McGinn, Farrell, and Seeberg, along with our thanks for their work. I shall as well talk with each of the award recipients about their comments at the awards ceremony.

I shall of course be happy to amplify these recommendations, and to explain Awards Committee procedures, during the Board's discussion. Based on our experience over the past three years, it will be useful for the Board to consider (a) additional strategies for publicizing and securing nominations for the Gail P. Kelly Award and (b) the status of CIES Honorary Fellow, including procedures, publicity, and roles.

For your and the CIES Board's information, I have enclosed lists of previous award recipients.

I am also working to update and revise the CIES Awards Handbook. I expect to have that completed in time to pass on the next CIES Awards Chair.

Let me know if you need anything further from me on this.

See you in San Antonio.

With best wishes,

Joel Samoff

Enclosures:

Report from Noel McGinn on Honorary Fellow Award  
Nomination of Dr. Elizabeth Sherman Swing as Honorary Fellow  
Comparative and International Education Society: Honorary Fellows, 1982-1999  
Comparative and International Education Society: Gail P. Kelly Award  
1994-99  
Annual Awards for the Best Article in the Comparative Education Review,  
1980-1999

**SAMPLE**

c: Hey-Kyung Koh  
CIES Secretariat/Research Division  
Institute of International Education  
800 United Nations Plaza  
New York, NY 10017

----- Sample -----

Notification to President re: Gail P. Kelly Best Dissertation Award

December 29, 1993.

Dr. David Wilson  
President, CIES  
The Ontario Institute for Studies in Education  
University of Toronto  
252 Bloor Street West  
Toronto, Ontario M5S 1V6  
CANADA

Dear David:

The Awards Committee has decided to grant the Gail P. Kelly Award for the best dissertation in the field of Comparative Education to: Catherine M. Raissiguier, of SUNY at Buffalo for the thesis: Racial and gender identity formation in the schools: The case of working class girls from Algerian and French descent in a French vocational high school.

The members of the committee (Maria Teresa Tatto, William Cummings, and Carlos Alberto Torres) found this to be a superior thesis in terms of academic excellence and methodological and theoretical rigor as represented by its careful literature review, thorough field work, originality, and its consistent use of the feminist methodology. In addition to dealing with issues of class, ethnicity, and gender within an international context, the thesis benefits from a clear focus and good narrative strategy, providing important insights into the lives of girls in French vocational schools. Moreover, through its use of the feminist methodology it contributes to novel interpretations of vocational problems in their broad and interrelated political, economic, and social contexts.

**S A M P L E**

I am sending a notification to Philip Altbach who nominated this thesis. I am also sending notifications to those who submitted theses but did not receive the award (enclosed).

I will call you next week to talk about what comes next. Should we send a special letter to Catherine officially announcing the award and asking her to be present during the CIES meeting? If so, who signs this letter? Will the CIES Secretariat provide an award certificate? Who should notify the Secretariat and by what means? Would you like the committee to work with you on deciding this?

I hope everything is well with you, and wish you a very happy new year.

Sincerely,

Maria Teresa Tatto, Chair  
CIES, Awards Committee

cc. William Cummings  
Carlos Alberto Torres

**S A M P L E**

----- Sample -----

Awards Committee Report to CIES President

March 25, 1995.

Dr. Nelly Stromquist  
President, CIES  
University of Southern California  
School of Education  
Department of Administration and Policy  
Waite Phillips Hall 904  
Los Angeles, CA 90089-0031

Dear Nelly:

The awards committee according to its mandate granted two awards for the year 1994/5: the Gail P. Kelly Award for the Best Dissertation in the field of comparative education, and the George Bereday Award for the best article published in the CER.

The Sub-committee for the Gail P. Kelly Award for the best dissertation in the field of comparative education was formed by Lynn Ilon (chair) from the State University of New York at Buffalo, Sanza Clark from Cleveland State University, and George Papagiannis from Florida State University. The committee received six dissertations which were read by all the members. The sub-committee decided to grant the Gail P. Kelly Award for the best dissertation in the field of Comparative Education to: Anthea Taylor of Curtin University of Technology in Perth W. Australia, for her thesis *Negotiating Aboriginal Identity in an Urban Context: Implications for Education*. Dr. Taylor received her degree from Murdoch University in Western Australia. See Appendix A for the letter of the Chair of the sub-committee. A cautionary note to future members of the committee is that the timeline followed by Lynn Ilon this year was inadequate since the committee did not arrive to a decision until the end of February. Ideally the committee is expected to meet part of November, all of December, and January to complete the awarding a decision by the end of January. This time line allows enough time to notify the awardee increasing the possibility for the awardee to be present in the Annual CIES meeting. In addition, the committee has been formed by three members, this configuration makes it difficult for the committee to function adequately if one member has difficulty getting the work done. We recommend given the experience of this year to add one more member to this committee.

The Sub-committee for the George Bereday Outstanding Article Award was formed by Ruth Hayhoe (chair) from the Ontario Institute for Studies in Education, Karen Biraimah from the

University of Central Florida, Katherine Krupnick from the Harvard Graduate School of Education, Joel Samoff from Stanford University, and Matthew Zachariah from the University of Calgary. The sub-committee read the articles in the four issues of CER according to the procedure described by Ruth Hayhoe in her letter in Annex B. The sub-committee decided to grant the Award to: James Robinson for his article: " Social Status and Academic Success in Korea, which appeared in CER Vol. 38, No. 4, 1994.

In line with the Board of Directors recommendations from last year, this year we did not solicited neither received nominations for the society's honorary fellow.

Enclosed please find the documentation I used during the process of chairing the committee in Annex C. I hope it will be useful in the future.

Thanks for giving me the opportunity to serve as chair of the Awards Committee. I would like to thank the members of the sub-committees for their hard work on the thesis and the article awards. I have really enjoyed serving on the committee for the past four years, first as the chair of the article award, then as the chair of the thesis award, and finally as the chair of the awards committee.

I would like to take this opportunity let you know that I will not be able to chair the committee next year. I hope that another member of the committee may be willing to take on this task.

Sincerely,

Maria Teresa Tatto  
Chair, CIES Awards Committee  
Michigan State University

cc. Members of the Awards Committee  
CIES Secretariat

**S A M P L E**

## 8.9 Awards Committee Other Notifications: Samples

### ————— Sample —————

Notification of Award Rejection re: Gail P. Kelly Award

December 29, 1993.

Dear Sir/Madam:

On behalf of the CIES Awards Committee I would like to thank you for nominating Ms./Mr. X's thesis: Thesis Title, for consideration for the Gail P. Kelly Award for the best dissertation in the field of comparative education.

I regret to inform you that Ms. X's thesis did not receive the Award. It seems important, however, to let you know that because of its academic quality, extensive field work and truly comparative character, it was considered by the committee as one of the top thesis among those submitted.

Once more I want to thank you for contributing such high quality work for consideration by the committee. I look forward to your continuing involvement in the work of the CIES in encouraging scholarship in the field of comparative education.

Sincerely,

Maria Teresa Tatto, Chair  
CIES, Award Committee

**S A M P L E**

----- Sample -----

Notification of Award re: Gail P. Kelly Award

February 7, 1994.

To Whom it may concern:

The Comparative International Educational Society Sub-committee for the Gail P. Kelly Award for the best dissertation in the field of comparative education has granted the award to:

Catherine M. Raissiguier, for the thesis

Racial and gender identity formation in the schools: The case of working class girls from Algerian and French descent in a French vocational high school.

The members of the committee found this to be a superior thesis in terms of academic excellence and methodological and theoretical rigor as represented by its careful literature review, thorough field work, originality, and its consistent use of the feminist methodology. In addition to dealing with issues of class, ethnicity, and gender within an international context, the thesis benefits from a clear focus and good narrative strategy, providing important insights into the lives of girls in French vocational schools. Moreover, through its use of the feminist methodology it contributes to novel interpretations of educational phenomena in their broad and interrelated political, economic, and social contexts.

Dr. Raissiguier is expected to deliver a short presentation regarding her dissertation during the Annual Meeting of the Comparative International Education Society to be held this year in San Diego from March 21 to the 24.

Sincerely,

Maria Teresa Gatto, Chair  
CIES Award Committee

**S A M P L E**

----- Sample -----

Award Notification to Chair of Awards Committee:  
George Bereday Award for the Best CER Article

December 20, 1991.

Dear Bill:

The committee has decided to give the George Bereday Best CER article award to Stephen W. Raudenbush, Somsri Kidchanapanish, and Sang Jin Kang: "The Effects of Preprimary Access and Quality on Educational Achievement in Thailand." Vol. 35, No. 2, May 1991.

I am enclosing the documents with the rationale for the nominated articles and the tally I worked out to support our discussion this morning.

Thanks for giving me the opportunity to serve in this committee.

Sincerely,

Maria Teresa Tatto  
Assistant Professor

**S A M P L E**

Award Notification to Award Recipient's Dean or Chair  
George Bereday Award for the Best CER Article

**STANFORD UNIVERSITY**  
*Center for African Studies*

Building 240, Room 104  
Stanford, CA 94305-2152 U.S.A.

Telephone +1.650.723-0295  
Facsimile +1.650.723-8528

25 February 2000

Professor Daryl Siedentop  
Dean, College of Education  
Ohio State University  
127 Arps Hall  
1945 N. High Street  
Columbus, OH 43210-1316

Dear Professor Siedentop:

I write in my capacity as Chair of the Awards Committee of the Comparative and International Education Society. As you may be aware, the CIES each year recognizes with its George Bereday Award the best article published during the preceding year in the *Comparative Education Review*, widely regarded as the premier international journal in comparative education.

To make that determination, the Awards Committee is charged to review all of the articles for their importance in shaping the field, analytic merit, policy implications, concern for theoretical constructs, and implications for future research. Specifically, the Awards Committee considers (a) the strength of the article's theoretical framework; (b) the sophistication and innovativeness of the methodology used; (c) the soundness of the data collection procedures and analysis; (d) the article's social utility and its implications for public policy; and (e) the degree to which the article makes a unique contribution to the development of the field of comparative and international education.

To insure that the George Bereday Award recognizes truly outstanding contributions, I have added several additional criteria to be considered in making this selection: (f) the extent to which an article effectively integrates attention to what-happens-within-education and attention to education-in-societal-context; (g) the effective use of relevant literature (as contrasted with a torrent of references that ultimately contribute little to analysis or presentation); (h) evidence of critical, and especially self-critical, approach to both theory and method; and (i) the likelihood that the article will advance an important debate within comparative education, through theoretical departures, new, revised, or rejected findings, trenchant critique, or in some other way.

I am very pleased to report that the Awards Committee has enthusiastically recommended your colleague Peter Demerath to receive the 2000 George Bereday Award for his article "The

Cultural Production of Educational Utility in Pere Village, Papua New Guinea,” (Volume 43, Number 2, May 1999, pp. 162-192).

In recommending this article to the CIES Board, the Awards Committee wrote that

The Demerath article is outstanding in the strength of its theoretical framework and the sophistication and innovativeness of its methodology. Using the case of Papua New Guinea to illuminate contested issues of culture and modernization, this article makes an important and unique contribution to the field. It is grounded in direct observation, includes sound data collection, and has direct social utility and implication for public policy. Beyond its attention-catching opening, this is a very well written article, a wonderful read. It goes right to two issues of import in development education. This article calls us to order with its discussions of modernity and the place-of-education in the lives of villagers in Papua New Guinea as perceived by students and their parents. Demerath develops a framework and elucidates a methodology that gives agency and voice to parents and students. It is a methodologically complex piece that explicitly situates its own empirical work in a critical historical analysis and demonstrates the usefulness of qualitative data. It is an exemplary piece of microlevel empirical research that problematizes and makes more whole our macro picture of education, as Stromquist advocates in her vision for the new editorship of the *CER* (Nov 1999, p. iv). The author makes an important theoretical contribution in an area that urgently needs elaboration, providing us with a new way of conceptualizing ‘returns to education’ within the context of a local response to the globalization of modern education. There has been a crying need for a critical alternative to a neoliberal economic model and Demerath delivers, problematizing and contextualizing the notion of economic ‘returns.’ His analysis of Pere shows us that the modernization process is contested, non-linear and, most important, an example of cultural production as people redefine what it is to be ‘modern’ and ‘traditional’ in relation to education. This article makes an insightful contribution to the nature of identity construction and, more broadly, to the contradictory nature of ‘modernity.’

Impress me comments, please!

**S A M P L E**  
The George Hereday Award will be presented to Professor Demerath during the forthcoming Annual Meeting of the Comparative and International Education Society to be held in San Antonio early next month.

With best wishes,

Joel Samoff  
Chair  
CIES Awards Committee

Award Notification to Award Recipient's Dean or Chair  
Gail Kelly Dissertation Award

**STANFORD UNIVERSITY**  
*Center for African Studies*

*Building 240, Room 104  
Stanford, CA 94305-2152 U.S.A.*

*Telephone +1.650.723-0295  
Facsimile +1.650.723-8528*

25 February 2000

Carolyn Coté  
Senior Coordinator  
Intensive English as a Second Language Program  
School of Continuing Studies  
University of Toronto  
252 Bloor Street West, Suite 4-106  
Toronto, Ontario M5S 1V6  
CANADA

Dear Ms. Coté:

I write in my capacity as Chair of the Awards Committee of the Comparative and International Education Society. As you may be aware, each year the CIES recognizes an outstanding doctoral dissertation with its Gail P. Kelly Award. Created to honor the distinguished comparative educator Gail P. Kelly and her many contributions to the CIES, the Gail P. Kelly Award honors a doctoral dissertation that addresses social justice and equity issues in an international context.

The Gail P. Kelly Award is conferred on an outstanding doctoral dissertation that manifests academic excellence, originality, methodological, theoretical, and empirical rigor, and that deals with issues of social justice and equity in international settings. These issues may include gender, race, class, ethnicity, and nationality, among others. To receive the award, the dissertation must reflect the scholarly purposes of the Society: comparative, cross-cultural, interdisciplinary and international studies contributing to the interpretation of developments in education in their broad and interrelated political, economic, and social contexts.

I am very pleased to report that in a year in which several very strong dissertations were submitted for consideration the Awards Committee has enthusiastically recommended that the Gail P. Kelly Award for Outstanding Dissertation in Comparative Education in 2000 be awarded to Sandra Gillespie for her dissertation, "South-South Transfer. A Study

of Sino-African Exchanges” (Ontario Institute for Studies in Education, University of Toronto).

In recommending this dissertation to the CIES Board, the Awards Committee wrote that

This is a compelling study of Sino-African educational exchanges, focusing on the experience of African students invited to study in China. While the education and indeed international relations literature often urges the South-South rather than North-South transfer of knowledge, there is little if any empirical research on how such exchanges actually work out, and how, if at all, they differ in practice from traditional North-South transfers, whose experience and consequences are much better documented. Gillespie's study breaks new ground by carefully documenting and analyzing, based principally on interviews and documentary records, the experiences, and understandings of those experiences, of a large number of Africans who have studied in China within Sino-African educational exchange programs. Theoretically, the work draws upon the corpus of international academic relations, particularly the work of Ruth Hayhoe, Galtung, and Mazrui. One thing the study clearly demonstrates is that problems of international power differentials, differential legitimization of various forms and sources of knowledge, and cross-cultural prejudices and misunderstandings do not automatically disappear when the axis of knowledge transfer is shifted from North-South to South-South. This thesis is also very well written: coherently argued and with often compelling and eloquent English prose.

Impressive comments, indeed! As I have noted, Dr. Gillespie's dissertation stood out in a pool of several very strong dissertations.

The Gail P. Kelly Award will be presented to Dr. Gillespie during the forthcoming Annual Meeting of the Comparative and International Education Society to be held in San Antonio early next month.

With best wishes

**S A M P L E**

Joel Samoff

Chair  
CIES Awards Committee

Award Notification to Award Recipient's Dean or Chair  
CIES Honorary Fellow

**STANFORD UNIVERSITY**  
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18 February 1999

Professor Kenneth Metz  
Dean  
School of Education  
Forbes Quadrangle 5T29  
University of Pittsburgh  
Pittsburgh, PA 15260

Dear Professor Metz,

I write in my capacity as Chair of the Awards Committee of the Comparative and International Education Society. As you may be aware, periodically the CIES recognizes outstanding contributions to the field of comparative and international education by designating a colleague a CIES Honorary Fellow.

The Honorary Fellows award was established by CIES in 1982 to honor senior members of the Society who through a period of life-long service and contribution to the field of comparative and international education as evidenced by scholarly, teaching and technical work have advanced the field qualitatively and significantly. The award has been established to recognize those scholars who have made the most marked contributions to growth in the field. The first Fellows to receive that honor in 1987 were Claude Eggertsen and C. Arnold Anderson. Recent recipients have included Noel McGinn and Don Adams.

I am very pleased to report that the Awards Committee has enthusiastically recommended Rolland Paulston to become a CIES Honorary Fellow.

This nomination was supported by several distinguished scholars in comparative and international education, many with extended commentaries on the nature and significance of Professor Paulston's contributions: Torsten Husén, Ingemar Fägerlind, Val D. Rust, Nelly P. Stromquist, Carlos Alberto Torres, and David N. Plank.

Professor Paulston's selection as a CIES Honorary Fellow is indeed a unique distinction that reflects not only his intellectual contributions and leadership but also the high esteem in which he is held by his professional colleagues.

With two recent selections, the University of Pittsburgh is certainly making its mark in this domain!

Professor Paulston will be formally designated an Honorary Fellow during the forthcoming Annual Meeting of the Comparative and International Education Society to be held in Toronto next month.

With best wishes,

Joel Samoff

Chair  
CIES Awards Committee

**S A M P L E**

# Awards Committee Records Section

*This Section was initiated by Vandra Lea Masemann in July 1990. Each Awards Chair should add the Final Report of the Awards Committee, the announcement of the previous year's winner(s) of the George Bereday Award for Outstanding Article in the Comparative Education Review, and the Gail P. Kelly Award for Outstanding Dissertation, published in the November issue of the Comparative Education Review, as well as the names of Honorary Fellows and any documents of policy and procedures from the current term. Relevant abstracts from CIES Minutes should also be included.*