



Society of Professors of Education ***2022 Virtual Conference (April 23)***

Conference Proceedings

Complex Social Justice Problems in Education: Remembering SPE's Roots and Founders

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CITATION FOR THESE PROCEEDINGS:

Boyles, E. T., & Mullen, C. A. (Eds.). (2022). *Proceedings of the Society of Professors of Education's conference: 2022 SPE-virtual*.

SPE's Websites, History, and Tribute

SPE's website: <https://societyofprofessorsofeducation.com>

Facebook: <https://www.facebook.com/Society-of-Professors-of-Education-106990980648750>

Founded in 1902, the SPE is a professional and academic association open to all persons engaged in teacher preparation, curriculum studies, educational leadership, educational foundations, and related activities. The Society's primary goal is to provide a forum for consideration of major issues, tasks, problems, and challenges confronting professional educators. SPE is an interdisciplinary organization, and its members are scholars and practitioners in education.

This year, professors of education, students, and practitioners gathered to explore complex social justice problems in education while remembering SPE's roots and founders. We were keen to think, write, teach, and lead educationally in social movements, civil organizations, and educational institutions.

We hope you enjoy this proceeding, which documents another great conference, the second we've organized for SPE in a pandemic.

Carol A. Mullen is SPE President; Carol & Emily are your conference proceedings co-editors.



Carol A. Mullen, PhD, is a tenured full professor in the Educational Leadership and Policy Studies Program at Virginia Tech. Her recent books include the *Handbook of Social Justice Interventions in Education* (Springer, 2021, edited) and *The Risky Business of Education Policy* (Routledge, 2022, coedited). She currently serves as the 2021-2022 President of the Society of Professors of Education (SPE) and President-Elect of the University Council for Educational Administration (UCEA), and was President of the International Council of Professors of

Educational Leadership (ICPEL). A Fulbright Scholar alumna, she researches leadership, justice, policy, and international issues in education. In 2021, her book *Canadian Indigenous Literature and Art* (Brill, 2020) won an Outstanding Book Award from SPE. She received UCEA's Jay D. Scribner Mentoring Award and ICPEL's Living Legend Award. Her PhD is from the University of Toronto.



Emily Boyles, EdD, is a K-12 public school educator with 15 years of experience in the classroom and administration within rural Appalachia. She serves as an adjunct professor in the Master's Program of Education and Social Justice at Fortune School of Education, CA. She is a graduate of Emory and Henry College, Liberty University, and Virginia Tech, her alma mater, where she gives back by serving on doctoral dissertation committees. She has published articles, a book, and book chapters with Dr. Mullen. A devoted educator, she encourages students of all ages to work hard and succeed.

MANDATES AND HUMAN RIGHTS IN A GLOBAL CITIZENRY

A Plague on Reflective Thought: A Modern Analysis of Dewey in Evaluating Vaccination Hesitancy

Paul Gregor, The Ohio State University
Jessica Gregor, United States Air Force

In this modern analysis of vaccine hesitancy, which is certainly exemplified by the resistance to the COVID-19 vaccine but by no means limited to this single inoculation, we plan to use the central tenets and philosophy of John Dewey to assist in providing possible explanations for the increased wave of vaccination hesitancy in the United States. For example, Dewey's comprehensive disavowal of rote, authoritative instruction and modality for improved educational outcomes seems poignant when considered alongside the perceived lack of trust or acceptance of leaders in medicine and public health advocating for certain health interventions, including vaccines. Furthermore, his advocacy for educators to lean into active learning and engagement of educational materials also seems to have been misspent when current public health and health educational practices are evaluated; it seems difficult to imagine a widespread, hands-on educational component to vaccine literacy, which is most often limited to impersonal, theoretical discussions of limited subjective value to the patient or their caregivers. This paper will also briefly discuss the difficulty in use of reflective thought, or critical reasoning, in evaluation of health-centered educational materials made more challenging when reflected through a prism of social media, misinformation and the disparate equity in access to the most functional health educational resources.

As an appropriate starting point, we will discuss the current statistics on vaccination hesitancy in the United States which has been thrust into public view over the last two years with the rise of purposeful vaccine avoidance following the development of COVID-19 vaccines in response to the global pandemic. We will provide insights and modern medical research to offer a basic understanding of why one may become vaccine hesitant and the current best practices in primary medicine to assist in one-on-one patient education, as well as more broadly the goals of public health campaigns to offer educational resources to combat vaccine misinformation. This basic understanding of both the individualistic and societal approaches to improving health education outcomes, and ultimately increasing vaccination literacy, will be important to establish prior to applying an analytical lens to assess the etiology of our current shortfall; it will also then allow us to use the basic, guiding Deweyan pragmatism to understand how our current modalities may have attributed to the increase in vaccination hesitancy.

Importantly, this analysis will be used to provide specific recommendations on modification of our current health education policy to better address vaccination hesitancy, using key principles from Dewey along with modern techniques to support better outcomes in vaccination status in the United States. Moreover, our paper will serve to continue the endeavors and philosophy of John Dewey, the preeminent progressive educator, who no doubt would have offered high-caliber insight and guidance to this politically charged, and yet imperative, topic.

A Question of Justice: Human Rights and Genocide Education Legislation

Hannah Spector, Penn State University-Harrisburg

This paper proposal speaks explicitly to a “complex social justice problem in education” (SPE, 2022). Specifically, it will examine a wave of state-based education legislation in the United States that amend school codes to mandate instruction on human rights and genocide. These amendments place curricular emphasis on the stated need for education about the Holocaust and other mass atrocities that occur ‘abroad’ but not ‘at home’. That most school codes do not require instruction on African American history, which could include the compelling case of legalized “systematic subtle genocide” of persons of color (Crump, 2019) and half of states do not mention Native Americans in their K12 curriculum at all serves as a signal that, for the United States, some humans and their rights count more than others.

I frame this analysis with Billig’s (1995) concept of banal nationalism. It is said that the nationalism of ‘established’ nations reveals itself through a complex dialectic of remembering and forgetting in/convenient histories that brought a nation-state into existence. Banal nationalism also presents itself under the guise of cosmopolitanism: ‘We’ are global citizens, and ‘they’ are still struggling to achieve (inter)national recognition (Billig, 2009). These laws will also be put in conversation with the thoughts of social reconstructionist George Counts’ (1932/2017) who notably remarked: “the real question is not whether imposition will take place, but rather from what source it will come” (p. 7). For the purposes of this analysis, the source of pedagogical imposition is the law. These state mandates may be said to hold teachers accountable for teaching to the interests of the laws. However, the laws to be examined here may (not) represent “the common and abiding interests of the people” (p. 59).

This paper proposal is abridged and modified from a chapter (Author, 2022) written for the *World Yearbook of Education 2022: Education, Schooling and the Global Universalization of Nationalism* in such a way that it engages with the SPE 2022 theme of social justice while remembering SPE’s roots and early members.

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RECTIFYING INEQUITIES IN SCHOOLING CONTEXTS

Dunbar High School 1916-1968

M. Francyne Huckaby, Texas Christian University
 Stephanie Cuellar, Texas Christian University
 Michelle Nguyen, Texas Christian University
 Leslie Ekpe, Texas Christian University
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 Kelton Hollins, Texas Christian University
 Jonathan W. Crocker, Texas Christian University

Dunbar High School flourished in Texarkana, Texas for 7th to 12th grades, offering a community-based education to generations of Black families from 1916-1968. In 1968, the school was closed to integrate the Texas High School (THS). In 2018, alumni gathered in Houston, TX for their all-class reunion. At this event, 22 alumni shared their Dunbar experiences. This inquiry anchors storytelling to honor these oral historians' reflections. Digital archives of these histories, themed short films, texts, and images allow the brilliance of Dunbar to be accessed by a broader community.

The demand to integrate U.S. public school, upheld by the Supreme Court, focused on race and socio-economic class to foster economic and social equality as well as stability of the democracy. For Dunbar students, however, integration did not rectify inequities. Dunbar lit the way for Black students, offering them a community-based education in which supportive adults delicately balanced discipline with compassion. Dunbar provided a space for students to explore their interests, learn from their failures, and develop a sense of self. The closing of Dunbar resulted in the loss of educational benefits in schools where black children, parents, and teachers can utilize the real cultural strengths of the black community to overcome the many barriers to educational achievement" (Bell, 1980, p. 532). Integration was aimed at dimming the radiance of Dunbar. As Bell posits, the 1954 *Brown v Board of Education* did nothing to protect,

...black children against discriminatory policies, including resegregation within desegregated schools, the loss of black faculty and administrators, suspensions and expulsions at much higher rates than white students, and varying forms of racial harassment ranging from exclusion from extracurricular activities to physical violence. (pp. 530-531)

Dunbar shines as an exemplar of Negro education not just for the historical record, but also for the 21st century and beyond.

Significance, Conference Theme & Society Goals

This project supports the notion that Dunbar offered a proper education, while THS demonstrated a mis-education as theorized by Carter G. Woodson. Not only does this project allow for learning from the successes of Dunbar and its alumni, but it also provides tangible recommendations for rectifying issues within education that remain present today. This project addresses the *Complex Social Justice Problem* of interruptions and ruptures to an educational community that wrap a form of care around its students that sustained students decades after the dismantling of their school. The remembrances of Dunbar alumni are a rich curriculum from the past for current and future educators.

Promoting Social Justice in the Educational System of Deprived Areas in Iran During the COVID-19 Pandemic

Shahrzad Aliakbarsoltan, University of British Columbia

Islam emphasizes that justice at the social level is obligatory, even with the enemies. One of the most effective ways to achieve social justice is establishing educational justice (Abdus, 2002). Educational justice does not mean allocating equal resources to all learners, but it means paying attention to the conditions and needs of learners according to their knowledge, skills, abilities, learning styles, and cultural backgrounds. (Babadi, 2008). The schools can provide a suitable platform for developing educational justice through participating all students in scientific, educational, cultural, and artistic activities (Eshuchi, 2014). In the age of communication, the educational justice depends on the use of virtual education (Kaffash, 2011) .

During Covid-19 Pandemic, virtual education showed up the hidden inequality in the education in the different countries. In Iran, education was followed through television education networks and SHAD application (Hafeznia, 2020). In the deprived areas, a significant number of students left behind the "invisible walls of the virtual school" because of the lack of access to cyberinfrastructure, optimal bandwidth, and the smartphone or tablet. Moreover, the economic and cultural poverty of families has doubled the weakness of virtual education and educational justice in the deprived areas .

Based on this study, educational justice in the deprived and marginalized areas during the COVID-19 Pandemic needs to take the following path:

- Designing the curriculum tailored to the learners differences and needs
- Providing the virtual learning infrastructure
- Training the native teachers familiar with the special conditions of deprived areas (border, nomadic, rural, bilingual, ethnic areas)
- Distributing the educational resources and virtual facilities (technology facilities, training centers, libraries) according to the needs of learners
- Empowering students according to personality and environmental characteristics
- Providing education through public and free media
- Strengthening the relationship between health centers and schools
- Allocating a portion of charitable assistance to strengthen communication and information technologies
- Establishing the smart boarding schools based on the health protocols
- Developing the individual and socio-occupational skills in the vulnerable groups
- Providing the face-to-face and virtual educational content with a high quality
- Distributing the welfare facilities based on the local and nomadic conditions
- Decentralizing the curriculum and educational programs

The justice in distributing the educational inputs, opportunities, and processes will lead to justice in the educational and social outcomes. All learners should have access to the education according to the biological, geographical, economic, ethnic, religious conditions.

SOCIAL JUSTICE IN EDUCATIONAL SYSTEMS

Promoting Social and Racial Justice: From Schoolhouse to Ivory Tower

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Cindy C. Klimaitis, Principal, Oak Grove Elementary

Pamela J. Konkol, Professor, Concordia University Chicago

Star A. Norton, Principal, E. A. Gibson Elementary School

Brianne L. Reck, Associate Professor, University of South Florida

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Angelica W. Witcher, Assistant Dean, Virginia Tech Carilion School of Medicine

Diego Ramirez-Alonzo, master's student, DePaul University

Social and racial justice need operationalizing in educational domains. A lack of justice-related knowledge and experience of practical problems in daily life can be disrupted and advocacy promoted through education and applied scholarship. Intervention is a critical component of social justice that transcends general ethical precepts (Mullen, 2021). We, the panelists, seek to engage in scholarly discussion that fosters this important line of inquiry and insight into “complex social justice problems in education” in line with the SPE conference theme. We are 12 university faculty and school leaders who propose to gather as a “force for justice” “advocating for a socially, racially, and ecologically just democracy” (Conference Call).

Social justice theory targets the systematic workings of power and oppression beyond schools, and it is interrogative (Bogotch & Shields, 2014). It gives students a critical lens for seeing where injustices exist in the world. Social justice encompasses macrolevel injustices and inequities that produce suffering for groups whose rights have been violated (Bogotch & Shields, 2014) and who lives have been colonized (Fredericks et al., 2014). To Bell (2016), social justice is a world in “which the distribution of resources is equitable and ecologically sustainable,” and people are “physically and psychologically safe and secure, recognized, and treated with respect,” as well as “self-determining,” and “interdependent” (p. 3).

Frequently, little attention is paid to educational interventions and applications of theory or research to practice. Intervention, a breakthrough area, demands attention as a critical component of social justice in theory, research, and practice. In a book (Mullen, 2021), 57 chapter contributors (some of whom are panelists) explored social justice theory in action. Considering that much about the treatment of social justice has been theoretical or abstract, we took steps to make justice applicable.

We will describe advocacy work in real-world contexts. Our various projects encompass social justice and equity frames, applications, and implementations that aid in improvement and transformation in leadership and preK–12 contexts. Our researched examples coalesce around educating/leading with a justice lens. Thematically, these include policymaking regulation and control under chronic conditions; implementing restorative justice practices; identifying enablers of inclusive education for females and students with disabilities and refugees; providing equitable services in school through collaboration; upholding principals' responsibility for impacting impoverished cultures and teacher beliefs; highlighting teacher labor actions; and benefitting children's readiness for global challenges in difficult times.

Conversational prompts:

1. Given that injustices are wide-ranging and systemic, how did you go about determining a social or political issue of importance to study?
2. What theories or frameworks did you use to inform/situate your intervention or exploration in education?
3. In what ways did you go about studying your topic and involving participants?
4. What strategies are potentially potent for involving educators in social justice reform?
5. What insights did you arrive at for doing the work of justice that can impact education?

Social justice advocacy calls upon educators to help create just and equitable societies, and bring about socially-just education. Dismantling injustices requires that social justice precepts and visions be implemented, with wide benefit for society.

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FEATURED TALK ~ 2022 DEGARMO LECTURE

João M. Paraskeva, University of Strathclyde, Glasgow, UK

João is a Mozambican-born pedagogue and critical social theorist, and taught in Southern Africa. At the University of Strathclyde, he is Professor of Educational Leadership & Policy Studies. He was founding chair of the Department of Educational Leadership and Graduate Program Director of the doctoral program at the University of Massachusetts-Dartmouth. He was an honorary fellow at the University of Wisconsin-Madison and visiting professor in Spain, Brazil, Italy, and the US. He is founder and senior editor of *Curriculum Sem Fronteiras*.

A prolific public intellectual, his work has been translated into different languages. He championed the post-abysal turn in the field and struggle against the epistemicides, advocating an itinerant curriculum approach as the future for the field's theory. Drawing on a myriad of disciplinary rivers within/beyond the western Eurocentric epistemological matrix, he jazzed ways to do curriculum theory. His unique approach has triggered many works. He is "one of the most exceptional scholars writing in the curriculum field today" (McCarthy) and "acclaimed curriculum theorists in the world" (Autio).

FEATURED FOUNDERS' PANEL

Remembering SPE's Roots and Founders: Past Presidents Reflect

Joseph L. DeVitis, Professor (retired), Old Dominion University
 Jim Garrison, Professor Emeritus, Virginia Tech
 Francyne Huckaby, Professor, Texas Christian University
 Isabel Nuñez, Professor, Purdue University Fort Wayne
 William H. Schubert, Professor Emeritus, University of Illinois at Chicago
 Douglas Simpson, Associated Professor, Texas Tech University
 William G. Wraga, Professor, University of Georgia

SPE's roots and founders are remembered through reflections on the Society's historical roots and evolving dimensions by past presidents. Advocating for a socially, racially, and ecologically just democracy, the panel members will interact as engaged scholars while sharing influences on the organization. Stories worth remembering include founding members John Dewey, Charles DeGarmo, and Walter Jacobs, as well as noteworthy early members like William Kilpatrick, George Counts, Elwood Cubberley, Harold Rugg, Edward Thorndike, and George Herbert Mead. Diversity is of great interest. The organization's membership and leadership have been diversifying over time in response to changing values. Some stories will resonate with the contemporary issues part of this year's conference theme. Former SPE presidents reflect on their governance roles, capacities, and experiences. The session is designed to be relaxed and reflective, and to foster understanding of the Society's history while looking forward.

Conversational prompts:

1. Reflect on your participation in the Society of Professors of Education over the years. How and why have SPE experiences been meaningful?
2. What does it mean to be a "professor of education?" Does it pertain mainly to a particular set of occupations/vocations, or does it also relate to any act of professing or educating that education should be pursued by all throughout their lives?
3. If there are so many who profess education, either through educating those to teach in institutions of schooling or through educating the public more generally, why does our organization (SPE) have so few members? How is this related to the fact that much of SPE's history has included largely the participation of white males of European and North American backgrounds?
4. Given key social issues of today, what should SPE do to help overcome the degradation of democratic institutions, relationships, and practices?

RADICAL SHIFTS IN EDUCATION POLICY

“Strange Bedfellows” No More: School Choice, Vouchers, and Charter School Policy in Florida—a Critical Look at the Movement from the Periphery to the Center

Zorka Karanxha, University of South Florida
 William R. Black, University of South Florida
 Sarah Semon, University of South Florida
 Andrea O’Sullivan, University of South Florida
 Shannon Holder, University of South Florida

SPE’s theme “Complex Social Justice Problems in Education: Remembering SPE’s Roots and Founders” relates to the polarizing topic of choice and charter schools in an “ecologically just democracy” in the United States. What started out in Milwaukee thirty years ago as a coalition of “strange bedfellows” of primarily White conservative suburbanites and primarily Black urban residents creating a “highly constrained and targeted program, with eligible students limited to Milwaukee” (Witte & Wolf, 2017, p. 5). By 2022, school choice (i.e., charter schools, vouchers, tax credit scholarships, magnet schools, intradistrict and interdistrict choice options) can now be characterized as a broadly transformative national movement at the forefront of education reform.

This presentation will open dialogue about the promises and perils of this incremental political movement as it has been reflected in the evolution of choice and accountability rhetoric, legislation, and funding mechanisms in Florida. While the presentation is focused on Florida, the authors will discuss other state and local contexts. We will illustrate how powerful incremental policy changes that center school choice in the Sunshine State reveal major issues, tasks, problems, and challenges confronting professional educators across various contexts. Over time, advocates for school choice have utilized a highly evolved school accountability policy architecture to highlight low performance, support dissatisfaction, and disrupt existing norms of public education. This radical shift was accomplished through policy incrementalism, accomplishing “political change by small steps regardless of analysis” (Lindblom, 1979, p. 518).

A set of accountability and linked choice policies have evolved over the last 30 years as a symbolic antidote to schools deemed low performing or non-responsive to parent needs, particularly around students with disabilities. At the same time, overlapping policies created alternative school structures and funding mechanisms that influenced the school choice landscape (Mintrom & Norman 2009). In this presentation we will systematically and carefully document and discuss how intertwined incrementalist approaches to accountability and choice policies have fundamentally changed the public-school landscape. This has created complicated social justice perils and possibilities in both the Sunshine state and the United States. We will ask attendees to contemplate the implications and consequences of the state’s expansion of decision-making authority, which is revealed in charter and choice policies in Florida?

Henig (2013) has written poignantly about the “rearticulation of state power over local schools” that has signaled the end of exceptionalism in education. The incremental reassertion of general-purpose government and politics in education becomes the “third axis of institutional change” (Henig 2013, p. 10), providing fertile soil for partisanship, centralization and privatization; with implications that might be consequential. Florida is succeeding in eating the proverbial elephant, one bite at a time (Longley, 2021) in its gradual approach

towards implementation of a “universal” school choice program. Finally, we will end with questions for the audience: *What does the future hold? Will there be choice for all schools? And will the rules of engagement be the same for all?*

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2022 SPE Book Award Recipients

- Blakely, E. and Hemphill, D. (2021). *Opening Third Spaces for Research in Education. Challenging the Limits of Technocratic Methods.* Myers Education Press.
- Boutte, G. S., King, J. E., Johnson, Jr., G. L., and King, L. J. (2021). *We Be Lovin' Black Children. Learning to Be Literate About the African Diaspora.* Myers Education Press.
- Britzman, D. P. (2021). *Anticipating Education. Concepts for Imagining Pedagogy with Psychoanalysis.* Myers Education Press.
- Burke, K. J. and Greteman, A. J. (2021). *On Liking the Other. Queer Subjects & Religious Discourses.* Myers Education Press.
- Burkholder, Z. (2021). *An African American Dilemma: A History of School Integration and Civil Rights in the North.* Oxford University Press.
- Golann, J. W. (2021). *Scripting the Moves. Culture and Control in a No-Excuses Charter School.* Princeton University Press.
- Hoechsmann, M., Thesee, G., and Carr, P. R. (Eds.). (2021). *Education for Democracy 2.0. Changing Frames of Media Literacy.* Brill | Sense.
- Jackson, L. (2021). *Beyond Virtue. The Politics of Education Emotions.* Cambridge University Press.
- Núñez, I. and Goulah, J. (Eds.) (2021). *Hope and Joy in Education. Engaging Daisaku Ikeda Across Curriculum and Context.* Teachers College Press.
- Paraskeva, J. M. (Ed.) (2021). *Critical Transformative Educational Leadership & Policy Studies: A Reader. Discussions & Solutions from the Leading Voices in Education.* Myers Education Press.
- Roulston, K. and DeMarrais, K. (2021). *Exploring the Archives. A Beginner's Guide for Qualitative Researchers.* Myers Education Press.
- Ryan, A. M., Tocci, C. and Moon, S. (2020). *The Curriculum Foundations Reader.* Palgrave Macmillan.
- Schubert, W. H. and He, M. F. (2022). *The Oxford Encyclopedia of Curriculum Studies.* Oxford University Press.
- Stitzlein, S. (2020). *Learning How to Hope. Reviving Democracy Through our Schools and Civil Society.* Oxford University Press.
- Sumara, D. and Alvermann, D. E. (Eds.). (2022). *Ideas that Changed Literacy Practices. First-Person Accounts from Leading Voices.* Myers Education Press.
- Thomas, M. A. M., Rauschenberger, E., Crawford-Garrett, K. (Eds.) (2021). *Examining Teach for All. International Perspectives on a Growing Global Network.* Routledge.
- Tienken, C. H. and Mullen, C. A. (Eds.). (2022). *The Risky Business of Education Policy.* Routledge.
- Waitoller, F. (2020). *Excluded by Choice. Urban Students with Disabilities in the Education Marketplace.* Teachers College Press.

2022 SPE Honorable Mentions

Berkovich, I. and Eyal, O. (2021). *A Model of Emotional Leadership in Schools. Effective Leadership to Support Teachers' Emotional Wellness*. Routledge.

Brewer, T. J., Harman, W. G. (Eds.). (2021). *The Commodification of American Education. Persistent Threats and Paths Forward*. Myers Education Press.

Charest, B. (2021). *Civic Literacy in Schools and Communities. Teaching and Organizing for a Revitalized Democracy*. Teachers College Press.

Gasman, M. (2021). *Candid Advice for New Faculty Members. A Guide to Getting Tenure and Advancing Your Academic Career*. Myers Education Press.

Hextrum, K. (2021). *Special Admission. How College Sports Recruitment Favors White Suburban Athletes*. Rutgers University Press.

Maarhuis, P. L. and Rud, A. G. (Eds.) (2021). *Imagining Dewey. Artful Works and Dialogue about Art as Experience*. Brill | Sense.

Peterson, D. S. and Carlile, S. P. (Eds.) (2021). *Improvement Science. Promoting Equity in Schools*. Myers Education Press.

Pica-Smith, C., Contini, R. M., and Veloria, C. N. (2019). *Social Justice Education in European Multi-Ethnic Schools*. Routledge.

Powell, R. and Cantrell, S. C. (Eds.). (2021). *A Framework for Culturally Responsive Practices. Implementing the Culturally Responsive Instruction Protocol (CRIOP) in K-8 Classrooms*. Myers Education Press.

Spaulding, D. T., Crow, R., and Hinnant-Crawford, B. N. (Eds.) (2021). *Teaching Improvement Science in Educational Leadership. A Pedagogical Guide*. Myers Education Press.

Zehnder, C., Metzker, J., Kleine, K., and Alby, C. (2021). *Learning that Matters. A Field Guide to Course Design for Transformative Education*. Myers Education Press.

WILLIAM H. WATKINS AWARD

Joyce E. King, Georgia State University

Joyce E. King is the Benjamin E. Mays Endowed Chair for Urban Teaching, Learning and Leadership and Professor of Educational Policy Studies in the College of Education & Human Development at Georgia State University. Previously, she held faculty and administrative positions at Spelman College, CUNY, University of New Orleans, Santa Clara University, and Mills College. Respected in urban education and the sociology of education, she contributes knowledge on preparing teachers for diversity and curriculum through scholarship, teaching practice, and leadership. Widely published in prestigious journals, her “dysconscious racism” continues to influence research and practice in education and sociology.

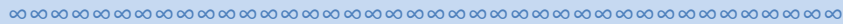
Committee Chair: Brian Schultz, Miami University
Members: Wayne Au, University of Washington, Bothell
 Theodorea Regina Berry, University of Central Florida
 Carl Grant, University of Wisconsin, Madison
 Carol Lee, Northwestern University
 David Stovall, University of Illinois at Chicago



MARTHA ALLEKSAHT-SNIDER AWARD FOR OUTSTANDING SCHOLARSHIP IN MULTILINGUAL AND TRANSNATIONAL EDUCATION

TBA Awardee, University

Committee Chair: Rouhollah Aghasaleh, California State Polytechnic University, Humboldt
Members: Cory Buxton, Oregon State University
 Elif Karsli-Calamak, University of South Carolina
 Max Vazquez Dominguez, University of North Georgia
 Amanda Latimer, Barrow County School District
 Christina Patricia Hylton, Clark County School District

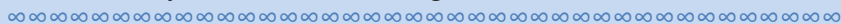


WISNIEWSKI AWARD FOR TEACHER EDUCATION

F. Todd Goodson, Kansas State University

F. Todd Goodson is Professor and Chair of the Department of Curriculum and Instruction at Kansas State University, Manhattan, KS. He is also Assistant Dean for Teacher Education and Accreditation in the College of Education where he oversees all accreditation processes within the unit. He holds the Elvon and Lydia Skeen Endowed Chair in Education. In 1982, he began his teaching career as a teacher of English, speech, and journalism at a small country high school in northwest Missouri. He has taught at every level in education from seventh grade through doctoral. He is widely published in the area of secondary education and is former editor of the Journal of Adolescent and Adult Literacy.

Committee Co-chairs: Candace Schlein, University of Missouri-Kansas City
 & Vicki Trinder, University of Illinois at Chicago



MARY ANN RAYWID AWARD

M. Francyne Huckaby, Texas Christian University

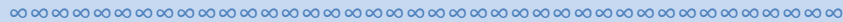
M. Francyne Huckaby is Professor and Associate Provost of Faculty Affairs at Texas Christian University. She is a curriculum theorist who holds a PhD in higher education administration. She works to create openings and spaces for anti-oppressive discourses and practices, and is most interested in spaces where divergent worldviews coexist. Her books include *Researching Resistance* (2019) and *Making Research Public in Troubled Times* (2018). Her honors include AERA Division B Outstanding Book honorable mention, Claudia V. Camp Faculty Research and Creative Activity Award, the TCU Deans’ Teaching Award, TCU Mortar Board Preferred Professor, Straight for Equality from Fort Worth’s PFLAG chapter, and AERA Qualitative Research SIG Outstanding Dissertation.

Committee Chair: Ming Fang He, Georgia Southern University

Members: Denise Taliaferro Baszile, Miami University

Isabel Nuñez, Purdue University Fort Wayne

Pamela J. Konkol, Concordia University Chicago



2020 DEGARMO AWARD

João M. Paraskeva, University of Massachusetts at Dartmouth



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