

[REDACTED]

Higher, Adult, and Lifelong Education Program
Department of Educational Administration
Essay of my Professional Work: October 2009

This narrative is an account of my professional activities as a faculty member in the Higher, Adult, and Lifelong Education (HALE) unit, in the Department of Educational Administration at Michigan State University, with emphasis on the period since I received tenure.

RESEARCH AND SCHOLARSHIP

My research seeks to understand experiences of marginalized populations and aims to inform and influence institutional policies that affect these groups within institutions of higher education. My research centers or has centered on the examination of four interrelated themes that I will address in this narrative: 1) organizational change and organizational culture in higher education; 2) gender in higher education; 3) higher education in transitional societies; and 4) the K-16 connection. Most of the scholarship described below is theoretically grounded in and informed by comparative and international education traditions, which are varied and not static. While much of the earlier scholarship in this field was grounded in history and philosophy; a significant part of my research takes a multidisciplinary approach to the study of higher education issues in mostly developing countries.

• *Organizational Change and Culture in Higher Education*

I started my career as a faculty member in the Fall of 1998 as a tenure-track Assistant Professor at the University of Wisconsin-Milwaukee and joined the Department of Educational Administration at Michigan State University in Fall 1999. In the earlier part of my career, I was particularly keen to understand the relationship between organizational structures, organizational cultures, and their impact on policies that impact academic lives of marginalized groups within institutions of higher education in a global context. My work highlights the interconnected arena within which higher education institutions exist, and the global relationships that transcend varied social, political, economic and cultural particularities within each country.

Shortly after my arrival at MSU my first book *Voices of Conflict: Desegregating South African Universities* [REDACTED] was published. This book examines how academic structures and programs at historically White South African universities have been affected by, and have responded to the increased presence of Black students on their campuses. In this book, I assert that there is a culture of resistance among the traditional constituents of historically white universities that compromises their ability to respond to the academic needs of their Black students. While the broader socio-political context within which South African universities exist has, through the passage of new policies and legislation, attempted to create an environment that supports equity within the university sector, institutional interpretation and implementation of these new initiatives has in many cases hampered efforts towards substantive change. I contend that for organizational change to occur there has to be an interactive process that challenges the deeply-rooted practices of exclusion that continue to plague South African universities. In many ways, this book highlights the intricate relationship that exists between government policy and

legislation, institutional policies and practices, and societal expectations within the context of a rapidly changing socio-political system.

The contested terrain within which South African universities operate was examined further in a co-edited volume (with [REDACTED]) entitled *Apartheid No More? Case Studies of Southern African Universities in the Process of Transformation* [REDACTED]. This volume documents divergent transformation efforts of South African universities and technikons to carve a new identity in the post-apartheid era. The authors in this volume succinctly argue that within the socio-political context of South Africa, institutional change inherently implies loss of privilege for some constituents. Therefore, universities have to negotiate their social and political position within this new political arena.

• Gender in Higher Education

My research on organizational issues has revealed deep-seeded patterns of gender marginalization that persist in South African universities in the post-apartheid era. While the South African government has been attentive to issues of equity as articulated in the new constitution that was adopted in this country in 1994 and in a myriad of other legislation that followed, the concept of equity manifests in a mono-dimensional way that effectively equates to race. Gender is treated as an after-thought, if not in policy, certainly in practice. Experiences of women students, faculty, and administrators revealed disturbing patterns of marginalization as conveyed in a co-edited (with [REDACTED]) volume entitled *Hear Our Voices! Race, Gender and the Status of Black South African Women in the Academy*. (University of South Africa (UNISA) Press, 2004).

The examination of gender issues in South African higher education has uncovered disturbing trends; however, experiences of academic women in this country are remarkably similar to those of their counterparts in countries including the US, UK, Canada, and Australia; all of which have had a much longer history of gender-equity policies. A common thread that transcends accounts of women scholars and administrators across these different countries emerges from the profound impact of the intersection of race and gender on the professional lives of women. The co-edited volume [REDACTED] *Sisters of the Academy: Emergent Black Women Scholars in Higher Education* (Stylus Publishing, 2001) succinctly conveys this intricate intersection of race and gender by examining issues ranging from historical accounts of Black female teachers in the 19th century, to challenges and triumphs of being an activist researcher at the turn of the 21st century. The essays in this book address specific historical, social, cultural, political, and academic issues that affect Black women in the academy, and provide readers with tangible examples of how these scholars have transcended some of the challenges in their pursuit of academic excellence. While this volume is grounded in the African American academic experience in the US, it echoes many of the trends that impact female scholars of color globally. While I completed *Sisters of the Academy* in the early part of my career, my interest in gender issues continues as evidenced by the recently published *Soaring Beyond Boundaries: Women Breaking Barriers in Traditional Societies* (Sense Publishers, 2009), which I describe below.

Much of the current scholarship that examines gender issues is grounded in and informed by the research of western scholars or scholars trained in western universities. While this scholarship offers a concrete foundation for understanding the role of gender in education in developing

countries and non-western contexts in particular, theoretical models that emerge from this body of work are limited. They fail to take into account particular socio-cultural, economic, and political conditions that prevail in developing countries. To this end, *Soaring Beyond Boundaries* emerged as a concerted effort to give voice to under-represented perspectives and illuminate often misunderstood conceptions about the role of gender in education in the developing world. This book presents scholarly work from research conducted by women scholars, about women in geographic regions that are generally under-researched (e.g. Iran, Turkey, Pakistan, Malaysia, Sudan, Saudi Arabia), and where conceptions of gender are not well understood or differ significantly from Western ideas. This work emerged partly from research supported by a year-long fellowship (2005-2006) of the American Association of University Women (AAUW).

The *Fulbright New Century Scholar* fellowship I received in 2005-2006 provided further opportunity to enhance my scholarship of gender, access, and equity issues. During the fellowship year, I undertook a year-long qualitative investigation in which I interviewed 15 intentionally selected senior women administrators from four major universities in South Africa, to gain an understanding of how the intersection of race and gender informs and influences their professional lives and leadership identities. I undertook this research to first explore alternative conceptions of gendered leadership that embrace other "ways of knowing" or leading; second, to provide instructive insights to the global discourse around equity and access issues, and stimulate alternative ways of engaging contested concepts (e.g. identity) within South African discourse; and third, to contribute to the considerable gap in the literature that systematically evaluates how far South African universities have come in their efforts to create accessible and equitable institutions since the change of government in 1994.

• *Higher Education Transitional Societies*

The scholarship I pursued during the year I spent as a Fulbright New Century (NCS) fellow marked a noteworthy shift in the scope of my international research. A significant part of my research prior to this fellowship was focused on the examination of higher education issues in South Africa. The NCS fellowship was designed to foster collaboration among teams of scholars who shared thematically-related research interests. Through this community of scholars, I collaborated vigorously over a period of two years with colleagues studying higher education access and equity issues in countries including Mexico, Peru, Russia, Denmark, USA, and Brazil. This collaborative endeavor resulted in an edited book from our team; my chapter from this volume entitled *The Impact of Globalization on the Academic Profession in South Africa: A Case Study of the Merger of New University* is enclosed for your review. While I continue to conduct higher education research in South Africa, the Fulbright experience intensified a broader focus in my study of higher education issues in other developing countries including Egypt, Turkey, Namibia, and most recently Pakistan.

One of the scholarly products that emerged as a result of my increasing interest to understand higher education issues in other developing countries is a co-authored scholarly article (██████████) entitled *Mini Skirts and Head Scarves: Undergraduate Students Perceptions of Secularism in Turkish Higher Education* that was published in *Higher Education*. Following from this article, which I have enclosed from your review, we co-edited a volume entitled *Islam and Higher Education in Transitional Societies* (Sense Publishers, 2009). This book explores

the intersection of religion and higher education in transitional societies; specifically, the role of Islam in these contexts. Existing literature on Islam is dominated by the social sciences with limited representation or understanding of religion and its role in the educational context. In the post-9/11 era it is increasingly critical to pursue studies and engage scholarship in political contexts that are not necessarily considered "spheres of comfort."

The scholarly work undertaken in both Egypt and Pakistan is in many ways an extension of my earlier interest in organizational change and culture articulated earlier in this narrative. The Faculties of Education Reform (FOER) project was a 5-year USAID funded project in which Michigan State University, as a sub-contractor of the Academy for Educational Development, worked with seven universities across Egypt to support transformation efforts in their respective faculty (college) of education. FOER addressed pre-service teacher training, preparation, skills upgrading, institutional transformation, and administrative leadership issues at the participant universities. As a member of the core FOER team at MSU, I was actively engaged in key planning and delivery activities associated with this project. I am currently engaged in similar work in Pakistan through the Pre-Service Teacher Education in Pakistan (Pre-STEP) project that is thematically related to my previous research. The Pre-STEP is a 5-year USAID-funded project that implemented by the Academy for Educational Development (AED) in partnership with the Michigan State University (MSU), and the Education Development Center (EDC). The overall 5-year objective of Pre-STEP is improvement of classroom teaching throughout the education system of Pakistan.

Over the next five years, the \$6.9 million MSU component of Pre-STEP, for which I am the Principal Investigator, will provide support to 15 universities that are engaged in pre-service teacher education to improve their Bachelor of Education degree programs. The MSU team will undertake key Pre-STEP objectives by undertaking the following activities:

- provide material support to selected Faculties of Education of universities;
- provide Ph.D. training for the faculty of the selected universities and M.A. training for teaching staff of government colleges;
- pilot and evaluate the new Bachelor of Education curriculum and provide technical assistance to the selected universities to improve delivery of the new program;
- assist in the development of knowledge and skills standards for new teachers;
- complete descriptions of competency-based standards for teachers by subject area and level of schooling; and
- raise awareness and understanding of new standards among university faculty, staff of government colleges and in-service education providers.

A notable shift in the nature of the work described in the preceding section is that it requires significant level of technical support that draws on a broad base of expertise across the college. Both projects were and are large-scale and require significant level of cooperation with other colleagues in the College of Education. This has provided noteworthy opportunities for interdisciplinary collaboration.

• *The K-16 Connection*

As a scholar of higher education, the significant impact that the K-12 sector has on higher education cannot be overlooked. When one draws lessons from other parts of the world, the results of matriculation or similar national examinations at the end of the final year of high school play a determinant role in the post-secondary options many students can pursue. Therefore, another aspect of my research explores the intricate relationship that exists between the K-12 and higher education sectors in the U.S. In this area, I seek to understand factors that influence the professional lives of African American teachers in suburban school districts where they are historically underrepresented and the subsequent impact on academic achievement of African American students within the school environments. This examination aligns with my fundamental concern that as higher education faculty, we need to have a keen understanding of the students we "inherit" from the K-12 system. We need to prepare higher education professionals to respond to the academic needs of this student population. To this end, I have collaborated with a colleague, [REDACTED] (Texas A & M University) for more than seven years. Our efforts have resulted in several publications the highlight of which is a co-authored book entitled *Culturally Relevant Schools: Creating Positive Workplace Relationships and Preventing Intergroup Differences*, [REDACTED]. This book emerged from an article published in the earlier part of our collaborative relationship, which was awarded the George Bereday Award for Best Article of the Year (2003) published in the very selective *Comparative Education Review* at the 2004 annual meeting of the Comparative and International Education Society.

This book provides findings from research studies we have conducted to examine workplace relationships between African American teachers and European American participants in suburban school districts. A recent example of this work is represented in a article published in the *Teachers College Record*, which I have enclosed for your review, entitled *Recruitment and Retention of African American Teachers in Suburban Desegregated Schools*. To address issues of diversity in schools, it is critical to examine how people interact with others who are different from them and the implications of these interactions for creating positive exchanges and inclusive cultures. *Culturally Relevant Schools* moves the focus of diversity beyond the individual awareness phase to a more organizationally-grounded approach. Rather than just promote the dialogue around diversity issues, we offer concrete ideas for creating inclusive school environments that respond to pedagogical needs of diverse learners and provide a safe space where teachers can effectively engage and resolve issues of intergroup conflict.

At an international level, the K-16 connection was explored further through work completed for another USAID-funded project in Namibia, where we worked with teacher educators at the four teacher training colleges across Namibia. In this collaborative endeavor with [REDACTED] a faculty member in the K-12 unit of the Department of Educational Administration at MSU, we developed and delivered a set of continuing professional development (CPD) activities to enhance the capacity of staff members within the professional development unit at the National Institute for Educational Development (NIED), a division of the Ministry of Education. During the 18-month duration of the project, we accomplished objectives to build the capacity of the NIED staff as well as the teacher educators, as articulated below:

- Strengthened capacity of the NIED professional development staff.
- Provided technical support, relevant expertise, and guidance related to CPD activities.
- Provided on-going virtual support to the NIED professional development team.
- Provided feedback on CPD activities during college site-visits.
- Facilitated CPD sessions at the colleges during site visits.

• ***Summary of Accomplishment in Research and Scholarship***

I continue to disseminate my scholarship in a variety of publication outlets, nationally and internationally. In the period since I received tenure at MSU I have co-authored, edited, or co-edited three (3) books, six (6) book chapters, published ten (10) articles in well-respected peer reviewed journals including the *Comparative Education Review* (US, acceptance rate 15%); *Higher Education* (Netherlands, acceptance rate 21-30%); *Teachers College Record* (US, acceptance rate 0-10%); *Education and Society* (Australia); the *Higher Education Quarterly* (UK, acceptance rate 21-30%); *Africa Education Review* (South Africa); *Re Revista de la Educación Superior* (Translation: Review of Higher Education, Mexico); and *International Journal of Educational Reform* (US, acceptance rate 15-20%) among others. Additionally, I served as a guest editor for two special issues with a thematic focus on high education, one in the *Journal of the Professoriate* (US, acceptance rate 32%) and the other in *Africa Education Review* (South Africa).

In addition to scholarly publications, I have focused significant effort to secure external grant funding. To this end, in the period since I received tenure, I have secured more than \$7 million in grants and fellowships as summarized below.

- Principal Investigator (2008). *Faculty of Education Enhancement Program-Pakistan: Pre-Service Teacher Education Program (Pre-STEP)*. Funded USAID/ the Academy for Educational Development and USAID, Washington D.C. (\$6,883,766).
- Co-Principal Investigator (2008). [REDACTED] *MSU/BES 3/NIED Collaboration to Strengthen Continuous Professional Development in Teacher Training Colleges*. Funded by USAID/ the Academy for Education Development, Washington D.C. (\$283,148).
- Principal Investigator (2005). *In Pursuit of Access and Equity: Race, Gender, and Institutional Change in South Africa* (\$37,000). Funded by the U.S. Department of State, Fulbright New Century Scholars Program.
- Principal Investigator (2005). *Portraits of Leaders: Women, Leadership and the Transformation of Higher Education* (\$30,000). Funded by the Association of University Women Postdoctoral Fellowship.
- Co-Principal Investigator (2008) [REDACTED] *Education Access for Girls: Preliminary Exploration in Accra and Kumasi, Ghana* (\$4,241). Funded by the Center for Advanced Study of International Development (CASID): International Development Research Initiation Grant (IDIRG) & International Development Grant Program (IDGPP) at Michigan State University.
- Principal Investigator (2007). *Exploring Collaborative Partnership Opportunities at the University of KwaZulu Natal, South Africa* (\$3,700). Funded by Funds for Strategic Partnership African Studies Center at Michigan State University

- Course Development Grant (2008). *Social Development and Education: Perspectives from Ghana* (\$1,500).

In collaboration with [REDACTED] we submitted a grant *Building Research Capacity at North West University, Mafikeng Campus*, to the Kellogg Foundation in collaboration with North-West University, Mafikeng Campus (Funding Requested \$1, 284, 351 for three years). This proposal was not funded because the Kellogg Foundation suspended all its funding activities in Southern Africa shortly after we submitted the grant.

TEACHING AND ADVISING

My academic career also demonstrates my strong commitment to teaching and advising, at both the master's and doctoral levels. Since I received tenure, I have taught 6 different courses across the three programs in HALE unit, including online offerings and study abroad. At the Masters' level I teach or have taught *Issues and Strategies in Multicultural Education*, on-line (EAD 850); *Concept of a Learning Society*, on-line (EAD 860); *Professional Seminar in Higher, Adult, and Lifelong Education* (EAD 868); and *Foundations of Postsecondary Education* (EAD 870). The two doctoral courses I have taught are *Organizational Change in Comparative Context* (EAD 953) and the doctoral *Research Practicum* (EAD 995). Additionally, I developed and taught a study abroad course *Social Development and Education: Perspectives from Ghana* (EAD 890), in collaboration with a colleague in the School of Social Work.

The complement of courses I have taught have provided me the opportunity to draw on my interdisciplinary training and integrate insights informed by some of my research. Given my strong research interest to understand the impact of organizational culture on historically marginalized groups in higher education, nationally and internationally, I regularly draw from literature in comparative and international education, development and gender studies, organizational behavior, and sociology. One of the primary objectives in my courses is to provide global lenses through which students can engage and critically question practices and policies within institutions of higher education. As a faculty member who has some responsibility to train future higher education professionals, it is imperative to provide learning experiences that expose students to perspectives that will enable them to function successfully in an increasingly global world. For instance, the doctoral elective *Organizational Change in Comparative Context* (EAD 953) explores how colleges and universities work as organizations by drawing examples from a variety of international contexts (e.g. UK, Australia, South Africa). The course examines the role(s) of various stakeholders (that is, students, faculty, administrators, government) within the change process; how they are affected by and in turn, how they influence and inform the dynamics of the organizational change process.

In addition to global perspectives, it is critical to infuse experiences of racial and ethnic minorities, women, international students or others who might be different from the dominant cultural norms of our institutions of higher education. Therefore, in all of my courses regardless of content I include reading assignments from a variety of authors ([REDACTED]) and discussions that incorporate these marginalized groups as a central part of our discourse, rather than occasional visitors treated in special sections of the course. It is critical to challenge negative lenses through which the pedagogical issues of

"difference" are viewed. For example in *Foundations of Postsecondary Education* (EAD 870), I purposefully select readings that challenge my students to think beyond the obvious and to dispel myths when examining common higher education issues (e.g. affirmative action). In addition to the readings, I integrate historical and contemporary documentaries such as "*In the White Man's Image*" to stimulate critical assessment of historical, social, political events and their continuing relevance in our understanding of issues that affect higher education today.

Teaching two on-line courses *Issues and Strategies in Multicultural Education* (EAD 850) and *Concept of a Learning Society* (EAD 860) over the past five years has provided an opportunity for significant growth as an instructor. The instruction of these courses has challenged some of my assumptions about teaching; that is, my role as the instructor, the role of my students who in some cases are more technology savvy than I am. Although I am very well versed in the substantive content of these courses, the on-line medium of instruction and rapidly changing technology make for a stimulating teaching-learning environment. The students are the most captivating dimension of this course. Because these courses are part of the College of Education on-line MA programs, they draw a range of students from diverse academic disciplines (K-12, higher education, nursing, agriculture) and varied geographic locations (Michigan, Oregon, California, China, Korea to name a few). This diversity has propelled me to evaluate my assumptions about effective teaching and supported my efforts to explore other ways of creating successful learning environments for all my students. For instance, when I encounter students from nursing in my *Multicultural Education* course, they bring fundamentally different sets of questions regarding what constitutes "multiculturalism" in their field. Therefore, I necessarily have to incorporate teaching and learning resources and assignments that will afford this group of students the opportunity to adapt those elements of the education content that will be relevant to their context.

In many ways, the on-line teaching experience has also enhanced my face-to-face instruction because I constantly have to think about varied strategies I can employ to facilitate learning among my students. I have incorporated many resources (as relevant) learned through online instruction into my face-to-face classes. For instance, one of the assignments in EAD 870 (*Foundations of Post-secondary Education*) is an historical paper that requires the use of archives. With the digitization of many archival resources, students in this course have developed outstanding papers based on electronic archival (national and international) data, a resource that was not readily available when I started teaching this course a few years ago.

• *Academic Advising*

During the review period as an associate professor, I have intentionally focused my efforts on mentoring graduates students and emerging scholars, both formally and informally, through active engagement in variety of collaborative scholarly projects. I believe that mentorship and socialization of graduate students into the academic culture is an integral part of my advising responsibilities. It is critical for graduate students to have opportunities to present conference papers, to author/ co-author scholarly papers, and to engage in other activities that will prepare them to successfully transition to faculty or administration ranks when they graduate. To this end, as my vitae demonstrates, I have co-authored scholarly articles, book chapters, edited volumes with graduates students and recent graduates from our program. For example, the edited volume book *Soaring Beyond Boundaries: Women Breaking Barriers in Traditional*

Societies (Sense Publishers, 2007), involved extensive collaboration with advanced doctoral students from Higher, Adult, and Lifelong Education (HALE) and Teacher Education, many of whom are now in faculty positions.

Additionally, as a faculty member at a nationally-ranked, higher education program, in a well-respected college of education, I am deeply committed to supporting colleagues in developing countries. As a scholar who has spent a significant part of my career studying higher education issues in these countries, I am keenly aware of and embrace the responsibility that comes with the privileges that HALE/ MSU afford. I strongly believe that while research is important, it is not enough to only engage with institutions in these countries as research sites. It is critical to build a cadre of emerging scholars within these countries who can give voice to realities in their higher education contexts and contribute significantly to the development of new knowledge in their respective countries. For example, the edited volume *Islam and Higher Education in Transitional Societies* (Sense, 2009), co-edited with [REDACTED] a recent graduate of the HALE program who now holds faculty position in Turkey, involved a number a new faculty members, many of whom required significant guidance through the publication process. While it takes considerable effort to collaborate with emerging scholars or scholars for whom English is a second or third language, the long-term benefits of providing such support are significant. The collaborative work that [REDACTED] and I undertook providing professional development support for the teacher educators in the four colleges of education in Namibia is another illustration of this commitment. Through this initiative, we worked with more than 100 teacher educators to navigate each step of the process for preparing a conference presentation and eventually presenting at a conference. This was a significant accomplishment for the teacher educators as none had ever presented at a conference before. This process entailed substantial time commitment on our part, which far exceeded the expectations as articulated in our scope of work, but it was worthwhile to see confidence as many of the teacher educators presented their papers at the second annual presented at the second annual Continuous Professional Development Conference in Namibia.

In the period since I received tenure I have served as the dissertation director for nine (9) students who successfully completed the doctoral degrees, with three more expected to complete by the end of the 2009-2010 academic year. Two of my doctoral candidates are recent recipients of Fulbright dissertation fellowship to support their dissertation research in Tanzania [REDACTED] and Brazil [REDACTED], respectively. I have served as member of 31 other dissertation committees within the HALE, in other departments across the university, as well as other institutions (that is, the University of Michigan and University of Illinois Urbana-Champaign). Additionally, I have advised more than 45 students across the two masters' programs in our unit.

SERVICE

I am very active within the field of comparative and international higher education at the institutional, national, and international level.

• ***Institutional Service***

I have assumed significant responsibilities within the HALE program, EAD department, the college, and university level over the course of the past few years. At the university level, I currently serve on four committees including: Faculty Council (2009-2010); Academic Council (2009-2010); Advisory Committee for the African Studies Program (2007-2009); and International Studies and Programs Advisory/ Consultative Committee (2008-2010). Additionally over the course of the period under review, I have served on other university-level committees as articulated below:

- Member, University Fellowship Selection Committee (2009)
- Member, Advisory Committee Center for Gender in Global Context (2008-2009)
- Member, Women's Advisory Committee to the Provost (2004-2007)
- Reviewer, MSU Foreign Language Area Studies (FLAS) Committee (2007)
- Reviewer, MSU *Fulbright* Review Committee (2006-2007)
- Reviewer, *Walker Hill* fellowship for graduate student pre-dissertation international research (2006-2009)
- Reviewer, Faculty research proposals submitted for the Intramural Research Grants Program (2005)

At the college level, I recently completed my term as the chair of two college-level committees, College of Education Hearing Board (2008-2009) and College Faculty Advisory Committee (2008-2009). I also chaired the College Curriculum Committee (2006-2007). My service to the HALE program and EAD department is varied and ranges from day-to-day activities that are required to maintain the well-being of the program such as service on admissions committees, active involvement in orientation activities, coordination of the graduate research colloquium, and reading comprehensive exams among others, to significant program service that includes involvement on the Department's Committee on Faculty Affairs (DCFA), Department Faculty Advisory Committee (2008-2010).

• ***National and International Service***

In addition to my institutional service, I have assumed significant responsibilities at the national and international level. I am actively involved in three professional organizations, American Educational Research Association (AERA), Association for the Study of Higher Education (ASHE) and Comparative and International Education Society (CIES), where I have presented scholarly papers, served as a proposal reviewer, discussant, and session chair. My most active involvement has been with CIES where I have assumed a number of key leadership positions. I served a three-year term as member of the CIES Board of Directors (2004-2007); a significant role in the governance structure of CIES. What is notable is that I was elected to this position fairly early in my academic career, a distinction that is often reserved for CIES members with substantial professional experience. I recently completed my term as the chair of the *Gail P. Kelly* Dissertation Award Committee, position I held for two years (2007-2008, 2008-2009); and I am currently on the advisory Board of the *Comparative Education Review* (2007-2009), the preeminent journal of comparative and international education nationally and internationally. Additionally, I served as the program chair for the CIES conference that MSU co-sponsored in 2003, which attracted close to 1000 participants; and I have assumed the role of program chair again for the annual meeting of CIES that MSU will be hosting in Chicago in March 2010. CIES

has grown significantly since I served as program chair in 2003; from about 600 members to more than 2000 today. Therefore, the responsibilities of being the program chair have increased have significantly.

I have also been actively involved in the International Forum of the Association for the Study of Higher Education (ASHE), where I represented this committee as an ex-officio member of the ASHE Board of Directors (2006-2007). Additionally, I served as the vice-chair (2005-2006), then chair (2006-2007) of the ASHE Council of International Higher Education. During my year of service as the vice-chair, I also served as the program chair for the International Pre-conference Forum. During my term of office as the chair of the Council of International Higher Education, I led the transition to integrate the international forum into the main program of the ASHE conference, rather than limiting it only to the pre-conference activities.

At the American Educational Research Association (AERA), I am currently the Division J Section co-chair for the upcoming (2010) annual meeting of the AERA. Additionally, I have served the association as a member of the Social Justice Action Committee (2008-2009) and Division G Section 4 co-chair (2004-2005) for the 2005 annual meeting of AERA.

My other service activities include reviewing conference proposals for CIES, ASHE, and AERA, manuscript reviews, and grant proposal reviews for the National Research Foundation (in South Africa). I recently completed a three-year term as the Associate Editor, Journal of the Professoriate and I also serve on a number of editorial boards including, the *Comparative Education Review* (US), *Africa Education Review* (South Africa); *National Association of Secondary School Principals* (NASSP). In addition, I have reviewed manuscript for the national and international journals including the following: *Comparative Education Review* (US); *Higher Education* (Netherlands); *Higher Education Quarterly* (UK); the *Journal of Negro Education*; *Feminist Africa* (South Africa); *Education as Change* (South Africa); *Africa Education Review* (South Africa); and *National Association of Middle School Principals (NASSP) Bulletin* (US).

I have further served as a regular grant reviewer for the *National Research Foundation*, the South African research foundation that supports and promotes research through funding, human resource development and the provision of the necessary research facilities in the natural and social sciences, humanities and technology. Additionally, I have served as an external reviewer for the same foundation to evaluate the scholarly work of South African academics who seek designation as rated researchers by the NRF. Further, I also serve or have served in an advisory role at other South African institutions. For instance, I am currently a member of the founding advisory panel to create an institute for diversity research at the University of the Free State and member of the team that conducted a mid-term review of the Education, Science and Skills Development Program unit of the Human Sciences Research Council.

SUMMARY

This narrative is a reflection of my journey as an associate professor at Michigan State University. During this period, I have made significant contributions as researcher/ scholar, teacher, and active member of the local, national, and international academic community to the field as evidenced by my extensive publication record, increasing grant activity, national, and

international recognition through invited presentations and seminars. I have committed myself to pursue excellence in teaching and advising as demonstrated by mentoring and socialization activities I have pursued with my students and other emerging scholars. I am keenly aware of the land-grant mission of our institution and have sought to maintain it through my service at the departmental, college, university, national, and international level. I am prepared to ascend to the next level in this profession and to continue to enhance the national and international reputation of our university and nationally-ranked HALE program.

