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Happy New Year! Lots has been happening within our CIES community and it is my pleasure to present a snapshot of some of the work our CIES members have been engaged in. In this edition of the newsletter we have included a few pieces from our CIES Honorary Fellows, regional conference CIES highlights, updates from our SIGs and Standing Committees (New Scholars, UREAG, and Gender), a memorial to Elizabeth Sherman Swing, as well several pieces written by CIES members.

The CIES Newsletter is a space for CIES members to share not only their news but thoughts, ideas and work with other members. Over the last twenty years our membership has diversified especially in terms of professional roles. As mentioned in our last newsletter, almost half of our membership identify as students. In terms of professional identity our membership is made up of researchers, administrators, evaluators, project managers, and educators who work in a variety of academic and non-academic spaces. CIES perspectives aims to be a space where our diverse membership can learn from one another before and after the conference. A space where they can share current research, lessons learned, thoughts on current events or trends with each other. The space is here for you, it is just up to you, CIES members, to think how you would like to use it.

Last fall, the Teaching Comparative Education SIG contacted me about starting a standing column in CIES Perspectives. The current SIG leadership proposed a CIES Teaching Corner which would highlight teaching strategies and perspectives from those who teach in CE and related fields, or those who are including CE modules in other education courses. The proposed CIES Teaching Corner would aim to provide practical insight from teachers in the academic fields related to CIES. Topics would include diverse and innovative pedagogical strategies, innovative lesson plans, reflections on teaching, and related content. Each column would profile a different topic, different instructor, or new innovation in teaching in the field. The focus will be undergraduate and postgraduate curricula, but contributions and perspectives across educational levels are welcome. The general aim is to strengthen instructional practices and to expand the teaching of Comparative and International Education topics within a range of potential courses and to raise the profile of teaching strategies among CIES members.

The CIES perspectives editors thought this was a great idea, so look for the first CIES Teaching Corner contribution from Donny Baum, Assistant Professor at Brigham Young University.

If you or your CIES group have an idea for a one time or ongoing contribution to the CIES Perspectives Newsletter e-mail me at will1395@umn.edu
More than six months into my Presidency, I am pleased to report that the CIES is moving forward as an academic and professional organization on multiple fronts and in new and exciting ways. I was invited to speak at the CIES Northeast Regional Conference about some of the initiatives underway and updates that the leadership of our Society has been undertaking. This conference took place October 26th and 27th at the State University of New York in Albany.

Addressing organizers and participants of the conference, I reflected on the fact that over the last 10 years there have been three regional conferences in the Northeast, including at Lehigh University, the University of Massachusetts-Amherst, and this latest one in October at SUNY Albany. Regional conferences are a great opportunity for students to present in small settings, meet colleagues in their regions, and foster community within the Society. In addition, the Northeast Regional Conference gave us the opportunity to test the new membership system which is now used to manage membership fees for all CIES members. Unlike the previous system, in which a person bought a subscription to the Comparative Education Review (CER) from the University of Chicago Press, and as a byproduct, joined CIES, in the current system people join CIES directly, and receive the CER as a member benefit.

As I explained, in the past due to our use of separate systems for conference registration and membership dues, many people would register for the annual conference as members without having paid their membership fee. This, for example, produced the long lines at the CIES 2018 Conference, when we had to follow up on this in person. Now with the new membership system, those who register as members for 2019 can directly update their membership through our new website, making the registration process easier for everyone.

I would like to congratulate the CIES Office of the Executive Director for their sustained effort leading to the recent launch of an overhauled official CIES website at www.cies.us.

The new website not only looks better, but it also has many added capabilities that will allow members to engage with one another through their Standing Committees and SIGs. Over the coming months you will find new features, pages and information on the website. I encourage you to help us strengthen the content by logging in, updating your personal contact information, and adding information about your Standing Committee or SIG.

I would also like to thank the members of the Board of Directors (BoD) for their many hours of deliberation and for supporting the investment to create a highly professional website for CIES. To all of you and especially to the Office of the Executive Director: Bravo for a job well done!

Additionally, on October 5, 2018 the BoD held a well-attended “Listening Session” at the headquarters of RTI International in Washington, D.C. Over the years we noticed that the composition of the CIES membership has changed: now a larger number of members come from consulting and non-governmental organizations working in our field across the globe. We invited some of these partner institutions to a listening session to learn why CIES is important to them and about challenges as well as suggestions on how CIES and our annual conference could be a better experience for them. The discussion we had was extremely informative. One suggestion we received is to expand the opportunities for conference presentations to include reports on the evaluation of projects in which practitioners are most involved. We also received many questions, such as if practitioners can be candidates for the BoD of CIES, leading to discussion of ways in which the current BoD can reach out to practitioners to become BoD candidates. Many more ideas were raised on how to foster CIES’s relationship with these vital groups of professionals to strengthen our society. You can see Emily Morris’ article on this listening session in this issue of the newsletter for more information.

Finally, I would like to thank our colleagues who reviewed the proposals for the CIES 2018 Innovation Fund. Two awards of $10,000 have been awarded by the Board. I also would like to thank our colleagues on the Publication Committee for sending out the call for proposals for the new CIES Book Series, Education in Global Perspectives.

Thank you everyone!
Exciting news from the membership team at the CIES Office of the Executive Director (OED)!

This past October, we successfully launched the new CIES website and membership portal. Members now have immediate access to CIES resources such as newsletters, news and announcements, groups, and society records through the website. The membership portal provides a full suite of membership services to members, SIGs and committees. Members can sign on to their portal and renew membership, update their personal and professional information, join and participate directly in SIG activities, pay dues, view and print invoices, select communication preferences, and so much more! Many of you have already signed on and experienced the new way for CIES.

For the second phase of the implementation of the CIES membership system, we will be enhancing the interactive features of the membership platform, particularly for groups. All SIGs will have their own group area where members will be able to see a directory of members, communicate with their group members directly, check other members profiles, upload and retrieve files and photos, and network with one another.

The administrators of the groups will be able to manage group areas and add custom websites and webpages. The same features and functions will be available to all committees. The idea and the effort here is to create for our members a one-stop hub for everything CIES.

Along with the new system, we welcome our new membership & communications coordinator, Florencia Dominguez, who will be administering membership and communications activities. She serves as the first point of contact between members and the OED office, and will be working with groups on setting up their member areas. Please feel free to contact her with any membership related questions at membership@cies.us, especially if you encounter any issues navigating the new website and member portal.

If you haven’t done so, please visit our new website, renew your CIES membership for the 2019 calendar year, and join some of our wonderful SIGs.

We are looking forward to seeing you at the conference!
Dear All,

This past year has seen many statements for diversity and inclusivity in the fashion world: for the Cruise 2019 collection, Christian Dior’s artistic Director Maria Grazia Chiuri, famous for her feminist approaches, used escaramuzas, Mexican female rodeo riders, as a stark counter narrative to the US President’s view of Mexican women and men. Louis Vuitton is partnering with UNICEF to help children at risk; Lacoste has hired their first female artistic director in its 85 years history, Louise Trotter. In North Dakota, “Ruth Buffalo Wore Traditional Native American Dress to Her Swearing-In Ceremony” (Vogue, December 6, 2018). Diesel, after its 2018 “go with the flaw” campaign against body shaming, launched a campaign against bullying, partnering with various anti-bullying and cyberbullying programs around the world.

In a similar - but hopefully more meaningful - spirit of diversity and inclusion, we at the Comparative Education Review seek to publish our own “Cruise Collection” in 2019, with new approaches, innovative methodologies, and critique. We would like to hear the voices of oppressed sexualities in education: we would like to publish decolonial pieces that demonstrate how antiquated colonial laws are tools for oppression (Tanzania has been crowding media lately, but Uganda and Nigeria have examples of similar anti-gay legislation). In line with our “Blue” decolonial special issue celebrating CER’s 60th Anniversary (May 2017 supplement), we plan on publishing a special issue on sexualities and international and comparative education for our 65th Anniversary.

Likewise, we would like to publish strong pieces questioning the current state of international relations: sustainability and international and comparative education (CIE), religion in a CIE perspective, history of education in a CIE perspective, critical geography, performance studies, and history of the philosophy of education, to name a few. Transpersonal research methodologies suggest following your dreams when preparing for research – and we would like you to submit pieces that challenge the reader, in which you indeed follow your dream and use your privilege as an academic to have your voice heard.

We at the CER have a new editorial team as of July 1st 2018, and a strong mandate to create a Journal with a vision and with a dream. Moreover, the CIES Board of Directors has authorized us to publish 5-7 research papers per issue, meaning that we have a slim pipeline and rapid publication upon acceptance of your paper. We ask you to cap papers at 8000 words to be able to publish more. We attempt, with the help of the Advisory Board, to process papers more quickly.

We recently called for interest in joining our new Advisory Board. This has proved a success, and thirteen new members joined our team in fall 2018. The Advisory Board is now composed of nineteen members:

- Patricia Bromley (Stanford University)
- Stephen Carney (Roskilde University, Denmark)
- Sarah Dryden Peterson (Harvard University)
- J. Brent Edwards Jr. (University of Hawaii at Manoa),
- Gustavo Fischman (Arizona State University; Editor, Education Policy Analysis Archives and Reseñas Educativas/Education Review)
We welcome this new team to the Comparative Education Review and are looking forward to working together over the next three years (the Advisory Board membership is now a three-year term). Feel free to approach us (editorial and advisory board members) with suggestions, ideas, or to help writing new media and book reviews for the Journal! We are looking for exciting new ideas – to brand the Comparative Education Review as the most cutting-edge and innovative Journal in the field of education.

Fashion houses in search of renewal of their (sometimes fading) brand images seem to be betting on the economic power of a more diverse and more courageous new generation that is seeking diversity in sexuality, ethnicity and religious background, and that is not so accepting of intolerance and xenophobia. Dolce and Gabbana, for example, has been called out for bigotry and racism – and had to apologize officially and cancel their promotional shows in Shanghai as a result. Other, more “woke” brand creators indicate that “we need to be there when we have something relevant to say,” perhaps as a counter narrative to the discourses from the Trump White House. Likewise, we at the Comparative Education Review feel that we need to be here because we have something to say – and for that, we are working with you, writers and readers, to create a new narrative in Comparative and International Education. Thank you for your support, best wishes for a wonderful 2019 – and please send us your manuscripts!

1 See Amnesty International’s Map: “Where love is a crime” on https://www.amnesty.org.uk/lgbti-lgbt-gay-human-rights-law-africa-uganda-kenya-nigeria-cameroon, it should be noted that many countries in Asia also have anti-gay legislation, and that in Russia we have recently seen anti-gay pogroms.


Swimming in Flowing Rivers in the Presence of Averted Gazes: Illustrations from University of Massachusetts and Pennsylvania State University

Beverly Lindsay
University of California

As I extend my verbal acceptance presentation months after the CIES 2018 conference in Mexico City where I was honored as a 2018 Fellow, I reflect upon that conference and the two sociology ones that I recently participated in Philadelphia: the Association of Black Sociologists (ABS) and the American Sociological Association (ASA). At the two conferences, themes centered on “The New Black Sociologists” and “Feeling Race: An Invitation to Explore Racialized Emotions,” both topics affecting people of color throughout the world. In various regards, the conferences foci and motifs elucidated racism and international matters as observed in Eduardo Bonilla-Silva’s (2017) *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America* and Bonilla-Silva’s (2001) *White Supremacy and Racism in the Post-civil Rights Era*; Leslie Picca and Joe Feagin’s (2007) *Two-Faced Racism: Whites in the Backstage and Frontstage*; Erving Goffman’s (1959) *The Presentation of Self in Everyday Life*; Martin Carnoy’s (2006) “Rethinking the Comparative – and the International” in the *Comparative Education Review*; the 2017 CIES Fellow presentation of Nelly Stromquist (Perspectives, Spring/Summer 2017); and the 2018 CIES presidential address of Noah Sobe.

Perhaps the most influential publication, for this article, is Richard Wisniewski, “The Averted Gaze” (*Anthropology and Education Quarterly*, March 2001). Wisniewski maintains that the academy often studies problems of “others” rather than examining and addressing critical problems within their own academic environments. Gazes are averted.

What are the generic themes among the several works?

- These works elucidate the criticality of race and/or overt/frontstage and covert/backstage forms of discrimination and racism.
They highlight how comparative education offers conceptual frameworks for analyses within the same country and region and/or between different countries and regions.

They provide how vested demographic groups can and do avert or overlook conditions that would diminish their status quo as privileged individuals within institutions.

I draw upon these salient works and three themes by explicating my entry and observations into the professional world of comparative and international applied policy research, with illustrations from two northeastern flagship land-grant sites, namely the University of Massachusetts, Amherst (UMass) and the Pennsylvania State University, University Park (Penn State). Both rural locales are consistently rated among the top American public research universities.

My interest in international matters likely commenced because my Mother taught me to read as a preschooler. Readings included newspaper articles on Kenya and other nations fighting for independence from oppressive colonial rules. This was blended with reading about the NAACP (where my Father was an active member) and Thurgood Marshall, who had been the lead attorney on Brown v Board of Education (that led to formal school desegregation). At my undergraduate Catholic alma mater, I majored in sociology and psychology. During my senior year, I decided to pursue graduate studies in sociology at the University of Massachusetts, Amherst, particularly since I was awarded a National Defense Education Act (NDEA) Fellowship that covered all my graduate school costs.

Although a solid graduate sociology program was evident at UMass, it concentrated on conceptual or theoretical domestic issues with passing references to global affairs, other than Brazil. That nation, at the time, was often portrayed as an example of “good race relations.” Fortunately, UMass had a progressive School of Education ranked among the top five national programs in international studies that combined conceptual and applied aspects that enabled doctoral students to engage in field assignments, particularly in emerging African, Asian, and South America nations. Thus, I transferred (after my MA and teaching sociology at the University of the District of Columbia) to the Center for Higher Education and the Center for International Education. There I experienced assignments in Anglophone and Francophone African nations that included a Ford Foundation dissertation fellowship for field research in Kenya. Hence my doctoral program combined courses in higher education, international affairs, and sociology – with demographically diverse members on my EdD dissertation committee.

At that time, the UMass School of Education had several African American full professors and other faculty of color, like the Associate Dean for Academic Affairs. The then Chancellor, Randolph Bromery, was an African American man who was one of the original Tuskegee Airmen – that is, the select group of Black men who were trained during World War II to become pilots and navigators, when an often-accepted view was “Coloured men do not have the talents to fly airplanes.” Stereotypically, the view was they could not swim if the planes were downed in water.

UMass began in 1863 as Massachusetts Agricultural College and enrolled international students almost since its inception. An initial international involvement began in 1867 with Sapporo Agricultural College in Japan that later became Hokkaido University. Similarly, Penn State commenced in 1855 and soon had international students; it began its first international cooperative program in 1907 with South China Agricultural College. Moreover, during considerable portions of the 20th Century, both UMass and Penn State accepted Negro students into graduate programs from Southern states because Coloureds were not permitted to enroll in graduate programs due to de jure segregation.

Why did such conditions and opportunities exist, when decades later one flagship land-grant university did not continue to demonstrate inclusion, in several modes, compared to the other? In short, what are some comparative factors within university settings and the sociopolitical milieus that help explicate the differences between two Northeastern universities, especially in executive positions (deans and above) and senior tenured faculty?

Several years ago, I conversed with former UMass Chancellor Joseph Duffey, who later became President of American University in Washington, DC where my
PhD focused on administration and management in multinational programs. He commented about his participation in the August 1963 March on Washington and his arrests for participation in civil rights demonstrations. I queried him on the rationales and policies that enabled African Americans to occupy university executive leadership positions since the 1960s at UMass. He opined that the Amherst area was in the forefront of the slavery abolition movement and had Underground Railroad stations that were supported by Caucasians and continued with European Americans who instituted and supported policies of diversity and integration. The Underground Railroad and opponents of slavery illustrations appear to be only partial explanations, since Centre County Pennsylvania, where Penn State is located, had Underground Railroad sites. In addition, Pennsylvania elected Radical Republicans (for example, Thaddeus Stevens) who were Congressional leaders in the abolition movement and worked cooperatively with their Massachusetts counterparts.

Perhaps the explanations rest upon the political climate in the Commonwealths of Massachusetts and Pennsylvania. Both have a modern history of electing Democratic and Republican Senators who serve simultaneously. Beginning in 1967 and continuing for 12 years, Massachusetts Senator Edward Brooks was the only African American Republican in the Senate. In November 2018, Massachusetts elected its first African American Congresswoman.

An apparent reality is the comparative differences in executive leadership. UMass had an African American Chancellor in the 1970s who concentrated his PhD in Geology and Geophysics from Johns Hopkins University. Since that time two additional African American Chancellors were: a woman PhD graduate in English and a man with a PhD in Chemistry. The current Chancellor is a professor of color, with a PhD in Physics. Two African American women have been Provosts: one earned her PhD from Howard University, a Historically Black College and University (HBCU). In essence, these positions reflect what I researched and published three decades ago (Lindsay, Sage, Vol 6, 1989). These are substantive academic raison d’être positions, rather than “play” or miens that are characterized by a nice title, but modest substantive credibility in research university environments. Academic affairs appointments are first among equals. Subsequently, there have been various African Americans and professionals of color as academic deans, associate deans, and vice chancellors with line authority that extends beyond play roles at UMass. Hopefully, such demographic and disciplinary varieties will continue.

In comparison, Penn State’s late President Bryce Jordan, (PhD in Musicology with specialties in music history and Negro jazz singers, like Bessie Smith) appointed an African American man as Dean of the College of Education and another as Vice President for Student Affairs. Both appointees retired years ago. Jordan retired decades ago, and no comparable academic or major university-wide line appointments have been made since at Penn State.

Simply stated, while diversity and inclusion are touted on both campuses, there are substantial comparative differences in appointments. For example, we can examine the current Chief Diversity Officers (CDOs) at UMass and Penn State. While both are talented professionals with PhDs, one is a tenured faculty member in Sociology who has received major national fellowships and grants and chairs PhD committees – hallmarks of excellence in the academy. The other held positions in residence life and multicultural affairs with no academic faculty position. Prior to the current era, the UMass chancellors appointed two tenured senior African American women full professors in positions that are now roughly CDOs. Both later became college presidents and one obtained an endowed professorship at an Association of American Universities (AAU) locale, i.e., 62 very prominent research universities in the United States and Canada.

Hence it is not surprising that until approximately two years ago, only one African American woman at Penn State had ever been a full professor in education, whereas such tenured ranks in education at UMass existed for decades. Still no African American women full professors had named or endowed chairs at Penn State. One was “called on the carpet” by a department head because she required graduate students (Comparative and International Higher Education
Seminar) to view a video of President Barack Obama addressing Cairo University where the President articulated the importance of such universities. Materials from Presidents George W. Bush and Bill Clinton were used with no admonishments. In another illustration, university executives returned funds to the National Science Foundation rather than including an HBCU on a STEM grant examining underrepresented students in doctoral programs, although no policy violations existed. The Penn State Principal Investigator (PI) and the HBCU Co-PI (an endowed professor), both African American senior full professors, had previously obtained millions of dollars in federal and philanthropic fellowships and grants.

We can return to Wisniewski’s exceptional publication on the “averted gaze,” the two 2018 Sociology conference themes, and references (cited earlier) addressing race and racism. Comparativists can paraphrase Wisniewski and Bonilla-Silva, that is, we need to cease averting our gazes and acknowledge problems in universities that still emanate from covert and overt policies and practices that respectively portray frontstage and backstage actualities. To eliminate adverse realities, progressive university executives and the boards of trustees must hold themselves, administrators, and faculty accountable. Backstage creative exclusions of African Americans and people of color from substantive academic and executive leadership should not be de facto racist policies and practices. When new equity conditions are manifested, African American and others of color will be able to undertake comparative and international basic and applied research and assume leadership roles based upon options throughout the world. Limiting Blacks to play or “Black Belt” positions should not be evident. [Most African American ambassadors were historically posted in African and Caribbean nations, that is, the Black Belt]. Multiple authentic positions in the academy and geopolitical arenas would be realities.

As this occurs in American universities, then we will witness African Americans and people of color swimming in flowing rivers – defying stereotypes – interrupted by standard generic university turbulences. Hopefully, in the future African American executives and scholars’ decades long engagement and research with international foci will be recognized and acknowledged, despite having to prevail against overwhelming professional odds. Averted gazes should not cause professional obstacles, encountered by people of color. In essence, humane policies, programs, and research would be the norms, rather than backstage racism. To paraphrase Nelson Mandela, universities would be leading themselves and continents into the world where innovative policies contribute to cherished inclusive academic excellence for everyone in domestic and international venues.

I dedicate my 2018 CIES Fellow Award to current and future generations who devote their careers to enhancing the lives of individuals who are integrally linked in domestic and international environments.

Thank you.
I would like to thank the committee that made the mistake of bestowing on me this award. I am truly honored and humbled. I assured those who nominated me that I would not get this award. Sometimes being wrong is surprisingly pleasant.

There are many people without whom I would not be here today. There are my students who have always been a source of support and joy for me. For me these students have been a lot more than research and teaching assistants. You know who you are, and I thank you. There is my mentor, colleague, and friend, John Meyer, with whom I have shared many a research endeavor over decades. Our collaboration has resulted in my small contribution to what is now frequently referred to as the world society perspective, a perspective with some standing in both international comparative education and sociology. It is rare to have a mentor who ends up being both colleague and friend. I consider myself lucky to have had one. Within the Stanford Graduate School of Education, many colleagues have contributed to my development, more often than not by challenging my ideas. I have enjoyed our many jousts over the years.

The person to whom I am most indebted is Margie. Without her, I would not have given up the comfort of a tenured position at San Francisco State University to test the shark infested waters of Stanford. She enabled me to take this risk by saying that were I not to get tenure, she was willing to move anywhere else in the country. I reminded her that there was more to the United States than the East Coast, Chicago, and the West Coast. Behind every confident risk taker is an empowering person.

I will not ask Margie to stand up and be acknowledged because I want to continue to live with her. I will ask my grandchildren, Thomas and Nadia, to stand up and “take a bow.” They are more likely to comply.

I love my work and have enjoyed my thirty years at Stanford. I love my family and having them here today makes this an especially memorable moment for me. Thank you anew for this honor.

P.S. My intellectual autobiography may be found in:
Regional Conference Highlights: CIES Northeast Regional Conference 2018

The 2018 CIES Northeast Regional Conference, co-sponsored by the University at Albany-SUNY and Teachers College, Columbia University, took place on October 26-27 at the Downtown Campus of the University at Albany-SUNY and was attended by more than 160 participants. The conference theme, *Rethinking the Purposes of Education and Lifelong Learning in the 21st Century*, was purposefully broad, allowing for multiple perspectives to be presented and, even more importantly, compared and discussed. Overall, twenty-five paper, quick-fire and poster sessions were organized during the two-day conference. These included three highlighted sessions, in which several prominent scholars were invited to share their views on hot-button education issues and engage in meaningful discussion and debate.

**Highlighted sessions**

In the opening highlighted session, moderated by Daniel Levy from the host institution, Professors Carol Benson, Regina Cortina, Mary Mendenhall, S. Garnett Russell, and Gita Steiner-Khamsi from Teachers College, Columbia University, addressed issues shaping the field of comparative and international education. These included the importance of north-south dialogue, the educational implications of migration and forced displacement, growing marketization and privatization and the impact of language on education policies.

The second highlighted session, led by Mitch Leventhal (UAlbany-SUNY), was devoted to the question of whether we are living through a watershed moment for US leadership in international higher education. The issue was discussed by several experienced university international officers: Tamara Cunningham (New Jersey City University), Jim Ketterer (Bard College) and Brian Whalen (formerly of the Forum on Education Abroad). The third highlighted session began with a presentation by Heinz-Dieter Meyer (UAlbany-SUNY), who critically discussed how international assessment platforms are expanding their assessment of emergent skills and competences, including well-being and happiness. Three respondents – Oren Pizmony-Levy (Teachers College, Columbia University), Supriya Baily (George Mason University), and Aaron Benavot (UAlbany-SUNY) – engaged with the presented arguments and sparked ideas for further debate.

**Panels, Quick-fire talks, and Poster sessions**

In these conference sessions, the range of topics presented was exceedingly diverse. One of the most prominent themes was that of inclusive education, with foci on various disadvantaged and marginalized groups, including indigenous students (six presentations), learners from rural communities (four presentations), girls and women (five presentations), students with disabilities (two presentations), as well as linguistic and religious minorities. Several presenters spoke about the pressing issue of educating those affected by conflict and displacement (seven presentations), and three others commented on a related topic – education as a means of promoting peace, social cohesion, and citizenship (seven presentations).

CONTINUED ON NEXT PAGE
Considerable attention was devoted to learning assessments: apart from the highlighted session, five presentations discussed assessment and testing issues. Five participants presented their studies in a visual, rather than aural format. Posters were displayed in the common space during both days of the conference and, at assigned time slots, conference attendees were invited to examine the posters and discuss the contents with the authors.

Panelists Amanda Earl, Joe Levitan, Kayla Johnson and Natalia Incio Sierra with Chair Regina Cortina presenting in the panel “Decolonization, Indigenous Communities and Inclusion.”

Photo Courtesy of Sumita Ambasta

Networking opportunities
Mindful of the fact that academic conferences, in addition to their primary scholarly purpose, also serve as an opportunity to meet or reconnect with comparative and international education researchers and practitioners, the planning committee made certain that participants had ample opportunity to socialize and schmooze. Thus, the first day ended with a special reception in a historical campus hall.

Looking for more ways to strengthen connections within the academic community – especially among young scholars – the conference facilitated a peer-to-peer lodging system, where students who needed a place to stay in Albany were brought in contact with local graduate students. To promote a broader cultural experience, attendees were encouraged to partake in a self-guided tour of Albany’s historic education sites.

Participants
Of the over 160 people who participated in the regional conference, 150 formally registered. Eighty percent of registrants participated in the conference on both days.

Almost 57% of registrants are not members of CIES; indeed, for over half of them this was the first time they attended any CIES conference. About half of those who indicated they were CIES members are also members of one or more SIGs: the most popular being Education, Conflict and Emergencies and Higher Education. Other SIGs represented at the conference included: South Asia, Inclusive Education, Language Issues, Middle East, Environmental and Sustainability Education, Latin America, Citizenship and Democratic Education, and Large-Scale Cross-National Studies in Education.

About a third of all registrants learned about the regional conference from a colleague, another one-third from CIES announcements. About 10% found out about the conference either through email marketing or by searching on the web.

The conference, though primarily attended by US residents, attracted participants from Canada, Kazakhstan, China, Jordan and Switzerland. (A significant percentage of the US residents are actually international students from other countries). The geographical distribution of US participants was quite diverse (see Table 1). Not surprisingly, more than 4/5 of US-based participants came from the Northeast region; the remaining participants from the South, and a few from the West and Midwest.
When asked about their gender, 102 attendees identified as female, 32 as male, and one as non-binary. Most of the participants were quite young: 22 percent were aged 25 or younger and 46 percent belonged to the 26-35 age group. About one-quarter were between the ages of 36 and 50 and thirteen percent were over 50.

Linguistically, conference attendees were quite diverse: 61 participants reported being bilingual and 19 trilingual, while six attendees could speak four or five languages. The most popular languages, apart from English, included Spanish (28 speakers), Mandarin/Cantonese¹ (24), French (16), German (6), Korean (5), Russian (5), and Japanese (5). Other languages mentioned include: Arabic, American Sign Language, Bangla, Bengali, Croatian, Farsi, Hebrew, Hindi, Indonesian, Italian, Latvian, Mongolian, Polish, Portuguese, Somali, Swedish, Tagalog, Tamil, Tibetan, Turkish, and Urdu.

The registration form also prompted participants to indicate the role they occupy at their institutions. The majority of registered conference attendees are pursuing a Master’s degree (57), followed by a prominent number of doctoral students (48). Twenty-one faculty members were also in attendance. Researchers, practitioners, school leaders, and those who occupy multiple roles were represented in smaller numbers.

### Table 1. US Regions Represented at the Conference

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<th>West (4)</th>
<th>South (15)</th>
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¹ For the sake of data collection, both languages showed up in the registration form under a single option.

![Professional or Academic Status Chart]

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Summary
Overall, the regional conference followed a longstanding CIES trend towards embracing diversity: diversity in areas of educational research, in approaches and perspectives, in participants’ levels of education, institutional status, places of origin and, most importantly, diversity of opinions. The flexible structure of the conference -- encompassing traditional presentation and poster formats, as well as less conventional quick-fire talks and highlighted debates -- was a key factor in ensuring that the CIES 2018 Northeast Regional Conference accommodated a wide range of participants, from first-year graduate students to experienced practitioners and distinguished researchers. It also contributed to the diverse topics presented, from arts education and incorporating new technologies into classrooms to non-traditional forms of schooling. Given the many positive and enthusiastic responses to the regional conference, the CIES leadership should make a concerted effort to encourage more regional conferences in the years to come.

A note of appreciation
Sincere thanks goes out to all those who contributed to the conference’s success:

• The Comparative and International Education Society (CIES), especially Past President Noah Sobe and the CIES Board of Directors
• The CIES Office of the Executive Director, especially Catherine Wadley, Mariusz Galczynski, and Salma Hadeed
• Teachers College, Columbia University’s International & Comparative Education Program, especially CIES President Regina Cortina
• UAlbany’s Department of Educational Policy & Leadership, including Interim Chair Gilbert Valverde, Maria Moon and Sheila Meisner
• UNESCO’s International Bureau of Education
• David Epstein HaLevi and Esteban Villalobos Araya for social media
• Ian Franzen’s College Web Pro (www.collegewebpro.com) for Web Hosting
• David Epstein HaLevi, Rupinder Kaur, Catherine Wadley for website development.

Our immense appreciation goes to the members of the conference Planning Committee:
At the University at Albany-SUNY: Aaron Benavot, Polina Denisova, Nahide Gelgec, David Epstein HaLevi, Maria Ishaq Khan, Sheena Loughlin, Changyan Meng, Phung Nguyen, Koral Núñez, SunYoung Park, Shihab Uddin Ahmed, Esteban Villalobos Araya and Nida Zaidi.
At Teachers College, Columbia University: Xinya Ai, Carol Benson, Jihae Cha, Sandy Duan, Elizabeth Endara, Kevin Henderson, Brittany Kenyon, Mary Mendenhall, Suchitra Sarda and Yijuan Qiu.
News from the BOD:
Listening Session on CIES Institutional Partnerships

EMILY MORRIS, CIES BoD Student Representative, University of Minnesota

On October 5, 2018, fifteen representatives from the CIES Board of Directors and Office of the Executive Director sat down with approximately twenty-five representatives from international education and development organizations and agencies at the RTI International office in Washington D.C. for a dialogue on institutional partnerships and engagement in CIES.

The number of CIES members and conference attendees outside of academic institutions has been increasing over the years, and the listening session was a forum for Board Members to get better acquainted with this growing membership. The agenda of the meeting was mainly to review what works in the current relationships between CIES and its institutional partners, as well as to discuss changes that can be made to promote the sustainability of these relationships and strategies for the creation of shared goals.

While many of the organizations’ representatives identified themselves as practitioners and policymakers who joined CIES in the last 5 to 10 years, several participants became involved in the Society as doctoral students or academics decades ago. Although the academic vs. practitioner divide in CIES was discussed and challenged, the conversations touched on common visions for CIES. International agency representatives’ aspirations for CIES included greater innovation, continued dialogue, quality research and evidence, and stronger partnerships.

Participants also discussed their distinctive needs, such as more time for institutional meetings and networking, applied research and praxis-focused discussions, and mentorship for new practitioners parallel to those of new scholars. As a large proportion of the organizational representatives who attend the annual conference each year travel from across the world, the need to think of CIES as a global event was emphasized. This includes making available regular language translation services, and ensuring that the conference proposal process is responsive to the layers of logistics international participants face in order to get to the conference. One agency sent 65 representatives to Mexico in 2018 and described the feat of coordinating travel and participation for a group of this size. Representatives also expressed their hopes to see CIES regional conferences expanded from North America and for increased online platforms.

One of the questions that arose from this meeting is how to make CIES more inclusive of the growing and changing CIES community while at the same time keeping the historical and scholarly roots of the Society, which have shaped the ethos of the community and the annual conference. Moving into 2019, this conversation is just getting started.
Standing Committee Reports

Gender & Education Committee

EMILY ANDERSON & CATHERINE VANNER, CO-CHAIRS

The CIES Gender and Education Standing Committee (GEC) welcomes two new Officers to our administrative team:

The Incoming Co-Chair is Kristy Kelly, Assistant Professor at Drexel University and Associate Research Scholar at Columbia University. She is a founding member and co-president of Society of Gender Professionals. Kristy will remain in this role until April 2019, when she will assume the role of Co-Chair for a two-year period. The GEC Community will benefit greatly from Kristy’s expertise and years of experience serving our community. Find out more about Kristy, see here.

Lisa Yiu, Assistant Professor of Education at the University of Hong Kong, has accepted the position of Secretary for 2018 - 2019. Her equity-focused work examines issues of diversity and inclusion in Asia, as well as the impact of educational policy and educational reform on schooling—particularly the role of teachers, teaching and learning. Her mixed-methods work is motivated and critically enriched by her former experiences as an inner-city teacher in Los Angeles Unified School District, English-as-a-Second-Language teacher in China, and university supervisor in the Stanford Teacher Education Program.

New Initiatives
The GEC leadership team was awarded the 2018 CIES Innovation Fund grant for their research project Innovating Gender Monitoring in CIES (PIs: Emily Anderson, Catherine Vanner, in collaboration with Christine Min Wotikpa (Stanford University) and Incoming Co-Chair, Kristy Kelly). The project will innovate the sources of evidence and types of analyses used by the GEC in its monitoring mandate so as to more fully account for the ways in which gender is positioned within the Society’s policies, practices, and publications.

The GEC Peer Mentorship Program launched in September 2018. The gender-focused mentorship network provides support and guidance to emerging scholars and practitioners in the field of gender and comparative international education. The mentorship groups will meet virtually on a quarterly basis to provide advice and peer support for tackling gender and education issues in academic and professional positions. The network facilitated a virtual workshop in January 2019.

CIES 2019
The GEC will host three events during the 2019 CIES conference in San Francisco:

1) A pre-conference workshop entitled “Gender experts and expertise: Connecting education theory and praxis,” co-hosted by Caroline (Carly) Manion (OISE - University of Toronto) and Kristy Kelly (Drexel University/Columbia University). The workshop brings together members of the GEC and a newly established sister-organization, the Society of Gender Professionals (SGP), for a full-day workshop to develop collaborative publishing strategies for gender and education scholars and practitioners, and mentor those interested in gender and education consulting work.

2) This year’s GEC Symposium, “Gender in the Field: Looking Back, Moving Forward,” will bring together scholars and practitioners to examine the ways gender shapes participation, representation, and opportunity at CIES and in the field.

3) As a means of giving back to the San Francisco community, the GEC will partner with a community-based organization to host a social networking event that supports local advocacy for gender equal education in the Bay Area.

For more information or to contribute to any of these initiatives, email gender@cies.us.
The New Scholars Committee (NSC) seeks to support graduate students, early career scholars, and practitioners through a variety of programming at the CIES annual conference. The NSC provides various networking, academic exchange, and professional development opportunities to bridge the gap between novice researchers, expert academics and practitioners within the comparative and international education (CIE) field. This year, the NSC is thrilled to have received a record number of submissions (175+) for the Dissertation and Publication Mentoring Workshops.

Call for Mentors - The success of the Dissertation and Publication Mentoring Workshops is highly dependent on your support! To cater to the huge demand of the scholarly community this year, we request established academics and experts in the field of CIE with a wide range of specializations to mentor graduate students and junior scholars in their dissertations and/or helping them prepare their manuscripts for publication. Researchers at all levels, practitioners, and policymakers are requested to consider volunteering.

If you would like to be a mentor for the Dissertation or Publication Mentoring Workshops, or to participate as a panelist for one of the Essential Workshops, please email us at newscholars@cies.us.

Key events planned for CIES 2019 include:

- Orientation Breakfast - NSC will welcome new attendees to CIES by hosting an orientation breakfast on the first day of the official conference. It not only serves as an excellent networking opportunity but also provides new attendees with tips on how to maximize their conference experience, socialize with standing committee and SIG members, and seek academic and/or career related advice.

- Dissertation Mentoring Workshop – Every year at CIES, this workshop is intended for PhD and EdD candidates in the final writing stages of their dissertations. The NSC blocks Monday-Wednesday mornings for these workshops. Small groups of graduate students are paired with faculty/professional mentors to provide feedback on design, theoretical framework, methods and methodology, data collection, and/or analysis of their academic research.

- Publication Mentoring Workshop – This workshop is for students, recent doctoral graduates, and/or early career scholars working on papers they would want to be published. Similar to the Dissertation Mentoring Workshop, feedback is provided in small groups with other mentees and a mentor. This workshop focuses on the theoretical framework, methods and methodology, and findings of the paper, specifically.

- Essentials Series Workshops - This year, the NSC will offer five essential workshops including: Collaboration in Academia, Publication Tips, Applying for Research Funding for New Career Academics, Wellness and Balance in Academia, and Academia and Womanhood: Navigating Boundaries and Relationships. This last workshop is being co-organized with the Gender and Education Committee. Additionally, as part of the Essentials Series, we will also have a career mentoring workshop where senior academics and practitioners will be paired with graduate students and recent graduates looking for advice on working in the field. These workshops do not require pre-registration.

- Business Meeting - The business meeting is open to all conference attendees, and in particular, to people

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interested in learning more about the work of the NSC, its strategic direction, and its role at CIES. The business meeting is also a good opportunity to meet the people behind the programming done by the NSC and perhaps even join the team in some capacity.

We look forward to seeing you in San Francisco!

Contact: For more information, visit our website or connect with us on Facebook, and on Twitter.

UREAG (Under-represented Racial, Ethnic & Ability Groups) Committee

ANIZE APPEL & PAVAN JOHN ANTHONY, CO-CHAIRS, UREAG COMMITTEE

The UREAG Committee (Underrepresented Racial, Ethnic, and Ability Groups) strives to remove barriers to participation in the CIES, at CIES Annual Conferences, and in access to publication of professional articles. The committee aims to increase the participation of under-represented racial, ethnic and ability groups in all CIES policies, programs and activities. UREAG also sponsors panels at the CIES Annual Conference on topics relevant to under-represented racial, ethnic and ability groups.

At each conference UREAG hosts a variety of sessions and guest speakers. To contact us or to join, visit: http://ciesureag.wordpress.com/links or Search for Tweets: Tweets by @CIESUREAG
The Africa SIG (ASIG) is excited to share our progress for 2018! In Mexico City, we held our second edition of “Bantaba.” The idea of an “Africa SIG Bantaba” was born on March 8, 2016 at the ASIG business meeting in Vancouver, Canada. The year also coincided with the 10th anniversary of the founding of ASIG. Bantaba creates a space distinct from the traditional highlighted session format, and allows for open, stimulating and intellectual discussion.

We are proud of all the participants in 2018, and we are looking forward to the 3rd edition of “Bantaba” at CIES 2019. Our membership has increased, and we continue to grow! Until we meet in San Francisco, please engage in our discussions on Facebook and/or Twitter.
African Diaspora
The African Diaspora’s 2019 Emerging Scholar Award will highlight individuals whose work focuses on the empowerment of African descendants. The award is open to individuals who have completed a terminal degree within the last seven years. Nominations are sought from a broad range of scholars across disciplines, countries and cultures and were due in December. We look forward to celebrating our awardees at CIES 2019 in April. For more details, please go here.

Education, Conflict, and Emergencies
The ECE SIG keeps growing! For the very first time we have a leadership team of eight, which for 2018-2019 includes: Diana Rodríguez-Gómez as Co-chair with Elisheva Cohen; Samah Al-Sabbagh as Secretary; Anne Marie Shimko Corwith and Chris Henderson as Unit Planners; Andrew McCartney as Webmaster; Gretchen Meyer Wescche as Social Media Manager; and Christiana Kallon as Newsletter Editor.

At CIES 2019 we are co-sponsoring a plenary panel with the Religion and Education SIG focused on the response to refugee and undocumented children in California. Confirmed speakers include Rabbi Michael Lerner, Rebecca Cheung, and Luis Fernando Macias. We are proud to announce that ECE SIG received a record high total of 134 submissions this year! In an effort to strengthen our community and support emerging scholars, we will continue offering our Travel Award for one participant from an under-represented country, and we have introduced a new Paper Award for undergraduate and graduate students! The guidelines for submission are available here. We look forward to seeing you all in San Francisco.

Higher Education
The CIES Higher Education SIG has received several award nominations for publications and individuals whose academic work focuses on international and comparative issues in Higher Education. Currently, the awards committee is reviewing submissions for three categories: 1) Best Article, 2) Best Book, and 3) Best Dissertation. Additionally, the SIG leadership is organizing an invited panel about refugee and immigrant students in higher education, in collaboration with the Open Society Foundation, for the CIES 2019 conference.

Language Issues
The Language Issues SIG had a record-breaking year at CIES 2018, with 29 sessions consisting of 139 authors presenting 103 papers, three roundtables and two highlighted sessions. We were delighted to see new and familiar faces at our annual business meeting and brainstormed new initiatives for this upcoming year. If anyone is interested in joining or learning more about our logo committee, communications sub-committee, SIG collaborations committee, awards committee, or bilingual/multilingual task force, please reach out to LISIG co-chairs Kevin Wong (kevinwong@nyu.edu) or Carol Benson (benson@tc.columbia.edu).
All are welcome! Lastly, we are proud to launch our new SIG website (https://cieslisig.wordpress.com/), where you can find up-to-date information and language-related blog posts!

Latin America
The 2018-2019 LASIG Board includes: Maria Jesus Rojas (Co-Chair), Kevin Spence (Co-Chair), Fernanda Gandara (Secretary), and Ebed Sulbaran (Communications). Currently, we are preparing our participation for the upcoming CIES 2019 Annual Conference. We received a considerable number of individual and panel proposals, and we are working hard to design panels that best represent our region. In addition, we are building a committee for this year’s recipient of the Travel Award that will support a student to attend the conference. Finally, we are collaborating in the process to award outstanding Cuban scholars with a travel grant, the José Martí Travel Award, to assist them in attending the conference. For further information on our SIG, join and like our Facebook page, visit our website, or write to us at lasig.cies@gmail.com.

Post-foundational Approaches to Comparative and International Education
The Post-foundational Approaches to Comparative and International Education SIG welcomes Jieun Sung (js3dc@virginia.edu) from the University of Virginia as its new Secretary. The SIG is currently hosting reading and writing support groups for scholars seeking to deepen their understanding of post-foundational approaches (i.e., postcolonial, feminist, poststructural, and other social theories). Their purpose is to spur scholarly dialogue in our SIG, especially among members at an early stage of their career. The SIG will reconvene these groups in January 2019 for the spring semester. Interested participants should email SIG chair, Chenyu Wang (cw6bc@virginia.edu).

Teaching Comparative Education
The Teaching Comparative Education SIG highlights the pedagogy, planning, and programming of CIE and its related fields. Our forthcoming winter newsletter will include an announcement of new SIG awards and profile five of our members. Consider joining our SIG—we welcome those interested in considering the teaching, learning, and programming of comparative education, international education, and associated fields. And even if you aren’t a member of the SIG, stay on the lookout for two opportunities coming in 2019: the Teaching Corner column in CIES Perspectives, and a pre-conference workshop on developing communities of practice for teachers of CIES-related fields.
My Historian’s Corner for this issue is devoted to our association archives. Newer members of the CIES may not be aware that our society has an archive at Kent State University managed by Cara Gilgenbach, Head of Special Collections and Archives. The archive provides evidence of our activities and tells us more about individuals, board decision-making, secretarial activities, and our profession as an institution over the years. The papers at Kent State increase our sense of identity and understanding of the culture of our association. For records to be archived they need to have historical value. Such records often provide a less biased account of events than secondary sources do. Association records that are not archived are harder to locate, secure and appropriately disseminate if stored in a local environment, such as personal computers or filing boxes.

The CIES records are comprised of documents and audio-visual materials representing the history, activities, and interests of CIES since its creation in 1956. These files include materials from the CIES Secretariat, Comparative Education Review editors’ records, files of the various presidents of CIES, records of the CIES annual conference, and CIES study tours undertaken during the organization’s earlier years.

The collection is currently organized into six series:

**Series 1: Comparative Education Review records**

**Series 2: Secretariat records** includes annual conference files, newsletters, membership directories, committee files, and much more.

**Series 3: Presidential files** compare this list to [https://www.cies.us/page/CIESPresidents](https://www.cies.us/page/CIESPresidents) to see which presidential files are not yet part of the archive.

Series 4: Founding Members
- William W. Brickman papers
- Gerald H. Read papers

**Series 5: Subject files**

**Series 6: Regional Organizations files**

By clicking on the headings above you will link to a more detailed inventory of the contents of each series. However, to see the files or papers themselves, you will have to make a trip to Kent, Ohio and make an appointment with Cara Gilgenbach to access the shelved collection at the Kent State library. Our records are not digitized (other than conference programs), but the archivist can provide photocopies or scans of selected materials upon request.

I visited the collection, and found there a great many useful and interesting documents – as well as a great view of the Kent State campus from the 12th floor of the library! However, to get a better idea of why you might want to make such a trip, and how it can serve your research, I have asked Professor Vandra Masemann to reflect on one such visit:

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Finding Gail Kelly - Visiting the archives at Kent State and at SUNY Buffalo 2018

In early 2018, I received an invitation to write a chapter on the life and accomplishments of Gail Paradise Kelly (1940-1991). I had several other sources of information about Gail, apart from my own vivid memories of her in the 1970s and 1980s. But I wanted to get an idea of her activities during the period when she was President of the CIES. I made arrangements with Cara Gilgenbach to visit the CIES Archives at Kent State University in late May of 2018. As I had worked with her sorting out the World Council of Comparative Education Societies files and the CIES files which were mingled in some donation boxes some years ago, I was already familiar with the filing system used for the CIES collection. Since Gail Kelly had been President of the CIES in 1986, her papers were easily found in the CIES Collection, Presidential Files boxes. The relevant folders were entitled: Correspondence 1983-1986. In those folders, I found letters from Gail Kelly to a great variety of recipients – to AACTE on the subject of internationalizing teacher education (April 14, 1986), to previous CIES President R. Murray Thomas, congratulating him “on the great job you did on the conference” (March 18, 1986), to the CIES Nominations Committee suggesting some names, to Raymond Ryba, Secretary General of the WCCES on various topics, and to other organizations with a view to strengthening relationships with them. These are just a few examples from these files. I also read the files from the CIES Executive Committee meetings. They contained letters from the pre-computer age, and this collection demonstrated the intensity and interest that Gail Kelly devoted to CIES business.

I finished my search with a look at the Minutes of the CIES Business Meeting for March 1, 1991, which took place barely six weeks after Gail’s death. President Mark Ginsburg asked for a moment of silence. I also recall the very sad memorial session held at the conference for her colleagues to remember her. Later this summer, I also researched the Gail P. Kelly Collection at the University at Buffalo. There I found much material from her student life at the University of Chicago, and her graduate work at Indiana University and the University of Wisconsin-Madison. There were numerous boxes full of the files relating to her research and publications. The last box I looked into was the collection of letters of condolence following her death, collected by her family. Those letters were a true testimonial to her impact on many colleagues and students, from all parts of the world.

My visits to these archives made it clear to me that you can “find” people again, discover new information about them, refresh your incorrect memories, and gain a new insight into how their lives, thoughts, writings, and actions fitted into the larger picture of the history of our field.

—Vandra Masemann
Toronto, Canada

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From June 20-22 2018, WCCES held three events that were hosted by the Ali Mazrui Center for Higher Education Studies at the University of Johannesburg: 1) The first WCCES retreat, 2) The 53rd WCCES Executive Committee meeting, and 3) the WCCES 1st Symposium on “Comparative Education for Global Citizenship, Peace and Harmony through Ubuntu,” organized jointly with the 5th IOCES International Conference on “Rethinking Epistemologies and Innovating Pedagogies to Foster Global Peace.” For the symposium we received generous financial support from the Open Society Foundations (OSF).

We were enthused by the strength of the debates on a wide range of critical issues that were covered by the papers under the aforementioned two themes, the insightful keynote address entitled “Educating for Global Citizenship, Peace and Harmony through Ubuntu” delivered by the UNESCO Chair of Open and Distance Education Professor Moeketsi Letseka of the University of South Africa (UNISA), an inspiring poem for/ode to Winnie Mandela titled “Lettre à Winnie Madikizela-Mandela” written by Professor Aïcha Maherzi Université de Toulouse and the enlightening valedictorian address “Conditionalities and Opportunities in Early Transition Societies: The Challenge for the Left” by the immediate past Vice Chancellor of the University of Johannesburg and current Chairperson of the South African National Commission for UNESCO, Professor Ihron Rensburg. We are grateful for all of these contributions.

The WCCES is pleased to have hosted its 2nd symposium entitled “Immigrants and Comparative Education: Call to Re/Engagement” being co-sponsored and hosted by UNESCO International Bureau of Education (IBE), Geneva (Switzerland) on January 14-15, 2019. It was also supported by OSF. The 54th meeting of the WCCES Executive Committee was held during the symposium.

Vol. 2 No. 3 of World Voices Nexus: The WCCES Chronicle was released recently. Chronicle: https://www.worldcces.org/vol-2-no-3-oct-2018. This issue includes articles from/featuring Bangladesh, China, Ghana, Finland, India, Kenya, Kuwait, Myanmar, Singapore, Tanzania and the UK to showcase comparative perspectives at primary, secondary, and higher education levels. Enjoy reading it and please look out for its next issue to be released in February 2019. The issue of Global Comparative Education: Journal of the WCCES is in the final stage before its release. The global community of Comparative Education is encouraged to submit papers and support the journal in offering to review the submitted papers. Both the Chronicle and the Journal publish in any of the six languages of the United Nations: Arabic, Chinese, English, French, Russian and Spanish.
WCCES has signed a contract with Brill/Sense for a WCCES book series in these languages. The first edited volumes will include books based on papers presented at the XVI World Congress held in Beijing in 2016. Readers of CIES Perspectives, who presented during the XVI World Congress, are encouraged to contact us for their papers to be considered for publication in these books. Other volumes in French and Spanish are part of this first set of books under the new series.

The XVII World Congress of Comparative Education Societies with the theme “Future of Education” is to be held in Cancún, Mexico, during May 20-24, 2019. Abstracts can now be submitted for any of the eleven sub-themes of the congress. Details can be found on the congress website http://2019worldcongress.org/ which also includes a welcome video from the WCCES President.

Normally, the WCCES world congresses have been held after every three years. However, following the retreat, discussions at the 53rd Executive Committee, recommendations of a Task Force and further deliberations by the Bureau and shared with the Executive Committee for feedback, we are all set to experiment with a new model of organizing the congresses biennially and the bidding will be for two consecutive congresses, for example, the 2021 world congress and 2023. Furthermore, to offer opportunities to more constituent societies to serve as hosts, constituent societies will be invited to jointly bid for hosting congresses. A call for expression of interest (EOI) will be launched in early 2019.

Like in previous years, WCCES will organize an information session (open to all) as well as a WCCES leadership session (by invitation only) during CIES 2019. The theme of CIES 2019 “Education for sustainability” resonates well with all the constituent societies of the WCCES and we wish that it sets new benchmarks of success in terms of quality of deliberations as well as the number of participants.
Maia Chankseliani & Iveta Silova (Eds.) (2018)
Comparing Post-Socialist Transformations: Purposes, Policies, and Practices in Education
Spanning diverse geopolitical settings that range from Southeast and Central Europe to the Caucasus and Central Asia, this book offers analyses of education policies and practices that countries in this region have pursued since the fall of the Berlin Wall and the dissolution of the Soviet Union. The chapters suggest that beneath the surface of dominant neoliberal narratives there are always powerful counter currents—from persisting socialist legacies to other alternative conceptualizations of education futures—highlighting the diverse trajectories of post-socialist education transformations.

Uttam Gaulee (2018)
Global Adaptations of Community College Infrastructure
This book provides emerging research on various contextual adaptations of the idea of the American community college as a connective solution to engaging community and industry. This research will help any nation or state forge policies on adapting the concept toward democratization of economic opportunities for all individuals as opposed to the current elitist system of higher education.

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Radhika Gorur, Sam Sellar & Gita Steiner-Khamsi (Eds.) (2018)

World Yearbook of Education 2019: Comparative Methodology in the Era of Big Data and Global Networks

Digital methodologies, new forms of data visualization and computer-based learning and assessment are creating new challenges as well as opportunities for scholars in educational research. World Yearbook of Education 2019 explores this highly relevant topic, opening a new discussion about the various conceptual and methodological challenges and opportunities in contemporary educational research. Chapters are organized around four topics of enduring interest in this field: impacts, patterns, relations and contexts.

Jenny Grant Rankin (2018)

Sharing Your Education Expertise with the World: Make Research Resonate and Widen Your Impact

This book gives educators, education experts, and researchers the tips, tricks, “fast tracks”, and resources to reach new audiences as often and effectively as possible. The book also features eResources listing submission details for two thousand expertise-sharing opportunities.

Shibao Guo & Lloyd Wong (Eds.) (2018)

Immigration, Racial and Ethnic Studies in 150 Years of Canada: Retrospects and Prospects

Canada’s history is one of immigration, nation-building, and contested racial and ethnic relations. In this publication, scholars provide a wide-ranging overview of this history with a core theme being one of enduring racial and ethnic conflict and inequality. The volume is organized around four themes where in each theme selected racial and ethnic issues are examined critically.

Gita Steiner-Khamsi & Alexandra Draxler (Eds.) (2018)

The State, Business and Education; Public-Private Partnerships Revisited

This volume contributes to a critical debate about the blurring of boundaries between the public and private sectors in respect to educational aims, policy, provision and delivery. Research from Argentina, Bangladesh, Brazil, China, India, Syrian refugee camps and the United States illustrates the variety of ways in which private actors have expanded their involvement in education as a business. On-going work to develop a human-rights based regulatory guidance is described.

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RECENT DISSERTATIONS
Published by CIES Members

Ferdinand Mwaka Chipindi
Negotiating Professional Identities In A Liberalized Sub-saharan African Economy: A Case Of University Of Zambia Faculty
The University of Minnesota, Twin Cities, 2018

Jeremy David Jimenez
Concerning the Other: Empathic Discourse in Worldwide, National, and Student-authored Textbook Historical Narratives
Stanford University, 2017

Elisheba W. Kiru
Mathematics Instruction with Information and Communication Technologies: An International Comparison Using the TALIS Database
The University of Texas at Austin, 2018

Sugata Sumida (Ms.)
Educational Aid Meeting Grassroots Needs: Insights from Teachers’ Help-Seeking in Mozambique
Hiroshima
The International Civic and Citizenship Education Study (ICCS) is a comparative research program that investigates the ways in which young people (grade 8 students) are prepared to undertake their roles as citizens. First launched in 2009 with a subsequent cycle in 2016 and now planned for 2022, ICCS provides countries with vital information about their civic and citizenship education, helping governments to make informed and data-driven decisions about their educational policy.

Twenty-four countries participated in ICCS 2016 (figure 1) and their results were released in three different publications: the International, European and Latin American reports.

As with all IEA studies, ICCS data and publications are open access and freely available from our website and we particularly welcome researchers who are interested in conducting secondary analyses of these rich data sets. A comprehensive user guide, technical report and analysis software are also available.

Here, I provide a few illustrative examples of findings from ICCS 2016. Full infographics and a detailed summary of all ICCS 2016 findings are available from [https://iccs.iea.nl/cycles/2016/findings.html](https://iccs.iea.nl/cycles/2016/findings.html).

### Environmental Issues

The international report revealed students’ attitudes to environmental issues as global threats (figure 2). These insights are particularly interesting in the context of the “Education for Sustainability” theme of the CIES 2019 conference and sustainability issues will be explored even further in the upcoming ICCS 2022 cycle.

**Figure 2: The percentage of students in the ICCS 2016 international study who perceived individual environmental issues as global threats**

### Immigrants’ rights

Encouragingly, the ICCS 2016 European questionnaire revealed that students in the 16 participating European countries have overall positive attitudes toward equal rights for immigrants (figure 3). Overall, students were also in favor of freedom of movement: 94% agreed or strongly agreed that European citizens should be allowed to work anywhere in Europe because it is good for the European economy however students with lower levels of civic knowledge tended to be less supportive.

**Figure 1: ICCS 2016 country participants**
Support for dictatorship
Meanwhile, the Latin American ICCS 2016 regional report revealed that young people expressed high and worrying levels of support for justifications of dictatorship (figure 4). In all five of the participating countries (Chile, Colombia, Dominican Republic, Mexico and Peru), endorsement of authoritarian government practices was related to lower levels of civic knowledge. Encouragingly, a majority of students rejected the use of violence and also held positive attitudes toward diversity.

Looking to the future
The above aspects are just three of the many issues and relationships investigated in the current ICCS study. Countries and education systems around the world face persisting and new challenges in educating young people for citizenship. Participating in ICCS, the only dedicated international large-scale assessment in this field, provides reliable, comparative data that is needed to shape educational policies in this critical learning area. This resource is particularly important in connection to SDG Target 4.7 and aspects related to global citizenship and education for sustainable development.

The next cycle of the study, ICCS 2022, is designed to answer key questions of interest in civic education including:

• Do schools provide opportunities for open debate to foster knowledge, attitudes, and engagement or provide space to discuss migration and diversity in school communities?
  – How do adolescents view various social and political issues such as populism, alienation from democracy, individual freedom and national security as they approach the voting age?
  – How does the increasing importance of social media influence young people’s civic engagement and digital citizenship?

An ICCS project advisory committee meeting is planned to coincide with the CIES 2019 conference to conceptualize and operationalize these and other aspects. Members of the international study teams and advisory committee will be available to discuss the study in more detail. We also expect a series of panel sessions or individual presentations to be proposed for CIES 2019.

Enrollment in the study is now open for new and returning countries, education systems and subnational entities and participants do not need to be IEA members. For more information about ICCS findings or how to get involved with the study, please visit the ICCS website.
This past summer Jeremy Jiménez, Assistant Professor in Education, Foundations and Social Advocacy Department, SUNY Cortland taught a graduate course entitled “International Textbook Research” at Shaanxi Normal University in Xi’an, China. Here one of his students, He Meng, is pictured giving a presentation about her team’s final research project. Their topic was about how Chinese elementary textbooks discuss role models and the extent to which role models come from outside China in the different primary grade textbooks.

STAR Scholars Network is a transnational forum of scholars advancing global social mobility through innovative research and progressive advocacy efforts. Our mission is to create and share scholarly research focused on international education by facilitating academic exchange across the globe. We envision a humane world through promotion and exchange of knowledge across borders. You you believe your values align with us, you are invited to join the network by visiting the website: https://starscholars.org/
Elizabeth Sherman Swing

1927-2018

In Memoriam

Written by Bradford Swing, son of Elizabeth Sherman Swing

In 1990, Elizabeth Sherman Swing was knighted by the King of Belgium to honor her research in Belgian education. Thereafter, as she enjoyed recounting, the provost of St. Joseph’s University, where she was a tenured professor, called her “Sir Elizabeth.”

Elizabeth Sherman Swing died peacefully at the age of 91 on October 23, 2018, in Concord, Massachusetts, where she had lived since 2015. She is survived by her daughter, Pamela Swing (Martin Plotkin) of Concord, her son, Bradford Swing (Timothy Harbold) of Boston, and two grandchildren, Benjamin Plotkin-Swing of Seattle, Washington, and Anna Plotkin-Swing of Somerville. She was preceded in death by her son, Timothy Gram Swing in 1983, her husband, Peter Gram Swing in 1996, and her brother, Richard Sherman.

The journey to becoming “Sir Elizabeth” began humbly in 1927, when Elizabeth Ann Sherman was born in Boston, to James Beatty Sherman, a letter carrier, and Hilda Ford Sherman, a homemaker who wrote poetry and collected buttons. Betty, or Sherm, as her friends called her, enjoyed a childhood filled with many cats, a life-long love. She also acted in school plays and musicals. As her younger brother Dick recalled, she “displayed an assertive—possibly I might even say ‘rebellious’—manner at an early age,” a quality that collided with, again her brother’s words, “a highly controlled” family life that included multiple weekly engagements with the First Baptist Church of Arlington. Her rebellious manner and lifelong concern for social justice showed when, selected to organize the Evacuation Day assembly at Arlington High School, to the principal’s consternation she arranged for an African American civil rights leader to be speaker.

Sherman Swing attended Radcliffe College at Harvard University from which she was awarded a bachelor’s degree (cum laude) in 1949 and master’s degree in 1952, both in English Literature. Designated Alumnae Day Speaker by the Class of 1949 for its 50th reunion, Sherman Swing reflected that, at Radcliffe, “I began to develop the intellectual verve and skills that made the rest of my life possible. As a commuter, the first in my family to go to college, I encountered many challenges, but I knew when I got off the bus each morning that I was entering a vibrant, exciting world.”

In May 1948, at the end of her junior year, she married Peter Gram Swing, “one of the many World War II veterans who flooded the Harvard campus between 1945 and 1949,” she later wrote. In 1952-1953, she lived in Utrecht, Holland, where her husband had a Fulbright research

CONTINUED ON NEXT PAGE
grant. Thereafter, as she recounted in her Alumnae Day address, she “held a series of part-time jobs in whatever community my husband’s developing career took us, never for a long enough time to dig into a career of my own.” She was an editor of English language publications for a Dutch foundation in The Hague, an adjunct faculty member at Rollins College in Florida teaching English composition to Air Force Personnel on Cape Canaveral, and an instructor at the University of Chicago Home Study Department. “These dead-end jobs notwithstanding, by the time we moved to Swarthmore, Pennsylvania in 1955, I was gradually becoming a full-time wife and mother.”

The role of professor’s wife - her husband taught music at Swarthmore College - did not suit Sherman Swing. The turning point came in 1965, as she described vividly in her Radcliffe address: “My awakening came in a moment of existential crisis on the bright September day my youngest entered Kindergarten. Standing by the kitchen sink bathing the dog, I found myself saying over and over again with high emotion: ‘What am I doing with my life?’”

Within a year, she became a teacher of English to “academically talented students” at Marple-Newtown High School in Newtown Square, Pennsylvania. She also began to write articles published in refereed national journals. Needing, in her words, “to stretch my mind,” in 1972, one year after her husband’s second Fulbright research grant in Belgium, she enrolled in the Summer School of the University of Pennsylvania. There were no graduate courses in English Literature to choose from, but she found a graduate comparative education course taught by William Brickman, a founder of the Comparative and International Education Society (CIES). This discovery dramatically changed Sherman Swing’s life.

In 1979, at the age of 52, she was awarded a Ph.D. in Comparative Education from the University of Pennsylvania. Under Professor Brickman’s guidance, she examined the Belgian language conflict, the centuries-old rivalry between French-speaking and Dutch-speaking Belgians and the impact of this conflict on schools. She later wrote, describing her recent year in Belgium: “I had witnessed language partisans in Brussels painting out the street signs in the language of their rivals. My ears were still tuned to raucous exhortations from loudspeakers on trucks that invaded our neighborhood daily calling on citizens to vote for the radical French-language party. I had lived in the middle of the Belgian language quarrel.’ This conflict served as the point of departure for her Ph.D. dissertation, Bilingualism and Linguistic Segregation in the Schools of Brussels, which was published in 1980 by the International Center for Research on Bilingualism in Quebec.

From 1975 to 1977, Sherman Swing taught at West Chester State University and in 1978, she began teaching at St. Joseph’s University in Philadelphia, from which she retired as Professor of Education in 1999. Her position at St. Joseph’s grounded what she described as “a vigorous, productive life in academe.” She published over 30 scholarly articles, many of which she presented at annual meetings of the Comparative and International Education Society throughout the United States, Canada and Mexico, as well as Antwerp, Athens, Budapest, Cape Town, Copenhagen, Dijon, Kingston, London, Madrid, Prague, Rome, Sarajevo, Seoul, and Sydney. She also co-authored Problems and Prospects in European Education, published in 2000.

In 1989-1990, Sherman Swing, this time with her own Fulbright research grant, was a Visiting Fellow at the Institute of Education of the University of London, an affiliate at the Vrije Universiteit Brussel and, by Royal Decree of King Beaudoin, made a Knight in the Order of the Crown (Ridder in de Kroonorde). But the award that meant the most to her came in 2000, when she was made an Honorary Fellow of the Comparative and International Education Society, one of only 15 honorary fellows among the Society’s 2000 members. She also became the Society’s first historian, a position she held for ten years.

Sherman Swing lived in Swarthmore after her husband died in 1996 until 2005, when she moved to Dunwoody Village in Newtown Square with six cabinets of research material and two Siamese cats, London and Brussels. Within weeks of her arrival, she became editor of Inside Dunwoody, an in-house newsletter that she successfully transformed into “the New Yorker of octogenarian publications.” For many years, she continued her routine of preparing and delivering at least one scholarly paper a year. She also traveled to China and Antarctica. In 2015, her health declining, she
moved to Concord Park, in Concord, Massachusetts.

Sherman Swing was known for her wry humor, a vivid intellect expressed in elegant speech, and at times a fiery temper, a quality that seemingly matched her fiery red hair. She was an exacting and beloved teacher as well as a valued mentor to numerous women pursuing academic careers. She loved American literature, particularly the Massachusetts transcendentalists. She also loved music and attended hundreds of concerts by the Philadelphia Orchestra and particularly the Boston Symphony Orchestra at Tanglewood, where her husband taught from 1962 to 1987. From 1975 to 1997, she had a second home on Long Beach Island, New Jersey, where she joined her husband’s avid sailing passion and enjoyed the view of the Barnegat Bay. Although she lived in Pennsylvania from 1955 to 2015, her heart was deeply rooted in New England, including special connections to Nantucket, Lenox and Stockbridge, Massachusetts, and to Putney Mountain, Vermont. A descendant of Governor William Bradford, in her very last days, amid struggles with dementia, she asked her children about the Mayflower, how long its voyage was to America, and for help in getting “home” to Plymouth.

Sherman Swing was a member of the Swarthmore Friends Meeting where a memorial service will be held on March 23, 2019, 2:00 p.m., 12 Whittier Place, Swarthmore, with a reception following in the Whittier Room. In lieu of flowers, donations may be made in her memory to:

Town of Arlington, memo:
Elizabeth Sherman Swing Scholarship
730 Massachusetts Ave.
Arlington, MA 02476

Since Sherman Swing’s 80th Birthday, this scholarship has supported an Arlington High School graduate, with preference to a graduate who is the first in her family to attend college.
CIES 2019 San Francisco: “Education for Sustainability”

DAILY HIGHLIGHTS

Sunday, April 14, 2019
Following morning and afternoon sessions of Pre-conference Workshops (registration required), CIES 2019 San Francisco will officially launch with a Welcome for all conference participants at 5pm Pacific Daylight Time. This will lead into a lively Town Hall: Debate on whether CIES as an international association has a particular responsibility towards teaching, policy, or practice in any single country (i.e., the United States). The debate will be moderated by WCCES President N’Dri Assié-Lumumba (Cornell University) — with Erwin Epstein (Loyola University Chicago) and Supriya Baily (George Mason University) arguing for the affirmative, and Vandra Masemann (OISE, University of Toronto) and Matthew Thomas (University of Sydney) arguing in opposition. At 7pm, attendees will be invited to the Grand Ballroom of the conference hotel to enjoy the Opening Reception for the rest of the evening.

Monday, April 15, 2019
After the day’s concurrent sessions have ended, a special ticketed Keynote Lecture will take place at the historic Herbst Theatre, distinguished site of the UN Charter signing in 1945. The Keynote Lecture will also be livestreamed at the conference hotel free of charge.

Tuesday, April 16, 2019
Now halfway through the week, after another full day of concurrent sessions, conference participants will be invited to hear CIES President Regina Cortina (Teacher’s College, Columbia University) deliver the traditional Presidential Address, to be printed in an upcoming issue of Comparative Education Review. This will be followed immediately by the 2019 Awards Ceremony, which honors the recipients of several prestigious Society awards. At 8:30pm, the first night of Institutional Receptions will commence.

Wednesday, April 17, 2019
The penultimate conference day, packed again with engaging concurrent sessions, will invite all conference participants to get further involved by attending the annual State of the Society business meeting at 6:45pm; the meeting agenda will include presentations by the CIES Executive Director, officers on the Board of Directors, and representatives of Special Interest Groups. An invitation-only Chairs Appreciation cocktail will follow, in gratitude for the dedicated service provided by the leaders of the Society’s Committees and SIGs. At 8:30pm, the second evening of Institutional Receptions will take place.

Thursday, April 18, 2019
The final day of CIES 2019 San Francisco will include a full schedule of concurrent sessions. And to bring conference participants together one last time, a special Closing concert event will feature a performance by GRAMMY-nominated hip-hop artists, Alphabet Rockers. With expertise in creating cutting-edge social justice content for young audiences, musical duo Kaitlin McGaw and Tommy Shepherd, Jr. layer bright, contemporary beats with dynamic lyrics that center on racial equity and instill values of hope, empathy, and resistance. Joined by DJ Wonway Posibul and choreographer Samara Atkins, along with four 10-year-old artists who hold space and leadership alongside their mentors, the concert will be truly inter-generational and aims to build connection and motivation amongst the audience.