February 2010 finds the *Comparative Education Review* well, with a vigorous editorial board and an engaged readership.¹ In addition to David Post, Mark Ginsburg, and Emily Hannum, we now include Aaron Benavot as a coeditor. Aaron recently began a position at the University at Albany—State University of New York, after completing several years at UNESCO and, before that, the Hebrew University of Jerusalem and the University of Georgia. Heidi Ross is coordinating our special issue on “Educators and the Environment,” Chris Bjork oversees the *CER* book reviews, and for many years Rosalind Raby has produced an annual bibliography. Because of a jump in the number of submissions this past year, we wish to include an additional coeditor beginning this coming July, a scholar whose area and disciplinary expertise compliments our own, and who brings years of experience with the *CER* and CIES: Prof. Amy Stambach, from the University of Wisconsin-Madison. Beyond this team, we depend on the work of hundreds of scholars worldwide who read and comment—often at length—on manuscripts forwarded to them by two very able managing editors, Sarah Fuller and Saamira Halabi. We are grateful for the continued support of *CER* by our home institutions, especially Penn State, which donates half the cost of our managing editors. We wish also to acknowledge the consummate professionalism of our counterparts at the University of Chicago Press, who make the journal look so good while traveling so far.

**Retrospective of CER**

Since the late 1950s, CER authors and editors of this journal have promoted comparative analysis of national and international education. But *CER* also underwent a makeover as the field it helped create expanded and become more complex. The journal’s evolution reflects the changes experienced generally by North American scholarly publications. As the number of submissions increased over the years and as their length increased with expectations of greater depth, *CER* became something more—and less—than a “service organ” of the professional society from which it emerged (in the words of George Bereday’s first editorial). We became less a medium for the rapid dissemination of educational developments, while becoming more of a repository and an arbiter of theory, method, and evidence. Cognate changes in publishing—the proliferation of edited volumes, on the one hand, and readers’ instantaneous access to Internet facts and working papers, on the other—have not so much threatened *CER* (our circulation and manuscript submission rates more than doubled in recent years) as they have reinforced its unique niche.

Although CER articles tend to have long shelf lives, we pay the price of time: unfortunately, and although not the norm, years can pass between the date of an author’s initial submission and the day when—if accepted—his or her article appears in print and in the parallel electronic version. *CER* has been less able to offer instant commentary or research on world developments, even as the pace of change accelerated. As is the case with many scholarly journals, the gap between the dates when a piece is written and finally published is a challenge for both readers and authors.

¹ Portions of this annual report are also being published in our February 2010 editorial.
Review Process, Response Times, and Open-Access to Reviews

For many contributors, the submission-response interval seems mysterious, opaque, even liminal. This year we have tried to make the process more transparent by placing on our Web site an open file of reviews and editorial responses. We selected about one-third of the articles published over the past five years, choosing a variety of styles, methods, disciplinary orientations, and geographic areas. We are grateful to the authors we selected for allowing this open access to their files, especially since the editorial response letters always request improvement, and the reviewer reports are critiques. These authors’ willingness to participate speaks volumes about their security and integrity as scholars. To access this file, click on either the “for reviewers” or the “for authors” tab at the CER home page.

For many researchers wishing to publish time-sensitive information, there are disadvantages to submitting their work to a selective, refereed journal as opposed to a targeted, edited volume, a Web journal, a blog, or an agency report. But we hope potential authors who browse through the open file of reviews will take away at least two messages. First, even the articles written by very experienced and distinguished authors - persons with many publications to their credit - went through several versions before their acceptance by the referees and editors. Second, the final product, the finished article, is, at least in part, a collective effort achieved through engagement with a committed, lively community.

Ways the CER Tries to Be Proactive

There are ways for journals like the CER to remain topical and responsive to readers’ interests and to avoid becoming merely an arbiter and repository of scholarship, as important as that job remains. These strategies require proactive work by editors. Since 2003, we have featured moderated discussions on topics that the editorial board believes should be of interest to readers. In these discussions, the aim has been to highlight new debates or topics that would otherwise be absent from CER, with its very long lag time between research and publication.

Book reviews are another way to remain current. We make an effort to draw attention to publications that have generated considerable interest in the field, as well as titles that may not be familiar to CER readers. The 31 reviews published in 2009 covered books focusing on topics from the globalization of racism to the role that schools played in supporting resistance to the Bosnian War to the work of Isaac Kandel. Subscribers are encouraged to share their ideas about books that merit review in the journal. We always take those suggestions seriously and strive to publish a collection of reviews that vary in terms of thematic, geographic, and temporal subject matter.

Special issues can also help CER stay engaged with current developments. As was the case with our previous special issues (on public health, on Islam, on post-conflict), we are happy that our call for papers on “Educators and the Environment” elicited responses from scholars whose research does not typically appear in CER, thus widening the circle of our intellectual and professional community. At the same time, we must candidly report that we have been disappointed at relatively the smaller number of submissions for this issue (compared to previous topics), despite the fact that we extended the deadline for submission more than once. We do not yet know how many submissions to this “Educators and the Environment” issue will emerge as articles following the customary review.

In the remainder of this report we give information about manuscripts submitted and published in 2009. We also wish to acknowledge the 267 reviewers of our 2009 submissions (see Appendix A). Our proposed budget and request for funding from CIES next year is presented Appendix B. Appendix B proposes the contributions from our partner institutions, and from the CIES It includes a proposal for a one-time meeting in Philadelphia of the editorial board to plan the next several years of special issues, moderated discussions, and continue discussions initiated during our last retreat, two years ago. A retreat is especially needed to benefit fully from two new coeditors (Aaron Benavot and Amy Stambach).
Manuscript Flow for 2009

Last year we reported that, during 2008, we received 182 new submissions. We screened out 96 of these, and we forwarded 86 manuscripts (47%) for reviewer input. In 2008 we also processed 36 resubmissions from pieces originally submitted in previous years. Of those resubmissions, we returned 22 resubmissions to reviewers, and we conducted only an internal editorial review on 14 manuscripts. This review process involved 223 referees for 2008 submissions, with many colleagues providing input on more than one manuscript.

For 2009 we can report both a greater number submissions and, consequently, a greater number of articles sent for external review. During 2009 we received 216 new submissions. We screened out 108 of these (though offering detailed suggestions to authors, many of whom ultimately resubmitted new versions of their manuscripts in response to our initial suggestions, which we then forwarded to reviewers). We sent 108 manuscripts (50%) for reviewer input. We also processed 59 resubmissions from pieces originally submitted in previous years. Of these resubmissions, we returned 43 resubmissions to the original reviewers for further comment, and we conducted an internal editorial review on 16 manuscripts. This review process, in total involved 267 referees for 2009 submissions. Again, many of these colleagues have provided input on two or more manuscripts. The overall trends since 2004 can be observed in Figure 1. In part, to help us continue giving each author the attention for which our journal is known, we have decided to invite an additional coeditor, Amy Stambach, who brings us complimentary area and disciplinary expertise. Subject to CIES board approval, she will begin in July 2010.

The reviewers for the 2009-year submissions are acknowledged in Appendix A. to this report. We are grateful to them for the extraordinary care they take with CER manuscripts. Some CER reviewers submit many pages of assessment and advice for authors (see the open file on the CER website for examples). We continue to share with reviewers an anonymous copy of the decision letter to the author, which contains the complete set of reviews.

Characteristics of Manuscripts and Authors

We collect information on the geographic source and focus of published articles and submitted manuscripts, as well as the gender of the first authors of published articles and submitted manuscripts. With regard to geographical source, we do not know the citizenship of authors who submit manuscripts to us, but we do know their current location. Last year, 80 out of the 216 (37%) first authors submitting to the CER were based in the United States. This is similar to 2008, when 67 out of the 182 (36%) were first
authors submitting to the CER were based in the United States. In 2009, 92 manuscripts were by multiple authors, while 124 were single-author pieces, also quite similar in distribution to previous years.

Table 1 summarizes the geographical focus of articles published as well as of the manuscripts submitted in 2009, and Table 2 shows the focus of articles we have published since 2004. Although, somewhat unusually, we published no articles with an Africa focus during 2009, we can report there are a large number of accepted articles with research conducted in Africa. Seven of these articles will appear in the May 2010 issue. Our May issue was not originally planned with a special focus on Africa, and we made no formal call for papers. However, we were able to take advantage of a coincidence of submissions of high-quality scholarship on Africa this past year and we now have several potentially important papers that have now passed through the regular submission system. We know that publication in a single volume will promote cross-reading and make a whole greater than the sum of the parts.

Table 1: Focus of Published and Submitted Manuscripts in 2009

<table>
<thead>
<tr>
<th></th>
<th>AF</th>
<th>AS</th>
<th>EU</th>
<th>LA</th>
<th>ME</th>
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<th>Theory</th>
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Table 2: Focus of Published Manuscripts, 2004-2009

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AF=Africa; AS=Asia; EU=Europe; LA=Latin America; NA=North America; ME=Middle East; OC=Oceania; Multi=Multi-regional; Th=Theoretical or methodological

Table 3 presents the gender of the authors (first authors in cases of multiple authorship) who submitted and published articles between 2004 and 2009. We also report on the invited essay reviews and book reviews. Note that, quite unusually, women were the first authors of only 3 out of 16 research articles. The only explanation we find for the sudden emergence of this gap is that articles published in 2009 had been in process for 2 or more years. As seen in Table 3, men have always outnumbered women among those submitting articles, and this was particularly true in years prior to 2008. If we were to continue Table 3 to include articles in production for 2010, we would find that, in the current year, 9 out of the 17 articles for 2010 have women as their first authors. Since the start of our editorship, the gender disparity in publication closely matches the gender disparity in submission. From 2004 until the end of 2009, CER received 880 submissions. Of these manuscripts, 369 (42%) had women as first authors. From 2004 until the end of 2010, we will have published a cumulative total 126 research articles (not including presidential addresses, reviews, or discussions). Of these articles, 57 (45%) had women as their first authors. Of course, this only raises the further question of why men submit more manuscripts than women, especially since women outnumber men in the CIES. It would be worthwhile for the editors to discuss this question with the standing committee on gender, and for the CIES to address this gender gap. However, because two-thirds of our submissions come from outside the US (and probably from outside the CIES) the submission disparity explanation may also be found beyond the CIES.
<table>
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In a longer view, over the terms of three previous editorships, it is possible to compare the numbers of published articles since 1989. In most of these years the CER published a special thematic issue, usually working with guest editors. Table 4 summarizes the numbers of articles (not including presidential addresses), essay reviews, and book reviews.

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In 2009 we hosted two moderated discussions. In February we focused on a new film that is being shown in U.S. schools of education, 2 Million Minutes. With this discussion we sought to attract students and professors from teacher education programs, the area where the CIES got its start. In May 2009 we focused on a sequel by Joseph Tobin to his now-classic Preschools in Three Cultures. What both of these discussions have in common is, first, the entrée they offer a wide range of readers into core research questions about the ways schools and school expectations affect economic development (in 2 Million Minutes) and child development (in Preschools II). The second commonality is that, through both discussions, we took CER beyond the limits of print publication. Both discussions shared video clips in the electronic CER to illustrate the lives touched by schooling in different institutional and cultural contexts. We are open to suggestions about topics for future moderated discussions.
APPENDIX A: ACKNOWLEDGMENTS

The Comparative Education Review depends on scholars throughout the world to assess manuscripts submitted for publication. In addition to offering their advice to the editors, reviewers also provide constructive criticism and advise authors about the development of their manuscripts. The CER editors wish to thank the following individuals who served as reviewers of manuscripts that were submitted during 2009.

**Don Adams**  
University of Pittsburgh

**Jennifer Adams**  
Stanford University

**Assefa Admassie**  
Ethiopian Economic Association

**Motoko Akiba**  
University of Missouri-Columbia

**Albert Akyeampong**  
University of Sussex

**Kathryn M. Anderson-Levitt**  
University of Michigan-Dearborn

**Joel Andreas**  
Johns Hopkins University

**Frédérique Apffel-Marglin**  
Smith College

**Robert Arnove**  
Indiana University, Bloomington

**Mark A. Ashwill**  
Capstone Vietnam Co., Ltd.

**Eunice Askov**  
Pennsylvania State University

**Clarissa Baeta Neves**  
Federal University Rio Grande do Sul

**David Baker**  
Pennsylvania State University

**Carolyn Barber**  
University of Missouri-Kansas City

**Lesley Bartlett**  
Columbia Teachers College

**Jason Beech**  
Universidad de San Andrés

**Jere Behrman**  
University of Pennsylvania

**Harbans Bhola**  
Indiana University, Bloomington

**John Biggs**

**Victor Y. Billeh**  
UNESCO

**Melissa Binder**  
University of New Mexico

**Karen Biraimah**  
University of Central Florida

**Maribel Blasco**  
Copenhagen Business School

**John Blewitt**  
Aston University

**Wendy D. Bokhorst-Heng**

**John Boli**  
Emory University

**Michael Bonnett**  
University of Cambridge
Allison M. Borden
University of New Mexico

Edward Brantmeier
Colorado State University

Kurt Bredenberg
Kampuchean Action for Primary Education (KAPE)

Birgit Brock-Utne
University of Oslo

Patricia Bromley Martin
Stanford University

Carolyn A. Brown
George Washington University

Marlis Buchmann
University of Zurich

Dana Burde
New York University

Martin Carnoy
Stanford University

Colette Chabbott
George Washington University

Jennifer Chan
University of British Columbia

David W. Chapman
University of Minnesota-Twin Cities

Nazmul Chaudhury
World Bank

Nalini Chhetri
Arizona State University

Linda McNeil Chisholm
Human Sciences Research Council

Jung-Ah Choi
Governors State University

Rachel Christina
Education Development Center

Amita Chudgar
Michigan State University

Seyoung Chun
Chungnam National University

Patrick Clancy
University College Dublin

Robin Clausen
Pennsylvania State University

Stephen Clements
Asbury College

Rebecca Clothey
Drexel University

James H. Cobbe
Florida State University

James Collins
University at Albany-SUNY

John Collins
Pennsylvania State University

Bruce Cooper
Fordham University

Javier Corrales
Amherst College

Regina Cortina
Columbia Teachers College

William Cummings
George Washington University

Sergio Cárdenas
CIDE, México
Roger Dale
University of Bristol

Jishnu Das
World Bank

Lynn Davies
University of Birmingham

Julie Margaret Davis
Queensland University of Technology

Marc DeMeuse
Université de Mons

Richard Desjardins
Aarhus University

Jaap Dronkers
European University Institute

Todd Drummond
Michigan State University

Natasa Duricic
University of Maryland-College Park

David Edwards
National Education Association

Rikva A. Eisikovits
University of Haifa

Parfait Eloundou-Enyegue
Cornell University

Irving Epstein
Illinois Wesleyan University

Roger Firth
University of Nottingham

Gustavo Fischman
Arizona State University

Vanessa Fong
Harvard University

Sarah Warshauer Freedman
University of California-Berkeley

Christopher J. Frey
Bowling Green State University

Eckhardt Fuchs
Georg Eckert Institute for International Textbook Research

Tae-Joong Gahng
Chung-Ang University

Tony Gallagher
Queen's University

Haim Gaziel
Bar Ilan University

Roger Geiger
Pennsylvania State University

Christopher Gifford
University of Huddersfield

Perry L. Glanzer
Baylor University

Melvyn C. Goldstein
Case Western Reserve University

Esther Gottlieb
Ohio State University

Gerald R. Grace
Institute of Education, London

Monica Grant
University of Wisconsin-Madison

Suzanne Grant Lewis
Partnership for Higher Education in Africa

Karen Grigorian
NORC at the University of Chicago
Wing On Lee  
Hong Kong Institute of Education

Frans Lenglet  
Gotland University

Elizabeth Leu  
Academy for Educational Development

Mark Levels  
Radboud University

Catherine Lewis  
Mills College

Maureen Lewis  
World Bank

Ernest Andrew Liyatona  
Pennsylvania State University

Cynthia Lloyd  
Population Council

Marieme S. Lo  
University of Toronto

Marlaine E. Lockheed  
Princeton University

Christopher Lubienski  
Illinois at Urbana-Champaign

Candy Lugaz  
UNESCO

Ingrid Lunt  
University of Oxford

Xin Ma  
University of Kentucky

Peter Maassen  
University of Oslo

Suseela Malakolunthu  
University of Malaya

Simon William Marginson  
University of Melbourne

Dora Marinova  
Curtin University of Technology

Leticia Marteleto  
University of Texas at Austin

Zibani Maundeni  
University of Botswana

Michael McGirr  
United States Department of Agriculture

Claire McGlynn  
Queen's University

Scott Alan Metzger  
Pennsylvania State University

John W. Meyer  
Stanford University

Roslyn A. Mickelson  
University of North Carolina-Charlotte

Henry Miller  
Aston University

Heinrich Mintrop  
University of California-Berkeley

Fatma Mizikaci  
Middle East Technical University

Ka Ho Mok  
University of Hong Kong

Karen Monkman  
DePaul University

Paul Morris  
Institute of Education, London

Shireen Motala  
University of Witwatersrand
Albert Motivans  
UNESCO Institute for Statistics

Peter L. Moyi  
University of South Carolina

John Mugo  
Kenyatta University

Karen Mundy  
University of Toronto

Richard J. Murnane  
Harvard University

Karen Murphy  
Facing History and Ourselves

Rachel Murphy  
University of Oxford

Joshua A. Muskin  
Education et Formation pour l'Emploi

John P. Myers  
University of Pittsburgh

Faith Mbiko Nchito  
Zambian Ministry of Education

Pak Tee Ng  
Nanyang Technological University

Sarfaroz Niyozov  
University of Toronto

Bjorn Harald Nordtveit  
University of Hong Kong

Isaac Ntshe  
University of South Africa

Chloe O'Gara  
Save the Children

Keiichi Ogawa  
Kobe University

Moses Oketch  
Institute of Education, London

Michael Olivas  
University of Houston

Debora Hinderliter Orloff  
University of Houston-Clear Lake

Hui-ling Pan  
National Taiwan Normal University

Hyunjoon Park  
University of Pennsylvania

Lynne Parmenter  
Waseda University

Harry Anthony Patrinos  
World Bank

Kyle L. Peck  
Pennsylvania State University

Sara Buckley Peracca  
Cool the Earth

Krista Perreira  
University North Carolina-Chapel Hill

Fabian T. Pfeffer  
University of Wisconsin-Madison

Mary Joy Pigozzi  
Academy for Educational Development

Andreas Pollman  
University of Essex

Justin J. W. Powell  
Social Science Research Center

John Preston  
University of East London

Alison Elizabeth Price-Rom  
Montclair State University
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>Esther Prins</td>
<td>Pennsylvania State University</td>
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<tr>
<td>Francisco O. Ramirez</td>
<td>Stanford University</td>
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<tr>
<td>Jeremy Rappleye</td>
<td>Oxford University</td>
</tr>
<tr>
<td>Paula Razquin</td>
<td>UNESCO</td>
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<tr>
<td>Julia Resnik</td>
<td>Hebrew University of Jerusalem</td>
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<tr>
<td>Jo Ritzen</td>
<td>Maastricht University</td>
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<td>Hyun Kyoung Ro</td>
<td>Pennsylvania State University</td>
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<td>Pauline Rose</td>
<td>University of Sussex</td>
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<tr>
<td>Jennifer Rothchild</td>
<td>University of Minnesota-Morris</td>
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<tr>
<td>Catherine Rothon</td>
<td>Queen Mary, University of London</td>
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<tr>
<td>Scott Rozelle</td>
<td>Stanford University</td>
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<td>Pasi Sahlberg</td>
<td>CIMO</td>
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<tr>
<td>Marian Sainsbury</td>
<td>National Foundation for Educational Research</td>
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<tr>
<td>Eisuke Saito</td>
<td>National Institute of Education</td>
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<tr>
<td>Laura Salganik</td>
<td>Association for Institutional Research</td>
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<tr>
<td>Claudio Sapelli</td>
<td>Universidad Católica de Chile</td>
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<tr>
<td>Tanja Carmel Sargent</td>
<td>Rutgers University</td>
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<td>Yusuf Sayed</td>
<td>University of Sussex</td>
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<tr>
<td>Hanna Schissler</td>
<td>Georg Eckert Institute for International Textbook Research</td>
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<tr>
<td>Jürgen Schriewer</td>
<td>Humboldt-Universität zu Berlin</td>
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<tr>
<td>Simon Schwartzman</td>
<td>Instituto de Estudos do Trabalho e Sociedade</td>
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<tr>
<td>Helena Sebkova</td>
<td>Center for Higher Education Studies</td>
</tr>
<tr>
<td>Vilma Seeberg</td>
<td>Kent State University</td>
</tr>
<tr>
<td>Lance Selfa</td>
<td>NORC, University of Chicago</td>
</tr>
<tr>
<td>Ladislaus M. Semali</td>
<td>Pennsylvania State University</td>
</tr>
<tr>
<td>M. Najeeb Shafiq</td>
<td>Indiana University, Bloomington</td>
</tr>
<tr>
<td>Uttam Sharma</td>
<td>University of Minnesota-Twin Cities</td>
</tr>
<tr>
<td>Kerry Shephard</td>
<td>University of Otago</td>
</tr>
<tr>
<td>James Shields</td>
<td>Columbia Teachers College</td>
</tr>
<tr>
<td>Glenn Shive</td>
<td>Hong Kong-America Center</td>
</tr>
<tr>
<td>Roger Shouse</td>
<td>Pennsylvania State University</td>
</tr>
</tbody>
</table>
Iveta Silova  
Lehigh University

Ellen Skilton-Sylvester  
Arcadia University

Christine Sleeter  
California State U.- Monterey Bay

Michael Lee Smith  
Czech Academy of Sciences

Conrad Wesley Snyder

Douglas Spencer  
Florida Gulf Coast University

Amy Stambach  
University of Wisconsin-Madison

Gita Steiner-Khamsi  
Teachers College, Columbia University

Nelly P. Stromquist  
University of Maryland-College Park

Margaret Sutton  
Indiana University, Bloomington

David Suárez  
University of Southern California

Creso Sá  
University of Toronto

Tony Tam  
Chinese University of Hong Kong

Aurora Teixeira  
Universidade do Porto

Lyn Tett  
University of Edinburgh

Rania Tfaily  
Carleton University

Florence Torche  
New York University

Ulrich Trautwein  
Max Planck Institute

Kristín Turney  
University of Pennsylvania

Miguel Urquiola  
Columbia University

Laura A. Valdiviezo  
University of Massachusetts-Amherst

Frances Vavrus  
University of Minnesota-Twin Cities

Emiliana Vegas  
World Bank

Eduardo Velez  
World Bank

Robert Verhine  
Universidade Federal da Bahia

Morgan Volkart  
Lehigh University

David Watson  
Institute of Education, London

Keith Watson  
University of Reading

John Weidman  
University of Pittsburgh

Harvey M. Weinstein  
University of California-Berkeley

Philip Wexler  
Hebrew University of Jerusalem

James H. Williams  
George Washington University
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
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<tbody>
<tr>
<td>Kevin Williams</td>
<td>Dublin City University</td>
</tr>
<tr>
<td>Doug Willms</td>
<td>University of New Brunswick</td>
</tr>
<tr>
<td>Christine Winter</td>
<td>University of Sheffield</td>
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<tr>
<td>Rebecca Winthrop</td>
<td>Brookings Institution</td>
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<tr>
<td>Alexander W. Wiseman</td>
<td>Lehigh University</td>
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<td>Pia Wong</td>
<td>California State U.- Sacramento</td>
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<td>University of Pennsylvania</td>
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<td>Xiaogang Wu</td>
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<td>Gad Yair</td>
<td>Hebrew University of Jerusalem</td>
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<td>Renmin University of China</td>
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<td>Jean Yeung</td>
<td>National University of Singapore</td>
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<td>Abraham Yogev</td>
<td>Tel Aviv University</td>
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<td>Shoko Yoneyama</td>
<td>University of Adelaide</td>
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<td>Wei-Hsin Yu</td>
<td>University of Texas at Austin</td>
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<tr>
<td>Joseph Zajda</td>
<td>Australian Catholic University</td>
</tr>
<tr>
<td>Yanhong Zhang</td>
<td>United Nations Economic and Social Commission for Asia and the Pacific</td>
</tr>
<tr>
<td>Herman G. van de Werfhorst</td>
<td>University of Amsterdam</td>
</tr>
</tbody>
</table>
Appendix B1: Budget Projections and Proposed CIES allocations for 2010-2011

We are requesting an allocation of $40,601 this year, to be administered by Penn State University.

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>CIES*</th>
<th>P.S.U.</th>
<th>AED</th>
<th>Vassar</th>
<th>Indiana</th>
<th>Wisconsin</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Salaries and Benefits for Coeditor release time*</td>
<td>18,012</td>
<td>39,505</td>
<td></td>
<td></td>
<td></td>
<td>57,517</td>
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<tr>
<td>Penn State assistantship**</td>
<td>15,137</td>
<td>15,137</td>
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<tr>
<td>Assistantship fringe</td>
<td>2,457</td>
<td>2,457</td>
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<tr>
<td>2010-11 tuition estimate</td>
<td>14,081</td>
<td>14,081</td>
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<tr>
<td>20 hours / week summer</td>
<td>4,887</td>
<td>4,887</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Summer fringe</td>
<td>401</td>
<td>401</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>TOTAL for Managing Editors and assistants at partner institutions</td>
<td>36,963</td>
<td>36,963</td>
<td>4,180</td>
<td>32,700</td>
<td>37,447</td>
<td>147,223</td>
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<tr>
<td>Postage</td>
<td>100</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td>250</td>
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<tr>
<td>Telephone/Fax</td>
<td>150</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>300</td>
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<tr>
<td>Supplies</td>
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<td></td>
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<td></td>
<td>100</td>
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<tr>
<td>Photocopying</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
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<tr>
<td>Travel***</td>
<td>3,638</td>
<td>2,500</td>
<td></td>
<td></td>
<td></td>
<td>5,138</td>
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<tr>
<td>TOTAL</td>
<td>40,601</td>
<td>57,975</td>
<td>39,505</td>
<td>4,380</td>
<td>32,700</td>
<td>37,447</td>
<td>$211,842</td>
</tr>
</tbody>
</table>

**Benefits** include insurance and mandatory contributions. David Post will receive a one-course reduction from teaching from Penn State to allow him to work on the CER. AED will cover 8 hours/week of the time for Mark Ginsburg to work on the CER.

Penn State managing editors are budgeted for 20 hours / week as Grad. Assistants (Grade 11) during academic year, plus 20 hours / week as wage payroll over the summer (six weeks in 2010, six weeks in 2011). CIES contributions will be matched in real dollars by Penn State for graduate assistance and summer wage payroll. Our budget proposal to CIES assumes that PSU managing editors will require full tuition benefits. If the CIES-appointed manager is ABD and requires only 1 credit of registration credit, the cost difference will either be returned to the CIES or rolled over for the following year.

***Travel. Penn State will pay partial travel by David Post and the managing editors to annual meetings. CIES funding is requested for travel to a retreat in Philadelphia with all coeditors and managing editors. See Appendix B2. for details

Appendix B2: Budget detail for travel requested from CIES for biennial meeting in Philadelphia

Four years ago, the CER coeditors received CIES funding to meet in Chicago for an organizing and planning retreat about editorial policies. Similarly, for the summer of 2008, the CIES allocated funding for a strategy workshop for the editorial board, held at Penn State. In the coming year, with two new coeditors since our last sit-down meeting, we find it necessary to volunteer our time for another face-to-face meeting. Philadelphia is proposed as the location because travelling there is easiest and least expensive for the greatest number of us. No travel funding is requested for Emily Hannum (University of Pennsylvania).

<table>
<thead>
<tr>
<th>-From-</th>
<th>2 nights hotel</th>
<th>2 days meal &amp; incident.</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron Benavot</td>
<td>Albany</td>
<td>Train</td>
<td>200</td>
</tr>
<tr>
<td>Chris Bjork</td>
<td>Poughkeepsie</td>
<td>Fares</td>
<td>150</td>
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<tr>
<td>Mark Ginsburg</td>
<td>Washington</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Managing editor 1</td>
<td>Lewistown (Penn State)</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Managing editor 2</td>
<td>Lewistown (Penn State)</td>
<td></td>
<td>80</td>
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<tr>
<td>David Post</td>
<td>Lewistown (Penn State)</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Amy Stambach</td>
<td>Madison</td>
<td>Airfare</td>
<td>252</td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
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