Research on Women and Education
34th Annual Fall Conference

Capital Women:
Creating Solutions and Breaking Barriers – Then and Now

November 6-8, 2008
Arlington, VA
Sponsored by George Mason University
Table of Contents

Welcome from Candace Strawn, RWE Chair ................................................................. 2
Welcome from Jeff Gorrell, Dean, College of Education and Human Development ...... 3
General Information .................................................................................................... 4
Map of Hotel ............................................................................................................... 5
Conference Schedule .................................................................................................. 6

Thursday
   Schedule at a Glance ............................................................................................... 7
   Session I .................................................................................................................. 8

Friday
   Schedule at a Glance ............................................................................................. 11
   Session II .............................................................................................................. 12
   Session III ......................................................................................................... 14
   Session IV ......................................................................................................... 16
   Session V ......................................................................................................... 19

Saturday
   Schedule at a Glance ........................................................................................... 22

Guest Speaker and Award Recipient Information ................................................... 23
List of Past RWE Chairs ......................................................................................... 25
Symposium Participant Information .................................................................... 27
RWE Board of Directors .................................................................................... 29
Women Educators .......................................................................................... 30
Acknowledgements .......................................................................................... 31
Welcome from the RWE Chair

Dear Colleagues,

It gives me great pleasure to welcome you to the 34th annual conference of Research on Women and Education (RWE). Since it is election week, I am especially excited to welcome you to the Washington, D.C. area, and I hope that you will also enjoy some of what our nation’s capital has to offer visitors. Our program and theme, “Capital Women: Creating Solutions and Breaking Barriers — Then and Now,” should be especially relevant during this time of the year.

George Mason University is pleased to be sponsoring the RWE Annual Convention. One of George Mason’s primary goals is to form strong collaborative partnerships with preK-12 schools to help strengthen education for all children. Research on Women and Education’s focus on girls and women, at the intersection of race, class, and culture, is an important element of these efforts.

Our program chairs have devised a new presentation format to encourage conversation and shared understanding. Related papers and presentations will be offered in a carousel fashion. Since each session will have its own general topic, such as STEM, leadership, K-12 schools, history, or pedagogy, you will have time to explore a topic in depth or breadth. In addition, we are featuring: Women Educators’ Activist School (Bryant Alternative High School); the research of our Selma Greenberg Dissertation Award Winner (Jessica Thompson); and a panel of past RWE chairs who will discuss women’s lives in the past, present, and future.

Finally, be sure not to miss the headliners that we have scheduled for the three days of our conference: actor Kate Campbell Stevenson’s presentation of famous women such as Rachel Carson during the Thursday reception; Feminist Majority President Eleanor Smeal who will deliver the keynote address and will discuss the election results at the Friday luncheon; and Washington, D.C., leaders from NOW, AFT, ACLU, AAUW, NCWGE, FMF, and NWLC who will give a symposium on single-sex education symposium at the Saturday brunch.

Sincerely,

Candace A. Strawn
RWE Chair and Conference Coordinator
George Mason University
Conference Participants:

I am happy that the College of Education and Human Development is able to host your Special Interest Group and the conference on “Capital Women: Creating Solutions and Breaking Barriers — Then and Now.” On behalf of George Mason University and of our college, I hope that you will have a rewarding experience at the conference.

The subject matter of the conference resonates quite well with the college and its faculty members. Our college has five core values: collaboration, ethical leadership, innovation, research-based practice, and social justice. These values not only define us but also are values that we aspire to deepen and extend through our practice and our scholarship. I invite you to go to the college’s website (http://cehd.gmu.edu) to learn more about our values and how we live them.

Dr. Candace Strawn is an essential and highly valued member of our college. Her leadership, especially with our secondary education program and our professional development schools, has made lasting contributions to the college. She also is highly dedicated to the Special Interest Group: Research on Women and Education, and I commend her for the important work that she has done for AERA and your SIG over the years.

Sincerely,
Jeff Gorrell
Dean
College of Education and Human Development
George Mason University
General Information

Registration/Information Desk
The Registration/Information Desk is open each day during the following hours:

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>11:00 am – 5:00 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00 am – 5:00 pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>8:00 am – 12:00 pm</td>
</tr>
</tbody>
</table>

Admission to Sessions
Your name badge is your credential for entering all conference activities. Please wear it for the duration of the conference.

Session Locations
Please refer to the daily schedule and carousel information for activity locations.

Evaluations
Individual paper/presentation evaluation forms are included in your registration packet. Please complete and return these forms directly to the presenter. If you have feedback regarding the conference in general, please complete a comment form and place it in the box on the registration table.

Silent Auction
Items will be on display in Douglas Hall during conference hours. The silent auction is sponsored by Women Educators (WE) and the proceeds are used to fund their activist projects, such as the Activist School Award. WE will also be selling raffle tickets for a handmade lap quilt and several other wonderful holiday items.

RWE MISSION STATEMENT
The RWE Special Interest Group was established in 1973 and has two purposes: (1) to provide a structure within the American Educational Research Association for the promotion of research concerning women and girls in education and (2) to provide a mechanism to facilitate communication among researchers and practitioners who are concerned about women in education at the intersection of race, class, gender, and culture. Visit us at “http://www.rwesig.net”.

5
Map of Hotel
Hyatt Arlington at Washington’s Key Bridge
**Conference Schedule**

**Thursday:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 pm – 5:00 pm</td>
<td>Registration/Information Desk</td>
</tr>
<tr>
<td>1:00 pm – 3:00 pm</td>
<td>Opening Session and Awards</td>
</tr>
<tr>
<td>3:00 pm – 3:15 pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:15 pm – 4:30 pm</td>
<td>Session I</td>
</tr>
<tr>
<td>4:30 pm – 6:00 pm</td>
<td>Panel Discussion with Past RWE Chairs</td>
</tr>
<tr>
<td>6:00 pm – 8:00 pm</td>
<td>Reception and Performance by Kate Campbell Stevenson</td>
</tr>
</tbody>
</table>

**Friday:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am – 5:00 pm</td>
<td>Registration/Information Desk</td>
</tr>
<tr>
<td>7:30 am – 8:30 am</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:30 am – 9:30 am</td>
<td>General Session – Diversity Task Force</td>
</tr>
<tr>
<td>9:30 am – 9:45 am</td>
<td>Break</td>
</tr>
<tr>
<td>9:45 am – 11:00 am</td>
<td>Session II</td>
</tr>
<tr>
<td>11:15 am – 12:30 pm</td>
<td>Session III</td>
</tr>
<tr>
<td>12:30 pm – 2:00 pm</td>
<td>Luncheon and Keynote Speaker (Eleanor Smeal)</td>
</tr>
<tr>
<td>2:15 pm – 3:30 pm</td>
<td>Session IV</td>
</tr>
<tr>
<td>3:30 pm – 3:45 pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:45 pm – 5:00 pm</td>
<td>Session V</td>
</tr>
</tbody>
</table>

**Saturday:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am – 12:00 pm</td>
<td>Registration/Information Desk</td>
</tr>
<tr>
<td>8:00 am – 9:00 am</td>
<td>Diversity Task Force Meeting</td>
</tr>
<tr>
<td>9:00 am – 12:00 pm</td>
<td>Brunch with Business Meeting and Symposium</td>
</tr>
</tbody>
</table>
### Thursday Schedule at a Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 pm – 5:00 pm</td>
<td>Registration/Information Desk</td>
<td>Senate Ballroom Foyer</td>
</tr>
<tr>
<td>1:00 pm – 3:00 pm</td>
<td><strong>Welcome</strong>&lt;br&gt;<strong>Candace Strawn</strong>, RWE Chair, College of Education and Human Development, George Mason University  &lt;br&gt;<strong>Jeff Gorrell</strong>, Dean, College of Education and Human Development, George Mason University  &lt;br&gt;Awards  &lt;br&gt;<strong>Bryant Adult Alternative High School</strong>, 2008 Women Educators’ Activist School Award Recipient  &lt;br&gt;Jan McKee, Principal  &lt;br&gt;Elizabeth Link, Project Opportunity Director  &lt;br&gt;Ken Plum, Virginia Delegate, 36th District  &lt;br&gt;<strong>Jessica Thompson</strong>, 2008 Selma Greenberg Dissertation Award Recipient  &lt;br&gt;Multiple Narratives: How Underserved Urban Girls Engage in Co-Authoring Life Stories and Scientific Stories</td>
<td>Senate Ballroom A/B</td>
</tr>
<tr>
<td>3:00 pm – 3:15 pm</td>
<td>Break</td>
<td>Senate Ballroom Foyer</td>
</tr>
<tr>
<td>3:15 pm – 4:30 pm</td>
<td>Session 1</td>
<td>Marshall Hall  &lt;br&gt;Senate Ballroom C  &lt;br&gt;The Gallery</td>
</tr>
<tr>
<td>4:30 pm – 6:00 pm</td>
<td>Panel Discussion with RWE Presidents  &lt;br&gt;<strong>Theresa McCormick</strong>, moderator</td>
<td>Senate Ballroom B/C</td>
</tr>
<tr>
<td>6:00 pm – 8:00 pm</td>
<td>Reception  &lt;br&gt;<strong>Kate Campbell Stevenson</strong>  &lt;br&gt;Women: Back to the Future</td>
<td>Senate Ballroom A/B</td>
</tr>
</tbody>
</table>
**Session I**  
Thursday, 3:15 pm – 4:30 pm

**STEM (Marshall Hall)**

*The Effects of a Single Sex Science Camp: Its Implications for Similar Policies*  
Roxanne Hughes

The purpose of this study was to identify the effects of a single sex science camp on young women’s interest and understanding of science and possible careers in science. The focus of the study was to identify which aspects of the camp, teacher-student interactions, and administrative and teacher goals had the most impact longitudinally on students’ continued interest in science.

*The Identity and Self of Women in STEM Fields*  
Julia Steinberg, Lorelle Espinosa, Cheryl Leggon

This discussion focuses on the sense of self, personal, and professional identities of women in science, technology, engineering and mathematics [STEM] fields, both in higher education and subsequent careers. The status of empirical research on women of color in STEM fields, how central tenets of the traditional female identity and other relevant aspects of the self relate to the professional/academic identity of women and men in STEM and non-STEM fields, and a current initiative out of the Georgia Institute for Technology designed to increase the number of minority women in tenure-track STEM positions will be presented.

*The Retention of Women in Engineering*  
Maureen Neumann

Why do women enter, remain, and succeed in STEM fields? This study investigates 12 undergraduate women who remained and succeeded in an engineering program. Helping these women create a community they can learn in, see the breadth of employment possibilities, and valuing their strengths helped with their retention and success.

**K-12 Issues of Concern (Senate Ballroom C)**

*Educating Girls for Transformative Leadership*  
Christine Aulicino

This presentation discusses the findings of research into the perceptions adolescent girls have about leadership. The findings shed light on how girls think about leadership and point to ways that schools can develop curricular programs to foster stronger understanding about leadership. The presentation will include participant discussions about leadership curriculum.
Teacher Caring Through the Eyes of Sixth Grade Girls
Brandelyn Tosolt

This presentation will share the results of a quantitative survey used to examine sixth grade students’ (n=825) perceptions of caring teacher behaviors. In particular, differences in perceptions on the parts of boys and girls will be examined, and possible reasons for those differences will be explored.

“Dear Tupac, You speak to me.” Recruiting Hip-Hop as Curriculum at a School for Pregnant and Parenting Teens
Heidi L. Hallman

Hip-Hop, conceptualized in this presentation as an “out-of-school” literacy, works as a vehicle for curricular change at Eastview School for Pregnant and Parenting Teens. To challenge prevailing assumptions that students placed “at risk” learn best through curriculum founded on “basic skills,” this presentation explores how school practices that recruit students’ out-of-school literacies can be used as successful tools to engage students.

Questioning the Relationship Between Academic Achievement and Gender Equity Outside the Classroom
Nancy Niemi

The purpose of this study is to investigate the assumption that school success leads to gender equity outside of school. How much does a still gender-inequitable society expect schooling to affect how equitably women and men live their lives? This study, in its first stage, analyzes secondary data to present a preliminary analysis and argument about these relationships.

Historical Interests (The Gallery)

The Legacy of Literacy Within One Family: Three African-American Women’s Educational Experience in the Rural South
Amy Johnson

This paper examines the legacy of literacy within the lives of three African-American women (mother, daughter, and granddaughter) who live in a rural community in the south. Drawing on socio-cultural theories, the author uses life history and ethnographic methods to study how these women have oriented toward literacy throughout their life spans.
The Chester Letters: Nineteenth Century Female Education in Tennessee
Melinda Davis

The composition of educational opportunities for girls and women has long been debated. Areas of controversy have included purposes and goals for schooling, curricular choices and outcomes, appropriate materials, physical settings, and the duration and depth of educational opportunities for females. Through scrutiny of a collection of letters from one daughter to her parents and their letters to her, this discussion contextualizes education for girls in a female academy in Tennessee during the early 1840s. With the current neo-conservative political atmosphere in the United States, it is valuable to examine the historical treatment of women’s education and compare it to educational opportunities and attitudes for women’s schooling today.

Honorable Soldiers, Too: Post-Reconstruction African-American Female Teachers of the Upper Ohio River Valley
Carole Hancock

This discussion summarizes an historical, exploratory, and descriptive study illuminating the lives of Black teachers from Parkersburg, WV, Athens, OH, and Monongahela City, PA. The presentation focuses on the social profile, educational opportunities, teaching experiences, and support networks of six teacher-leaders, with discussion of the results with regard to three emergent themes.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am – 5:00 pm</td>
<td>Registration/Information Desk</td>
<td>Senate Ballroom Foyer</td>
</tr>
<tr>
<td>7:30 am – 8:30 am</td>
<td>Breakfast</td>
<td>The Gallery</td>
</tr>
</tbody>
</table>
| 8:30 am – 9:30 am | Diversity Task Force Plenary Session  
**Tondra Loder-Jackson** (chair and moderator)  
**Monique Paes**, University of Utah  
**Nakita Swanigan**, University of Utah  
*Race in America: A Rhetorical Look at Barack Obama's Speech from a Critical Race Feminist Lens* | Senate Ballroom A/B              |
| 9:30 am – 9:45 am | Break                                                                | Senate Ballroom Foyer            |
| 9:45 am – 11:00 am | Session II                                                          | Marshall Hall  
Senate Ballroom C  
The Gallery         |
| 11:15 am – 12:30 pm | Session III                                                        | Marshall Hall  
Senate Ballroom C                  |
| 12:30 pm – 2:00 pm | Luncheon and Keynote Address  
**Eleanor Smeal**, President, Feminist Majority Foundation & Publisher, Ms. Magazine | Senate Ballroom A/B              |
| 2:15 pm – 3:30 pm  | Session IV                                                        | Marshall Hall  
Senate Ballroom C  
The Gallery         |
| 3:30 pm – 3:45 pm  | Break                                                            | Senate Ballroom Foyer            |
| 3:45 pm – 5:00 pm  | Session V                                                        | Marshall Hall  
Senate Ballroom C  
The Gallery         |
Session II
Friday, 9:45 am – 11:00 am

STEM (Marshall Hall)

**Gender Differences in Learning the Nature of Science: A Self-Regulatory Approach**
Erin Peters

This study examines the effectiveness of an intervention that teaches the nature of science through a self-regulatory model enhancing the humanistic side of scientific work. Girls in the experimental group significantly outperformed boys in the experimental group on content knowledge and nature of science knowledge, but not on self-regulatory efficacy.

**Pre-College Factors that Affect Male/Female Enrollment/Retention in Electronics and Computer Engineering Technology Programs**
Aram Agajanian

Studying the enrollment and retention of electronics students could improve female enrollment and retention rates. This study compares men and women on pre-college mathematics and science interest levels and grades; years of mathematics and science in high school; pre-college encouragement; and pre-college consideration to apply to an electronics program.

**Trends in the Gender Gap in Science and Engineering**
Maria Ferreria

Using data from the U.S. Survey of Earned Doctorates, this presentation will discuss trends related to gender and ethnicity in doctoral recipients in science and engineering in the past 20 years. Results indicate that the gender and ethnicity gap in science and engineering has been steadily decreasing.

**African and African-American Educational Experiences (Senate Ballroom C)**

**Teachers’ and Caregivers’ Perceptions by Parental AIDS in Western Kenya**
Jerry Aldridge, Grace Jepkemboi

This study describes the perceptions of teachers and caregivers concerning gender differences in the education of children orphaned by AIDS in seven orphanage schools in Kenya. No gender differences were noted during preschool. However, in elementary school years and beyond, gender differences in math, science, languages, and school attendance were observed.
The Underachievement of African-American Girls in Math and Science: An NSF-Funded Study
Cirecie West-Olakunji, Katie Milton, Rose Pringle, Thomasenia Lott Adams

The underachievement among African-American girls in mathematics and science remains a challenge when compared to their white counterparts. Through an NSF-funded study, the theory of positionality is applied to explore low-income, African-American girls’ experiences as mathematics and science learners and how parents, teachers, and counselors affect this positioning.

Learning Outside the Classroom (The Gallery)
The Lived Experience of Latina Undergraduates Enrolled in an Adult Education Program
Sandra Roberts, Carmen McCrink

The objective of this study was to expand the knowledge base regarding academic self-efficacy as it relates to nontraditional Latina undergraduates enrolled in an adult education program.

Immigrant Women and Community Engagement
Barbara Sparks

This study examines how immigrant women in New York City use their cultural resources to overcome social, economic, language and cultural barriers and find solutions that create a space for themselves in their new communities for personal, family and civic engagement.

The Successful Retention of African-American Female College Students in Education at Predominantly White Institutions
Deborah Harmon, Cheryl Price

The MARS Program (Minority Achievement Retentions and Success) increased the retention of students/teachers of color in education over the past seven years revealing specific barriers women of color face in accessing leadership positions in K-12 education. The MARS program, impact of the program, and how these women of color are achieving success will be presented.

I Want Them to Hear Me and I Don’t Want to Be Invisible No More: The Voices of Women of the Bridges Project
Susan Rodger

Women who have experienced trauma are enrolled in an alternative education program and this year took part in two projects involving creative writing and photography, and a series of interviews, to express their experience of violence, education, isolation, connection and hope. Results of this work and the role it plays in understanding women’s strengths and the barriers to education will be discussed.
Session III
Friday, 11:15 am – 12:30 pm

Senate Ballroom C

Major Misunderstandings about Key Research Findings that Contribute to Gender Inequities: Insights from the Authors of the “Handbook for Achieving Gender Equity Through Education”
Theresa McCormick (moderator), Sue Klein, Julia Ballenger, Teri Sosa, Carol Lacampagne, Phyllis Lerner, Barbara Lieb, Dee Grayson

This session addresses major misunderstandings that contribute to barriers to gender equity in mathematics, science, engineering and technology, physical education/athletics, K-12 educational leadership, and teacher education. Symposium speakers provide highly credible information and research drawn primarily from the Handbook for Achieving Gender Equity through Education to refute such misinformation.

Marshall Hall

Stages of a Woman's Career from Tenure to Retirement

Journey Toward Tenure: Eliminating Barriers and Creating Successful Pathways
Sharon Anderson, Linda Kuk, Toni Zimmerman, James Banning, Nathalie Kees

Presentation focuses on the real-time experiences and perceptions of women and ethnically diverse junior faculty in their quest for tenure. Presenters will share an overview of the mixed design, cross discipline, longitudinal study; two years of preliminary findings; and encourage discussion related to the study and participants’ tenure journey process.

Looking through New Lenses at Retirement
Candace Strawn, Catherine Hackney, Lynne Cavazos

This presentation examines the lives of professors who are either contemplating retirement or who are already retired. It'll ask questions such as why does a woman decide to leave her professional position prematurely? How can we use the skills we've acquired in our professional lives to promote causes and provide support for volunteer-based organizations? And, how should we take care of ourselves – mentally and physically – during the next third of our lives? Discussion will revolve around these three issues as stories and research are shared.
Retirement experts interviewed about the major challenges for women to achieve retirement security identified longevity as the key risk. Women’s lower lifetime income, caregiving, a likelihood of being single with reduced income, and health care needs over longer lives also present financial challenges. Experts’ recommendations are reported and discussed.
Session IV
Friday, 2:15 pm – 3:30 pm

School Leadership (Marshall Hall)

*Women’s Rights, Racial Equality and Education: Sarah Raymond, the Nation’s First Female School Superintendent (1874-1892)*
Monica Cousins Noraian

This paper will place the biography of Sarah Raymond, the Nation’s first female school superintendent, within a larger historical context of women’s rights, racial equality and education from 1850-1920. Her story is placed and told within a larger framework of historiography surrounding issues of gender, race and education.

*A Meta-Analytic Review of Women in Educational Leadership in K-12 Schools Since the National Education Longitudinal Study (NELS) of 1988*
Yoko Miura

Lack of quantitative research may cause issues on women’s leadership in education to get less public attention, funding, and result in insufficient implementations of polices on gender equity. This study aims to grasp trends of published research particularly containing quantitative data on women in school leadership in K-12 schools after the National Education Longitudinal Study (NELS) of 1988 until June 2008. A meta-analytic review of literature will be discussed as a springboard of future research themes and directions.

*Case Study Analysis of Female Leadership in Colonial New England: Elizabeth Howe and the Salem Witch Trials*
Lloyd Duck

How did Elizabeth Howe’s role as a leader contribute to her execution at the Salem Witch Trials of 1692? A case study discussion activity reveals how forces within Puritanism led to witchcraft charges. Handouts relate to multiple sources, including current issues, PBS’ Colonial House, internet sites, and historical images.

*Two Female Principals Use Life’s Experiences to Increase Urban African-American Parent Involvement*
Sharon Brooks

This study examines how two African-American female principals used their past experiences growing up in urban projects to develop parent involvement programs that reached culturally diverse parents, especially African-American parents. During their tenure, parent involvement in their high-poverty urban elementary schools rose from 10% to 70% and 90%.
Mentoring Latinas: A School/University Collaborative Project on the Impact of Gender and Culture in the Lives of Hispanic Adolescent Girls
Ellen Silber

This discussion focuses on the reasons so many Hispanic girls are school dropouts, including conditions in our educational institutions that are unsupportive of their learning, cultural pressures, and family expectations.

An Examination of the Relationships Between Gender, Race/Ethnicity and Socioeconomic Status Among College-Bound Students
Andresse St. Rose

This study examined the relationship between gender, race/ethnicity, socioeconomic status, and SAT math and verbal performance. Although there is a great deal of research that looks at the separate respective relationships between gender, race/ethnicity, socioeconomic status, and academic or test performance, there is a dearth of literature that looks at all three variables simultaneously to identify possible interrelationships between them. This study addressed this gap in the literature.

The Privacy Rights of Teachers
Doris Johnson, Charlotte Harris

The presentation discusses the growing issue that teachers’ private lives are becoming public. The freedoms that teachers have on the job regarding what and how they can teach, what they can do and say, what organizations they can join, even what they can wear are under scrutiny and growing challenges.

Single-Sex Elementary and Secondary Schools: Benefit or Detriment to Girls and Women?
Carolyn Ridenour, Patricia Blyden

Single-sex schools have become a reform model for school districts seeking to improve student learning. Some educators advocate these schools because of recent brain research showing gender difference in the ways boys and girls learn. Some feminists argue such schools risk reinforcing gender stereotypes. This presentation will explore the controversy.
Considering K-12 Teachers (The Gallery)

Teacher Candidates: Helping Break Barriers in Students’ Access to Quality Instruction
Sylvia Taube, Rebecca Ortiz

This study focuses on pre-service teachers (EC-8) in methods semester and how they hone their teaching practice, during field experience, to accommodate equity and help their students break barriers to quality mathematics instruction in the elementary school. Data from a two-semester study involving 100 teacher candidates will be presented.

Growing Your Own Teachers for Urban Classrooms: Exploring the Experiences of Female Teacher Candidates of Color
Djanna Hill-Brisbane

This study seeks to understand how six female teacher candidates who have been the recipients of an unjust and inequitable society and school system come to understand their own experiences in a way that holds those experiences as honorable while leading them to see ways to change that system as teachers and community members.

Making It Happen: Shifting Traditional Teacher Education Relationships
Michele Jean Sims, Tonya Perry, Courtney Allsbrook

Two faculty members and a graduate student explore how sharing a collaborative like-minded ethos led to the successful implementation of a theatre arts initiative as part of a school-university urban school grant focused on motivating high school students and improving achievement. Cross-cultural interactions are examined as well as the role of graduate student as expert.

Self-Esteem, Anger, Activism and School Culture: Seeing the Connection from Interviews with Women Teachers
Judith Dorney

This presentation will examine the results of a multi-year qualitative study of thirty women educators exploring their understandings of anger and their experiences of anger in their work. The paper will highlight the stories of two teachers and consider how school culture, in welcoming or denying their anger, reinforces and undermines their self-esteem and activism.
Technology and Culture (Marshall Hall)

The Impact of Technology on Hispanic Students
Guadalupe Mata-Clafin, Cheryl Kelsey

The study was designed to determine if elementary teachers were using technology as a tool to enhance classroom strategies for improving student achievement among Hispanic students. Results found that teachers were using technology to enhance instructional content in order to meet every student's needs, especially for visual learners through the use of EIKI and Elmo projectors. Furthermore, teachers were receiving on-going training on how to use technology as a teaching tool.

Classroom Conundrums: Using Technology to Mentor New Teachers to Challenge Student Resistance to Multicultural Issues
Dawn Van Gunten, Teresa Freking, Mihoko Ogawa

This presentation will discuss the potential for increasing mentoring opportunities for new faculty responsible for teaching undergraduate multicultural education courses through the use of technology. We will share examples from our project where experienced faculty teaching undergraduate multicultural education courses were videotaped to obtain salient examples of effective instruction. Selective footage demonstrating effective teaching practices was digitized and voice over was added. A DVD was then created.

Feminist Pedagogy in Instructional Technology Classes for Pre-Service Teachers
Teri Sosa

This paper describes a feminist pedagogical theoretical base for the instructional technology classroom and reports on a corresponding teaching model that supports the feminist goals of empowerment and enfranchisement in the technology classroom. In doing so, both practical advice for the classroom and a theoretical base that differentiates feminist pedagogy from other pedagogical theory are presented.
School Executives (Senate Ballroom C)

*Hiring a Female Superintendent: The Gatekeeper’s Perspective*
Christine Handy Collins

Gatekeepers are not letting women into the school superintendency at the same rate as men. Presenters will address factors that led to the hiring of two female superintendents and one male superintendent in a study and four themes that emerged that may work against the appointment of a female superintendent.

*Leadership for Social Justice: Voices of Secondary School Female Principals*
Julia Ballenger, Sandy Harris, Janet Tareilo, Sandra Stewart, Shannon Ninness

The purpose of this qualitative research study is to determine how female principals at the secondary level promote and support social justice in their schools. This study will describe social justice issues faced by these principals as well as strategies used to solve these problems and issues. The researchers will use a within-participant analysis and a cross-participant analysis to generate common themes, patterns, and categories from the interviews, observations, and document data to identify how these female principals promote and support social justice in secondary schools.

Pedagogy (The Gallery)

*A Collective Epic Teacher Tale of Preservice Teachers and Their Education Professor Unsilencing Race, Class, Gender, and Language Through Research on Culturally Responsive Teaching in Secondary Schools*
Darlene Russell, Clarivel Garcia, Amy Roberto, Miranda Warren

The presenters – three diverse undergraduate preservice female teachers and their African-American female education professor – will discuss their journey in becoming culturally responsive teachers. Preservice teachers will present their individual culturally responsive teaching research projects that were developed through a research initiative created by their education professor.

*The Storytelling Project: A Model for Teaching About Racism, Sexism, and Other Forms of Oppression Through Storytelling and the Arts*
Lee Anne Bell

This session introduces the Storytelling Project Model, a field-tested framework for critically examining issues of oppression through four story types – stock, concealed, resistance and counter stories. I will introduce the model with examples and then engage participants in applying it to issues of sexism and racism.
Creating Solutions: Employing Critical Pedagogy to Interrogate Issues of Sexual Harassment and Bullying in Schools
Renee Martin, Diane Docis, Jeffery Warnke

The session will discuss a pedagogical approach, grounded in critical and liberatory theories, that facilitates teaching about sexual harassment and gendered violence. While issues of sexism, sexual harassment and bullying are pervasive at all educational strata, and have been widely discussed in colleges of education, little evidence exists of the purposeful institutionalization of critical pedagogical course work to address such issues. If the mission of organizations such as RWE are to be fulfilled, it is incumbent upon researchers and scholars in teacher education to interrogate the nature of our pedagogy and to engage in discourse that extends the possibilities for addressing the complex nature of these issues.

Transformative Learning Curriculum for the Development of Leadership Identity
Michelle Collay

This study reports on a leadership development curriculum that serves primarily women teachers. Transformational learning theory informs the curriculum design which is constructivist and uses dialogue and narrative to support the development of women leaders’ professional identity. The paper describes the curriculum and excerpts from case studies of the participants.
**Saturday Schedule at a Glance**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am – 12:00 pm</td>
<td>Registration/Information Desk</td>
<td>Senate Ballroom Foyer</td>
</tr>
<tr>
<td>8:00 am – 9:00 am</td>
<td>Diversity Task Force Meeting</td>
<td>Senate Ballroom C</td>
</tr>
<tr>
<td>9:00 am – 12:00 pm</td>
<td>Brunch and Business Meeting Symposium</td>
<td>Senate Ballroom A/B</td>
</tr>
</tbody>
</table>

*Symposium: Capitalizing on the Expertise of Researchers and Policy Makers to Counteract Sex Segregation in Public Education*

Connie Cordovilla, Associate Director of the Human Rights and Community Relations Department, American Federation of Teachers & Co-Chair, NCWGE Single Sex Education Task Force

Jan Erickson, Director of Foundation Programs, National Organization for Women Foundation

Lara Kaufmann, Senior Counsel for Education and Employment, National Women’s Law Center

Sue Klein, Education Equity Director, Feminist Majority Foundation & Co-Chair, NCWGE Single Sex Education Task Force

Lisa Maatz, Chair, National Coalition for Women and Girls in Education (NCWGE) & Director, Public Policy and Government Relations at the American Association of University Women (AAUW)

Emily Martin, Deputy Director, Women’s Rights Project, American Civil Liberties Union

Christina M. Vogt, Women Educators & Public Policy Chair, AAUW-DC
Guest Speaker and Award Recipient Information

Eleanor Smeal, President, Feminist Majority Foundation & Publisher, Ms. Magazine
For more than 30 years, Eleanor Smeal has been on the frontlines fighting for women’s equality as a political analyst, strategist, and grassroots organizer. As president of the Feminist Majority Foundation (FMF) and former president of the National Organization for Women (NOW), she has played a pivotal role leading the fight for the Equal Rights Amendment, the full implementation and safeguarding of Title IX, and developing strategies which have charted the direction of the modern women’s movement. She was the first to identify the “gender gap” and popularized its usage in election and polling analyses to enhance women’s voting clout. Smeal’s vision led to the FMF establishing the largest network of pro-choice groups on college campuses, fighting gender apartheid in Afghanistan and globally, and spearheading the struggle to bring mifepristone to American women as both an early abortion option and a drug to treat a variety of serious illnesses principally affecting women. She is publisher of Ms. magazine, on the executive committee of the National Council of Women’s Organizations, a board member of the National Council for Research on Women, and chair of NOW National’s Advisory Board. She is a Phi Beta Kappa graduate of Duke University and holds an M.A. degree from the University of Florida. She received an honorary Doctor of Law from Duke University in 1991 and an honorary Doctor of Science from the University of Florida in 2003. (From Handbook for Achieving Gender Equity Through Education (2007), p. xxiv)

Kate Campbell Stevenson
Kate Campbell Stevenson combines over 25 years of professional experience in music, theatre and education to create Women: Back to Future. She has starred in over 30 Broadway musicals produced in regional theaters across the United States, including Camelot, Carousel, My Fair Lady, The King and I, Show Boat, Music Man and I Do! I Do!, as well as performing in radio and TV commercials. In her one-woman, show Kate brings to life historical women with “can do” attitudes who have inspired audiences from the poorest rural schools in South Carolina to the fanciest prep schools in LA; from small county fairs to the National Theatre and The Office of the President in Washington, D.C.; from state and national convention halls to renowned college and civic auditoriums.

Jessica Thompson, the 2008 Selma Greenberg Dissertation Award Recipient, is currently a post-doctorate research associate at the University of Washington. Her research focuses on engaging underserved girls in science and on helping science teachers work toward equitable pedagogy. She was awarded an American Association of University Women Dissertation Fellowship and is Co-PI on grants from the Carnegie Foundation and the National Science Foundation. She has a background in biology and chemistry and taught high school and middle school science as well as drop-out prevention courses. These early teaching experiences helped spark a question that she continues to wrestle with: What is required to engage all students in learning science?
Multiple Narratives: How Underserved Urban Girls Engage in Co-Authoring Life Stories and Scientific Stories

Contemporary critics of science education have noted that girls often fail to engage in learning because they cannot “see themselves” in science. Yet theory on identity, engagement, and the appropriation of scientific discourse remains underdeveloped. Using identity as a lens, I constructed 2 two-week lunchtime science sessions for 17 ethnic-minority high school girls who were failing their science classes. The units of instruction were informed by a pilot study and based on principles from literature on engagement in identity work and engagement in productive disciplinary discourse. Primary data sources included videotaped lunchtime sessions, audio-taped individual student interviews, and audio-taped small group interviews. Secondary data sources included student journals, observations of science classes, teacher surveys about student participation, and academic school records. I used a case-study approach with narrative and discourse analysis. Not only were the girls individually involved in negotiating ideas about their narratives about themselves and their future selves, but, collectively, some of the girls productively enacted multiple identities to negotiate an appropriate scientific and epistemological discourse. In these productive conversations the girls use a hybrid discourse that blended identity talk with science talk. The use of this talk supported these girls in taking ownership for and becoming advocates for certain scientific ideas.

Bryant Adult Alternative High School, the 2008 Women Educators’ Activist School Award Recipient, is a high school completion program for pregnant and parenting young women in Fairfax County, Virginia. The program, which was established in 1987 with a grant from the Virginia Department of Education, is operated by the county's public school system. Project Opportunity has a block scheduling system that enables girls to finish their high school courses in half a year instead of a full year. It also provides its students with group and individual counseling, parenting classes, job readiness training, mentoring services, bus transportation, on-site and off-site child care placement, and meaningful financial assistance with the cost of child care. Seniors and other eligible students in Project Opportunity are also enrolled in the "Jobs for Virginia Graduates" program (part of the parent program "Jobs for America's Graduates" that was established in 1979). This component focuses on preparing them for the post-secondary world of school and work. Annually, the program serves approximately 120 to 150 middle school and high school girls, 25 to 35 of whom graduate every year. In 1999 and again in 2003, Project Opportunity earned a PEPNet (Promising and Effective Practices) award from the National Youth Employment Coalition; it is one of only two teen parenting programs to have received this award. The program and its staff members have developed and maintained a variety of partnerships with local, state, and national organizations, which they consider to be essential to their success.
<table>
<thead>
<tr>
<th>Year</th>
<th>Chair</th>
<th>Current Affiliation</th>
<th>Location of Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>Candace Strawn†</td>
<td>George Mason University</td>
<td>Arlington, VA</td>
</tr>
<tr>
<td>2007-08</td>
<td>Genevieve Brown*†</td>
<td>Sam Houston State University</td>
<td>San Antonio, TX</td>
</tr>
<tr>
<td>2006-07</td>
<td>Maria Ferreira</td>
<td>Wayne State University</td>
<td>Detroit, MI</td>
</tr>
<tr>
<td>2005-06</td>
<td>Charlotte Harris†</td>
<td>Wright State University</td>
<td>Dayton, OH</td>
</tr>
<tr>
<td>2004-05</td>
<td>Catherine Hackney†</td>
<td>Catherine Hackney Consulting</td>
<td>Cleveland, OH</td>
</tr>
<tr>
<td>2003-04</td>
<td>Barbara Thayer-Bacon</td>
<td>University of Tennessee</td>
<td>Knoxville, TN (Diana Moyer, Program Chair)</td>
</tr>
<tr>
<td>2002-03</td>
<td>Rosalind Hale†</td>
<td>Miles College</td>
<td>New Orleans, LA (Xavier University)</td>
</tr>
<tr>
<td>2001-02</td>
<td>Evelyn Reid</td>
<td>Webster University</td>
<td>Baltimore, MD (cancelled after 9/11)</td>
</tr>
<tr>
<td>2000-01</td>
<td>Beverly Irby*</td>
<td>Sam Houston State University</td>
<td>San Antonio, TX</td>
</tr>
<tr>
<td>1999-00</td>
<td>Janice Koch†</td>
<td>Hofstra University</td>
<td>Hempstead, NY</td>
</tr>
<tr>
<td>1998-99</td>
<td>Maenette Benham</td>
<td>Michigan State University</td>
<td>East Lansing, MI</td>
</tr>
<tr>
<td>1997-98</td>
<td>Theresa McCormick*†</td>
<td>Iowa State University (R)</td>
<td>Ames, IA</td>
</tr>
<tr>
<td>1996-97</td>
<td>Sandra Hollingsworth*</td>
<td>San Jose State University</td>
<td>San Jose, CA</td>
</tr>
<tr>
<td>1995-96</td>
<td>Michelle Collay†</td>
<td>California State University-East Bay</td>
<td>Birmingham, AL (hosted by Gypsy Abbott)</td>
</tr>
<tr>
<td>1994-95</td>
<td>Pam Sandoval</td>
<td>State University of New York</td>
<td>Minneapolis, MN (Michelle Collay, Conference Chair)</td>
</tr>
<tr>
<td>1993-94</td>
<td>Robyn S. Lock</td>
<td></td>
<td>Toledo, OH (University of Toledo)</td>
</tr>
<tr>
<td>1992-93</td>
<td>Pat Nelson</td>
<td>Susquehanna University</td>
<td>University Park, PA (Penn State University)</td>
</tr>
<tr>
<td>1991-92</td>
<td>Joanne Rossi Becker</td>
<td>San Jose State University</td>
<td>San Jose, CA?</td>
</tr>
<tr>
<td>1990-91</td>
<td>Diane Pollard*</td>
<td>University of Wisconsin – Mikwaukee (R)</td>
<td>Milwaukee, WI</td>
</tr>
<tr>
<td>1989-90</td>
<td>Dolores (Dee) Grayson†</td>
<td>Graymill Consulting</td>
<td>San Diego, CA</td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td>Affiliation</td>
<td>Location</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------</td>
<td>---------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>1988-89</td>
<td>Selma Greenberg*</td>
<td>(Deceased)</td>
<td>Hempstead, NY</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Hofstra University)</td>
</tr>
<tr>
<td>1987-88</td>
<td>Patricia Schmuck*</td>
<td>Lewis and Clark College</td>
<td>Portland, OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(R)</td>
<td></td>
</tr>
<tr>
<td>1986-87</td>
<td>Susan Bailey*</td>
<td>Wellesley</td>
<td>Howard University Inn,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Washington, DC</td>
</tr>
<tr>
<td>1985-86</td>
<td>Sari Biklen*</td>
<td>Syracuse University</td>
<td>Boston, MA</td>
</tr>
<tr>
<td>1984-85</td>
<td>Ruth Ekstrom</td>
<td>Educational Testing Service (R)</td>
<td>CSU, Longbeach, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Dee Grayson,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conference Chair)</td>
</tr>
<tr>
<td>1983-84</td>
<td>Marcia C. Linn*</td>
<td>University of California,</td>
<td>Tempe, AZ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Berkeley</td>
<td>(Candace Schau,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conference Co-Chair)</td>
</tr>
<tr>
<td>1982-83</td>
<td>Susan Klein*†</td>
<td>Feminist Majority Foundation</td>
<td>Philadelphia, PA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(University of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pennsylvania,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Catherine Marshall,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conference Chair)</td>
</tr>
<tr>
<td>1981-82</td>
<td>Peggy Blackwell</td>
<td>Zayed University, Dubai, United</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arab Emirates</td>
<td></td>
</tr>
<tr>
<td>1980-81</td>
<td>Patricia B. Campbell*</td>
<td>Campbell-Kibler</td>
<td></td>
</tr>
<tr>
<td>1979-80</td>
<td>Sally L. Dias</td>
<td>Emmanuel College, Boston, MA</td>
<td></td>
</tr>
<tr>
<td>1978-79</td>
<td>Anne C. Petersen*†</td>
<td>Stanford University</td>
<td></td>
</tr>
<tr>
<td>1977-78</td>
<td>Mary V. Brown</td>
<td></td>
<td>(Anne C. Petersen,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Program Co-Chair)</td>
</tr>
<tr>
<td>1976-77</td>
<td>Carol Dwyer*</td>
<td>Educational Testing Service (R)</td>
<td>(Mary Brown,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Program Chair)</td>
</tr>
<tr>
<td>1975-76</td>
<td>Elizabeth Fennema*</td>
<td>University of Wisconsin</td>
<td>Madison, WI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Madison (R)</td>
<td>(Anne C. Petersen,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conference Chair)</td>
</tr>
<tr>
<td>1974-75</td>
<td>Elizabeth Fennema*</td>
<td>University of Wisconsin</td>
<td>Chicago, IL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Madison (R)</td>
<td>(organized by</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elizabeth Fennema and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Anne C. Petersen;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Carol Dwyer,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Program Chair)</td>
</tr>
<tr>
<td>1973-74</td>
<td>Dolores Silva</td>
<td></td>
<td>(Carol Tittle*,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Program Chair)</td>
</tr>
</tbody>
</table>

*Willystine Goodsell Awardee
†Panelist
Symposium Participant Information

Connie Cordovilla, NCWGE Single Sex Education Task Force Co-Chair, is the Associate Director of the Human Rights and Community Relations Department of the American Federation of Teachers (AFT). She is responsible for the planning, development, and implementation of the Civil and Human Rights Activist Training. She serves as the department’s liaison to community based organizations in the areas of women’s health, women’s rights, gender and pay equity, sexual harassment, domestic and workplace violence, disability rights, civil rights for GLBT workers, and developing community networks in support of the AFT’s mission. She is Secretary Treasurer for the National Committee on Pay Equity, Treasurer for the National Coalition for Women and Girls in Education, National Secretary of Pride at Work (PAW), Finance Chair for the Association of Gender Equity Leadership in Education (AGELE) and Treasurer for the DC Chapters of PAW and CLUW. She is a member of the Coalition of Black Trade Unionists as well as a member of the Asian Pacific American Labor Alliance and the Labor Coalition for Latin American Advancement.

Jan Erickson is Director of Foundation Programs for the National Organization for Women and previously served as Government Relations Director. She is the primary staff member responsible for the organization's work on reproductive rights, educational equity, economic equity, and women's health issues. Representing NOW in the National Coalition for Women and Girls in Education (NCWGE), Jan assisted in the preparation of a chapter on sex segregated education for *Title IX at 35: Beyond the Headlines*, published by the NCWGE earlier this year. Jan has also been a professional staff member in the U.S. Senate, in a governor’s office, and with a state legislature. She has also taught journalism and worked as a page editor and feature writer for three metropolitan daily newspapers, writing a weekly opinion column on women's rights.

Lara Kaufmann is Senior Counsel for Education and Employment at the National Women’s Law Center, where she focuses on the advancement of women and girls at school and in the workplace. Areas in which Lara participates in litigation, advocacy, and public education, are preventing girls from dropping out of school; identifying and addressing barriers to the progress of girls in fields nontraditional for their gender; combating sexual harassment; promoting gender equity in athletics; and strengthening the laws mandating equal pay for equal work. Lara has also been integral to the Center’s work on single-sex education, conducting advocacy and outreach work to inform policymakers, educators, and the public about the requirements and safeguards of the U.S. Constitution and Title IX. Before joining the Center, Lara was a Staff Attorney with the Federal Trade Commission’s Bureau of Consumer Protection, and prior to that she was an Assistant United States Attorney in Chicago. Lara also worked with the law firm of McDermott, Will & Emery, and was law clerk to then-Chief Judge Marvin Aspen of the U.S. District Court for the Northern District of Illinois.

Sue Klein, NCWGE Single Sex Education Task Force Co-Chair, is the Education Equity Director, Feminist Majority Foundation focusing on full implementation of Title IX. She
serves as VP for Programs at the Clearinghouse on Women’s Issues. With Jan Erickson and Elizabeth Homer, she co-authored the single-sex education chapter in *NCWGE Title IX at 35: Beyond the Headlines*. Before joining the Feminist Majority Foundation in 2003, Sue worked for 34 years in the research offices of the U.S. Department of Education. As the general editor of the 2007 *Handbook for Achieving Gender Equity through Education* she coordinated the contributions of over 200 experts. She is a former chair of RWE and the AERA Women’s Committee and earned a variety of awards including the AERA Willystine Goodsell award.

**Lisa Maatz** is the Chair of the National Coalition for Women & Girls in Education and the Director of Public Policy and Government Relations at the American Association of University Women. As AAUW’s top policy advisor, Maatz works to advance AAUW’s priority issues on Capitol Hill. Maatz has also worked for the NOW Legal Defense and Education Fund, the Older Women’s League, and U.S. Congresswoman Carolyn Maloney (D-NY). Her grassroots advocacy career began when she was the Executive Director of Turning Point, an award winning program for battered women. Maatz holds an adjunct appointment with the Women and Politics Institute at American University and had earned several honors, including the Women’s Information Network’s Young Woman of Achievement Award and the Mentor Award from the Public Leadership Education Network. Maatz has also received a mayoral appointment to the Washington, DC Commission on Women.

**Emily J. Martin** is the Deputy Director of the American Civil Liberties Union Women's Rights Project, where she has worked since 2001 on a variety of litigation issues, including cases of gender discrimination in education, housing, employment, welfare administration, and public accommodations, with a special emphasis on the needs of low-income women and women of color. She spearheads the ACLU’s efforts to stem sex segregation in public school. Ms. Martin clerked for Judge T.S. Ellis III in the U.S. District Court for the Eastern District of Virginia and for Judge Wilfred Feinberg in the U.S. Court of Appeals for the Second Circuit. As a recipient of the Rita Charmatz Davidson Fellowship through Georgetown Women’s Law and Public Policy Fellowship Program, she worked as counsel at the National Women’s Law Center where she undertook legislative advocacy and policy analysis on issues affecting women's employment and women's economic security.

**Christina M. Vogt** is currently serving as the public policy chair for AAUW DC on the issue of school choice with a special focus on school vouchers. She is the President of West Virginia NOW and teaches Gender and Diversity as an adjunct professor at American University. Dr. Vogt started her career as a computer scientist and application engineer before moving into upper management for a subsidiary of Lockheed. She became an active feminist as she noticed the differential treatment for men and women in the workplace. Dr. Vogt has authored noted publications in the area of engineering education with particular attention to the progress of women in engineering. She recently served as a senior scholar in residence at the National Academy of Engineering. Currently, she serves as the Women Educators representative to the NCWGE and a member of the NCWGE Single-Sex Education Task Force.
Research on Women and Education Board of Directors

Chair
Candace A. Strawn
George Mason University
Graduate School of Education
Fairfax, VA  22030-444
cstrawn@gmu.edu

Past Chair
Genevieve Brown
Sam Houston State University
Huntsville, TX  77341-2119
brown@shsu.edu

Chair-Elect
Gypsy Abbott
University of Alabama
School of Education
Birmingham, AL  35294
gabbot@uab.edu

Diversity Task Force Chair
Tondra Loder Jackson
University of Alabama at Birmingham
Birmingham, AL
tloder@uab.edu

Member-at-Large and Recorder
Dianne Reed
Sam Houston State University
Huntsville, TX  77341-2119
EDU_DXR@shsu.edu

Newsletter Editor
Doris G. Johnson
Wright State University
Department of Teacher Education
Dayton, OH  45435-0001
doris.johnson@wright.edu

Treasurer
Teri Sosa
St. Joseph’s University
Philadelphia, PA
tsosa@mailhost.sju.edu

Women Educator’s Chair
Lynne Cavazos
UCSB, retired
lcavazos5939@charter.net

Membership
Julia Ballenger
Stephen F. Austin State University
Educational Leadership Department
Nacogdoches, TX 75962
jnballenger@sfasu.edu

30
Women Educators (WE)

Current Description and Goals
Women Educators (WE), is an unaffiliated group of AERA and is a sister organization to the SIG: Research on Women and Education. As a 501 © (3) organization, WE is able to support initiatives that are important to the lives of women and girls and encourage projects that promote equity at local, state and national levels.

Overarching Goals of WE
• To promote equity and diversity by supporting activist projects.
• To link practitioners with researchers and other educational organizations.
• To develop and support strategies for political and social activism.
• To recognize the contribution of women in education.

Activist Projects
(1) Sponsor the Activist Speaker for the RWE Fall Conference
   • The Activist Speaker presents at the fall conference luncheon on a topic of critical importance to education, social justice, and equity.
(2) Recognition of a Local Activist School Project
   • This award is given to a school and/or teacher promoting equity and diversity in the city or community where the Fall RWE conference is held.
(3) Sponsor the Activist Curriculum Award
   • This award recognizes the contribution of women educators to development of activist curriculum for K-12 or university courses.
Acknowledgements

Conference Planning Committee
Jana Cira, Independent Consultant
Libby Hall, George Mason University
Nancy Hanrahan, George Mason University
Jennifer McCreadie, George Mason University
Erin Peters, George Mason University
Anastasia Samaras, George Mason University

Program Coordinators
Catherine Hackney (chair), Catherine Hackney Consulting
Lynne Cavazos, University of California at Santa Barbara (retired)
Maria M. Ferreira, Wayne State University

Conference Sponsors
College of Education and Human Development, George Mason University
Women Educators

Women Educators Officers
Lynna Cavazos, University of California at Santa Barbara (retired)
Paula Lane, Sonoma State University

Conference Coordinator
Mollianne G. Logerwell, George Mason University