



**Charol Shakeshaft**

*Nominated by Jennie M. Weiner*

# Brock Prize Portfolio for Dr. Charol Shakeshaft



*Charol and her daughter Emma Shakeshaft*

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Dear Colleagues,

It is my privilege to nominate Dr. Charol Shakeshaft for the 2020 Brock International Prize in Education. In considering the attributes the Brock Prize serves to recognize - impact, innovation, and enhancing education – I can think of no one more deserving than Dr. Shakeshaft. While some spend their careers hoping to make a contribution in one arena, Dr. Shakeshaft has pioneered two fields. Her innovative scholarship in first, **Women in Educational Leadership**, and second, **Sexual Abuse of Children by Trusted Others** has changed collective understandings and actions of everyone including academics, lawmakers, teachers, aspiring female leaders and parents. Equally important given the focus of this award, Dr. Shakeshaft has lived and worked in ways aligned with her research and the values it professes. She has fought for better opportunities and avenues for female scholars, educational leaders and those interested in gender issues in education, creating new forums where they did not exist and supporting those who ventured to engage in this area. She has used her expertise, courage, and persistence to expose and address sexual abuse in schools, acting as an expert witness and public advocate to help ensure fewer children are harmed.

In this letter, I provide information regarding each of these areas. I begin each section with a brief overview of her research and its contribution to scholarship and then shift to the ways her ideas have shaped current practice and thus the national and international impact she has had.

### **Women in Educational Leadership**

In the 1970's, when Dr. Shakeshaft began her work as researcher, most teachers were women (80%) but few women were school principals (17% at the elementary level and 3.5% in secondary schools) and even fewer were superintendents (3%). The academic field of educational leadership was also predominately male, with little empirical research documenting or attempting to understand this underrepresentation of women. As a result, and perhaps unsurprisingly, senior scholars (mostly white and male) discouraged her from this course of study. She persisted and published *Women in Educational Administration* in 1987. Now in its fifth edition, and, according to google scholar, cited 1,770 times, the book continues to be the premier text on women in educational leadership and has inspired generations of scholars and practitioners.

The book's main innovation was its emphasis on how the systems and structures of schools (i.e., roles and responsibilities, promotion, evaluation, etc.) are arranged to favor male candidates and leaders. Charol Shakeshaft's perspective is in sharp contrast to research and popular work that recommended women to behave more like successful men or to better "play the game." Dr. Shakeshaft followed the book with invited lectures, symposiums, invited forums and panels for academic and practitioner audiences. She focused national attention on dismantling oppressive

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systems and making educational leadership more equitable and effective. Her efforts also legitimized women's leadership as an area of study in the academy.

Dr. Shakeshaft paved the way and has supported others in this area – she has served on 100+ dissertation committees – many for students who studied women in educational leadership. She also was an early developer of courses and workshops aimed directly at encouraging and preparing women to enter school administration. While you will hear directly from some of the beneficiaries of her efforts, I think Sharon Adams-Taylor the Associate Executive Director of the American Association of School Administrators (superintendents and central office administrators) best explained Dr. Shakeshaft's impact on herself and others,

*I have benefited from Charol's steadfast professional commitment to reducing the impacts of gender discrimination on the career trajectory of women. I am also witness to the many ways she has used this knowledge to educate and support others, and to affect change. Her scholarship has mobilized the leadership of thousands of women in education from early childhood education, through K-12 schooling and to institutions of higher education. I work directly with public school superintendents and other administrators across the country and we are in a constant push to fill the education pipeline with more women and more black and brown leaders. In 2009, on behalf of AASA, The School Superintendents Association, I had the honor of presenting the Dr. Effie H. Jones Humanitarian Award to Charol in recognition of her exemplary professional qualities of advocacy, support, mentorship, and encouragement of diversity in educational leadership.*

While working as a professor at Hofstra University and now at Virginia Commonwealth University to create more opportunities for aspiring female leaders and those interested in studying them, Dr. Shakeshaft was active outside academia. For example, within the American Educational Research Association, the field's premiere professional organization, she led a number of efforts to increase women's involvement, serving as the chair of what is now known as the *Committee in Scholars and Advocates for Gender Equity in Education* and the AERA committee on *Guidelines for Eliminating Sex and Race Bias in Educational Research*, as well as becoming the first female vice president of Division A focused on Administration. She is also one of the founders of *Women Leading Education* (WLE), an international organization to bring women who study and advocate for women's leadership and the education around the world. Only a decade old, the organization boasts members from over 15 countries and has been hosted by women education leaders in Ghana, New Zealand, Italy, England, Greece, and Singapore (2021). Having attended the most recent convening, I can attest to the power of conference and WLE's role in providing an opportunity for participants to learn from and support one another and build powerful advocacy networks.

### **Sexual Abuse of Children by Trusted Others**

Until recently, the chronic problem of sexual abuse of students by educators was ignored and denied with near – and tragic – universality. Absent empirical documentation, educators could claim not to have that problem. And, lacking data and advocacy, children continued vulnerable and abused. Twenty-plus years ago, Professor Shakeshaft was among a handful of people who recognized this pandemic scandal and, as a result, began documenting the abuse of students by educators and other

(nominally) child-serving adults. She began with local research, added inquiries about the aspects of abuse and its consequences and then did the pioneering national research making these crimes difficult to ignore.

In 2000, when the United States Senate mandated that the US Department of Education commission a study to determine the extent and seriousness of the abuse of children by school employees. Dr. Shakeshaft, already identified as a pioneer in this area, was asked to undertake the study and report it to Congress. In her report, she coined the term *trusted other sexual abuse* to signal the need for prevention of abuse by adults in positions of formal and informal authority, for example, Scout leaders and church workers. In 2004, Congress accepted Shakeshaft's pathbreaking national documentation of what had been, until then, a scandal ignored.

Beyond spotlighting and reframing this long-denied issue, Dr. Shakeshaft has been at the forefront of creating standards of practice further to protect children and inform child-serving organizations. For example, her best practice research is used by the US department of Education's Office of Safe and Healthy Students for their recommended prevention training. She has also been an advisor to the Boy Scouts of America and the U.S. Conference of Catholic Bishops, schools (private and public), universities, and state departments of education.

Dr. Shakeshaft has been a leading scholar and advocate for the prevention of sexual abuse. She became involved in legal issues and has served as an expert witness in 260 cases, advancing justice for victims and helping improve school policy changes to protect America's 3 million students. She has provided testimony on sexual abuse legislation in states such as Pennsylvania, Maryland and Colorado. After the settlement of one sexual abuse case in California, Dr. Shakeshaft became part of a three-member Equitable Relief Committee appointed by the Court to develop and guide the implementation of a plan for the University of Southern California. Her testimony has also been an important factor in at least seven state and national legislators in their work to pass prevention bills as well as at the behest of Bill Frist, then majority leader of the U.S. Senate, on federal responsibilities for prevention of educator sexual misconduct.

Finally, in her role as a public advocate, Dr. Shakeshaft has done thousands of print and media appearances for outlets as diverse programs as Oprah Winfrey, CBS News, THS Investigates, National Public Radio, CNN and 48-Hours. She has been quoted in the *New York Times*, the *Washington Post*, the *Los Angeles Times*, *The Economist* and the *Wall Street Journal*, and the *Times of London*. Dr. Shakeshaft has coupled her research capabilities to social justice purposes and brought the issue of **Sexual Abuse of Children by Trusted Other**, Moreover, she again applied her courage to advocacy and progress. As Billie-Jo Grant explained in her letter,

*Charol has provided a voice to a sensitive topic that most people are afraid to talk about. For four decades she has been dedicated to keeping students safe in school by conducting research, educating others, developing best practices and materials, and serving as an expert witness...Beyond her academic achievements, Charol's impact on the individuals and organizations she serves is far greater. Charol has courage. She fights every day for school safety.*

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*She speaks up for the many victims who do not have the strength to speak for themselves. She is an advocate. She is determined. She is a role model.*

### **Final Thoughts**

As many others have done in their letters and testimonials, I would like to highlight the impact Dr. Shakeshaft had on my life. First, as a young, female scholar writing on issues of gender and racial discrimination in educational leadership, I quickly found myself, whether presenting my work or attempting to have it published, facing critiques regarding its import and/or relevancy. Dr. Shakeshaft's work was a lifeline to help me see what was possible and to legitimize my efforts. Moreover, when I met her in person, I was amazed by her generosity and encouragement. Without asking for anything in return, she bolstered my resolve and dedication to the field. I can say without equivocation it is Charol Shakeshaft and her lifetime of analysis and advocacy, who has made my work possible.

Second, in learning more about Dr. Shakeshaft's work addressing issues of child sex abuse in schools, it came to light that she served as a consultant to my own K-12 school – Horace Mann in New York City. As chronicled in *The Atlantic*, *The New York Times*, *Newsweek* and a variety of other national publications, for over 30 years, Horace Mann kept adult sexual predators safe through institutional denial, victim blaming, and silence. While I was not abused, my friends and I knew children who were and, I believe, subconsciously processed the lack of institutional response as legitimization of such activities. While we continue to process all that occurred when we were students, I am grateful Dr. Shakeshaft has brought these injustices to light and has worked tirelessly to challenge other institutions to do better so the next generation will be safer and better cared for than were my classmates. While my story is only one example, I believe it illustrates the practical, deep, and lasting effects Dr. Shakeshaft's pioneering efforts have and will continue to have far into the future. Thank you for your consideration of Dr. Shakeshaft candidacy for the Brock Prize.

Sincerely,



Jennie M. Weiner, Ed. D.

Associate Professor of Educational Leadership



# VCU

## School of Education

Dear Selection Committee,

Please accept this letter of support for Dr. Charol Shakeshaft for consideration for the Brock Award. Charol has studied equity in leadership for four decades. She has dedicated much of her academic and practitioner work toward examining how gender discrimination impacts women's career opportunities and, ultimately, students' experiences in schools. Unlike many of her contemporaries, Charol's work challenges the field of educational leadership to shift away from "leaning in" to traditional male notions of what leadership should be and look like and, instead, focuses on shifting away from expecting women to act more like men. By doing so, Dr. Shakeshaft has created pathways for new scholarship on dismantling systems that support and perpetuate gender inequities. In essence, Charol's bravery to initiate lines of inquiry on gender discrimination in leadership forty years ago not only gave life to a line of inquiry not in existence at the time, but started a flywheel that sparked research by many women for years to come. Dr. Shakeshaft's efforts have given voice to thousands of women leaders across the globe.

Dr. Shakeshaft is widely published, is continuously sought after to speak for organizations, has won numerous grants, and has received countless awards. More important than all of these things (all vitally important and strong evidence supporting her nomination for this award) to me, personally, is the fact that Charol's work has highly influenced my own work on gender inequities in leadership. Dr. Shakeshaft made a space in the field for me (and many others) to do research on women. In fact, Charol's work was so influential and important to me as a scholar that I am at my current institution because I followed her here to have the opportunity to work with her. To me, an act such as this speaks volumes about Charol's impact not only as a researcher/scholar, but also as a person.

In summary, Dr. Charol Shakeshaft is a groundbreaker, an advocate, and a tireless voice for social justice and equity in leadership. It is of high honor for me to be able to write this letter of support for her. Please consider her for this award and, without hesitation, contact me for any further information you might need.

Sincerely,

Whitney Sherman Newcomb, Ph.D.

Professor and Chair

Department of Educational Leadership, School of Education

Virginia Commonwealth University

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# VCU

## School of Education

August 19, 2019

Dr. Jennie Weiner  
Department of Educational Leadership  
Neag School of Education  
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Dear Dr. Weiner and members of the jury,

When I initially set out to write this letter, I began thinking about all of the selfless and kind work that Dr. Charol Shakeshaft has done on my behalf. I was frozen by the sheer magnitude of writing about that. How would I possibly write about a woman to whom I owe just about all of any success I have achieved in my career? But, after much contemplation, I remembered that this letter is not about me. This letter is about Charol and the extraordinary work that she has done to support and advance the status of women in educational leadership and the important work that she has done to protect children in schools from sexual misconduct.

My intent in this letter is not to specifically highlight Charol's particular accomplishments; her CV speaks for itself and I am certain others will speak to those feats. Instead, I will try to perhaps fill in some of the gaps; to offer some of the texture between the lines on her CV.

I have had the distinct pleasure of working with Charol Shakeshaft since late 1997. As a first-year doctoral student, I was granted an opportunity to join Charol and her husband, Dr. Dale Mann, as part of a small educational research and evaluation firm. I enjoyed getting to know Charol and loved working with her on research projects. But, I feel like my real introduction to Charol occurred a year or so after I first met her. I was attending my first of many annual conferences of the American Educational Research Association (AERA) and I was having a conversation with someone I had just met. I mentioned that I was working with Charol. While I cannot recall the exact response, it was something to the effect of, "You're working with Dr. Shakeshaft? **THE** Dr. Charol Shakeshaft?!?" I am pretty sure I nodded and asked why they seemed so stunned. The response was something like, "Well, you do know that she wrote **THE** foundational text on women in leadership, right?!?" Frankly, I am not sure at the time that I fully knew the influence that Charol had, but I am absolutely certain that I cannot count how many times in the last couple of decades I have since heard something similar. To my mind, Dr. Charol Shakeshaft is the vanguard of the now robust body of scholarship on women in educational leadership.





# VCU

## School of Education

Charol has also been a model and a mentor for women educators at all levels of the educational system. One could generate a list of all of the women she has formally advised as doctoral students; her educational and academic family tree is a fairly robust thing. What that list will not say or show is how Charol came to work with many of her advisees. I sometimes jokingly refer to Charol as the Mother Teresa of dissertation advisement. It's not really a joke, though. Charol has a well-deserved reputation for taking on the difficult advisement cases. She so often adopts the students who may have struggled through coursework or who demonstrated other indicators that are predictive of failing to complete the dissertation. Yet, her ability to not only get those advisees across the finish line but to also produce high-quality, rigorous scholarship is extraordinary. You will no doubt here from lots of these advisees, many of whom are women leaders in education, about how Charol stood by their side and guided them through the dissertation process.

Finally, Charol's work on educator sexual misconduct is groundbreaking and incredibly important. Again, one could create a list of the reports she has written, the cases on which she has served as an expert witness, and the media commentary she has provided on the topic. But, there too, the important context, to my mind at least, is not evident in just such a list. It does not take a great stretch of one's imagination to see how emotionally difficult it is to be working around the issue of educator sexual misconduct. It is extremely emotionally difficult work and Charol often jokes about how she has to treat herself to a box of chocolates after she reads legal filings and/or is deposed in legal cases. This work is not only difficult because of its substantive nature, but it is also the case that Charol has often worked with lawmakers and stakeholders with whom she might not otherwise work because of differences in politics and core values. But, if it takes working with otherwise politically unaffiliated officials, to step across the proverbial aisle, to help protect innocent children from sexual misconduct in the schools then that is what Charol has done. She is singularly focused on doing what is right for schoolchildren, occasionally at the expense of her own valuable relationships with educators.

In conclusion, Dr. Charol Shakeshaft has been and continues to be a fierce champion for women and children in education. She has meant the world to me personally and professionally, but she has meant more to our educational systems and our society generally. To my mind, the jury could do no better than to name Dr. Charol Shakeshaft as the recipient of the 2020 Brock Prize in Education Innovation.

Sincerely,

Jonathan D. Becker, J.D., Ph.D.  
Associate Professor, Educational Leadership  
School of Education  
Virginia Commonwealth University



Jennie Weiner, Ed.D. ([jennie.weiner@uconn.edu](mailto:jennie.weiner@uconn.edu))  
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August 14, 2019

Dear Jennie,

I'm delighted to write a letter of support for Charol Shakeshaft's nomination for the 2020 Brock Prize in Education Innovation.

Charol Shakeshaft has been extremely important in the development of the specialty area in educational leadership known as *women and leadership*. Because of the groundbreaking research that she conducted and published in 1987, professors in the field of educational leadership, for the first time, had evidence that women were not proportionally represented in leadership positions. While teachers and other educators had been aware of this imbalance, it could not be addressed because there was not compelling evidence. Once Professor Shakeshaft's book, *Women in Educational Administration*, had been published, other researchers, including myself, were able to use her work as the basis for our own research. The underrepresentation of women in formal leadership positions is still an understudied area in educational administration. In fact, even though women are better represented today in the elementary principalship across the country, women are still seriously underrepresented in the secondary principalship and the superintendency – especially considering that the pool from which superintendents and principals are chosen is predominantly female. However, as a result of Professor Shakeshaft's scholarship, at least the issue is being addressed in one form or another across the nation. It is no exaggeration to say that the attention this problem has received in education over the last 30 years, has been made possible by Professor Shakeshaft's work.

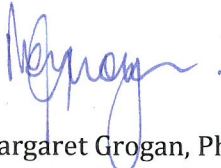
The Brock Prize honors an idea. Charol Shakeshaft's extraordinary idea is that leadership in its traditional guise, is a very gendered concept. Because of recent developments today such as the #MeToo movement and the very public attention garnered by women being elected to political office in the United States and elsewhere, it is difficult to imagine a time when leadership was not scrutinized through the lens of gender. That gender is a socially constructed notion and not a biological determinant is still not fully understood. But this is the idea that has prompted so much research into *women and leadership* in education. In addition, although *women in leadership* in other arenas, such as the corporate world and politics, has become the focus of journalism as well as scholarship over the years, it was not an obvious topic in education because no one questioned the division of labor between male principals and female teachers. We have documentation that U. S. women were only allowed to serve as superintendents between the World Wars while men were otherwise engaged in the war effort. In no other field except, perhaps, nursing, has there been such a firmly held patriarchal belief that men were needed to control the work of women. Professor Shakeshaft named it, provided the data, and exposed these long-held discriminatory practices for what they were.

I believe it took a great deal of courage for her to name this idea. Not surprisingly, she received a lot of pushback from the male-dominated field and it is to her enormous credit

that she has been able to sustain and develop such a rich scholarship agenda for the past 35 years. She has expanded the idea to include taking the lead to call out child abuse and misconduct in schools. In a predominantly male-led field like education, these issues would not have received the attention they deserved had it not been for Shakeshaft's work (note how long the Church has managed to keep secret the enormous amount of sex abuse occurring for decades.)

I wholeheartedly support this nomination. Charol Shakeshaft deserves this kind of recognition for introducing an idea that is now accepted and acted upon.

Please do not hesitate to contact me should you need more information.



Margaret Grogan, Ph.D.  
Dean and Professor  
Attallah College of Educational Studies  
Chapman University



Supporting Information for Professor Charol Shakeshaft

Brock International Prize in Education

25 August 2019

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I have the privilege of providing this letter of support for Professor Charol Shakeshaft – an inspiring and highly regarded scholar who, through her research and leadership in academic fields makes a significant difference in the lives of many. I am positioned to make these comments as I have been impacted by her work personally and I have seen her work impact upon others first hand. The outreach of her academic leadership and commitment to the profession of education positions her research contributions permanently on the international stage. To this end, I propose Dr Charol Shakeshaft’s contribution of ideas and knowledge to the field of educational leadership has international impact and continues to demonstrate innovation, longevity, inclusion, quality scholarship which many could only aspire to – core facets for the Brock International Prize for Education.

My first encounters with Charol were over a decade ago as a junior academic and doctoral candidate studying young women and leadership at the University of Waikato, in New Zealand. I received an invitation to join a group of scholars that she had drawn together with the hope to grow the area of scholarship in women and leadership. Little did I know that meeting this group of women scholars would be a turning point in my career. I observed her form an enduring collaboration between UCEA and AASA, creating the international group Women Leading Education (WLE) - a collective of international scholars and educators from developed and developing countries who have an interest in researching women and leadership and social justice.

Through Charol’s leadership and her commitment to social justice, WLE has grown in numbers each year and has developed a robust research and publication agenda exposing issues pertaining to women’s leadership, resurfacing past narratives to challenge the glacial pace of organizational change and also celebrating the good work and success of women leaders around the globe. My continued involvement in WLE has meant that I have experienced first-hand the relational and strategic leadership demonstrated by Charol. Her leadership has contributed to WLE being an inclusive and powerful place for useful dialogue, rigorous debate and high quality publication lines involving experienced and emerging international scholars in the field of women’s leadership. She has supported and been involved in coordinating the six international conferences for the WLE group (Rome, Germany, Greece, Africa, New Zealand, Brazil, United Kingdom). Each of these occurrences have resulted in new opportunities for research, mentoring of academic researchers and upholding the momentum of the research in the field.

Charol’s tireless work has expanded the international research agenda relating to girls and women in leadership, and supported others to challenge traditional research discourses. She has demonstrated an incredible generosity of time, resources, ethical care and wisdom infrequently experienced in academia. She has also developed a scholarship fund for women from developing countries to attend WLE events. A powerful network of women academics has been created through her ability to bring

people together. As such, Charol is perceived by many as a catalyst for growing useful collaborations and supporting others to embark on courageous and innovative research.

Charol's ideas and work are founded in the notion of social justice. Her work across multiple contexts surfaces injustice, discrimination and inequality with the purpose to disrupt and challenge discourses and actions which prevent inclusion, safety, and flourishing in education. Charol's courage to complete research and publish in areas which are frequently ignored as they are deemed to be challenging or uncomfortable to examine demonstrates this commitment to social justice. Her ideas, esteemed publications, and theorizing about leadership have sustained international impact and continue to shape discourses of educational leadership in our University Preparation Programme in New Zealand. Her work related to women's leadership has remained a critical component of a number of papers supporting students to think critically about social justice, ethical leadership, educational leadership and gender inequality within their context.

Charol is committed to supporting other women leaders. Originally meeting Charol as a junior academic, her inclusive way of working, mentoring and support over the last decade has afforded me significant opportunities to excel in my field of scholarship, become recognized internationally in the field of educational leadership, and through her support, be awarded critical leadership roles within my University as the Director for the Centre of Educational Leadership, and more recently - nationally as the National President for the New Zealand Educational Administration and Leadership Society. She remains a critical mentor for me and many others who work in this area. Coming full circle, my doctoral students now proudly attend WLE events and welcome her engagement and interest in their work.

One noted criteria for the Brock International Prize for Education is that this prize is awarded to an idea – not a person. Such a description firmly positions Dr Shakeshaft for this award as it has been her ideas which have had international impact. However, it is not simply her ideas which position her as a world renown leader in this field. It is the ways she has approached these ideas and involved others to illuminate injustices and disrupt systems of oppression, which has made a sustained difference. To conclude, I share the following;

*Kāore te kūmara e kōrero mō tōna ake reka - The kūmara doesn't speak of its own sweetness.*

This whakataukī above (Maori proverb) optimizes the ways in which Charol continues to lead and innovate in multiple academic fields. Rather than a desire to take credit for the many and significant ways her ideas have contributed to the betterment of women educational leaders and students around the globe, it is her humility and desire to simply 'do the work' for the greater good which remain at the forefront. She works in ways which supports other women to lead, living her theories of social justice and women's leadership outright. As a woman leader who, amongst a raft of achievements, has successfully gathered and led a collective of scholars to bring issues of women's leadership from the margins to the centre – her outstanding scholarship, research and engagement calls for recognition.

Yours sincerely



Dr Rachel McNae

Faculty of Education  
Director – Centre for Educational Leadership Research  
University of Waikato  
Private Bag 3105  
Hamilton  
New Zealand

August 14, 2019

Dear Brock Prize Jurors:

I am honored to provide this letter of support for Dr. Charol Shakeshaft whom I have known for two decades as a respected colleague and valued friend. I first met Charol after her book, *Women in Educational Administration* was published and invited her to speak to women superintendents at the National Conference on Education about the findings. The conference was in San Diego and Dr. Shakeshaft's young daughter had accompanied her. Upon landing, she learned the airline had lost their luggage. Frustrated but unflustered, she collected her daughter and hailed a cab to the convention center, where in her jeans, tee shirt and sneakers, with her daughter on stage playing near her feet, Charol Shakeshaft rocked the house!

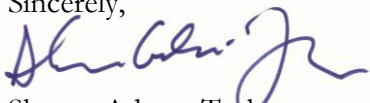
Dr. Shakeshaft and I have worked together side-by-side for the last dozen years forming, managing, nurturing and supporting an international network of women in K-12 and higher education. This networking effort, *Women Leading Education Across the Globe (WLE)* has resulted in tens of hundreds of women and those with a research interest in women, social justice, and educational leadership having their voices not only heard, but their stories recorded in the many publications WLE has produced that will benefit women educational leaders and those who aspire to be around the world for decades to come. Charol's leadership as chair of WLE has resulted in the systematic investigation and study of materials and sources in order to establish facts about women leaders on six continents, develop diverse strategies, and reach new conclusions.

I have benefited from Charol's steadfast professional commitment to the impacts of gender discrimination on the career trajectory of women. I am also witness to the many ways she has used this knowledge to educate and support others, and to affect change. Her scholarship has mobilized the leadership of thousands of women in education from early childhood education, through K-12 schooling and to institutions of higher education. I work directly with public school superintendents and other administrators across the country and we are in a constant push to fill the education pipeline with more women and more black and brown leaders. In 2009, on behalf of AASA, The School Superintendents Association, I had the honor of presenting the Dr. Effie H. Jones Humanitarian Award to Charol in recognition of her exemplary professional qualities of advocacy, support, mentorship, and encouragement of diversity in educational leadership.

This was followed by my engagement of Charol and Margaret Grogan to do a deeper analysis of women, the *Study of the American Superintendent: 2015 Mid-Decade Update*, followed up AASA's *2010 Decennial Study*, which examined historical and contemporary perspectives on our nation's school system leaders from which grew *Women and Educational Leadership* where she and Margaret Grogan examined successful women leaders and provided an actionable path to exemplary leadership.

Charol has positively impacted the lives of women and girls around the world. I think of no one more worthy of this honor.

Sincerely,



Sharon Adams-Taylor  
Associate Executive Director, AASA



August 17, 2019

Dear Brock Prize Selection Committee;

It is with pleasure that I write this letter of support for Dr. Charol Shakeshaft for the 2020 Brock International Prize. Charol's work of developing an international forum for women's leadership issues; her continuous research and writing voluminous scholarly works around women's leadership and currently educator sexual misconduct; and her mentorship of fellow women around the world shine out to me as reasons she is so suited and deserving of this award.

In July I had the opportunity to attend my first Women Leading in Education Conference in Nottingham, England. Charol helped found this organization several years ago to mobilize and support women leaders from over 30 countries. Being there and presenting was one of the highlights of my career. As a former school principal and superintendent and now associate professor, I was amazed to hear stories of leadership challenges and successes of gender equity from around the globe and to see how bringing these women together makes a difference in current and future research, policy, and mobilization of leaders focused on gender equity.

In early 2000, I began studying gender issues in the superintendency. I was immediately drawn to the many research articles, books, and presentations authored by Dr. Shakeshaft. She became the top scholar I used as I completed my doctorate in this field. She continues to be recognized for her seminal work in gender equity, and is now also well known for her work around "trusted other sexual abuse." She has become a national and international scholar and trial expert, making a huge impact in school districts, policy institutions, and with individual women over the last twenty years.

Finally, what strikes me about Dr. Shakeshaft is her genuine belief and action around supporting fellow women scholars and educators. From the moment I met her as a junior scholar, she treated me as a peer and mentored me on numerous occasions. I am not sure if she knows how many women she has given a voice, encouraged to be continuous scholars, or impacted with her work around sexual misconduct. I would like to think, that in her own way, Charol has led the "Me Too" Movement in education.

Dr. Shakeshaft is most deserving of this award and I hope to see her as the 2020 Brock International prize winner.

Sincerely,

A handwritten signature in black ink that reads "Dr. Teena McDonald".

Dr. Teena McDonald

College of Education • PO Box 1495 • Spokane, WA 99210  
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Rio de Janeiro, August 2019.

Re: Nomination of Professor Charol Shakeshaft for the Brock Prize

My name is Rosangela Malachias. I am Brazilian and professor at School of Education from Baixada Fluminense – Rio de Janeiro State University. I would like to recommend Professor Charol Shakeshaft to the Brock Prize 2020 because of her commitment to the Social Justice directed to International Women.

It was July 2007 when I met professor Shakeshaft for the first time in the 1<sup>st</sup> Women Leading Education Conference – Duquesne University – Rome, Italy. I was a researcher trying to become a professor from a public university in Brazil. Charol worked hard with her university to provide fellowships to women from developing countries, like me. Her support was essential to my travel to Italy and years later to other countries where the WLE Conference happened.

I was also a novice in issues linked to the role of women in education. There, in Rome, Charol told me that I was a leader and I also could be a Host Coordinator in Brazil. Her words gave me hope. For twelve years, Charol Shakeshaft continued to seek support for women from different countries and in 2015, during the 5<sup>th</sup> WLE Conference in New Zealand, I applied to be Host Coordinator of the 7<sup>th</sup> WLE, in Brazil, 2017. For two years Charol talked to me by emails giving me support, orientation and help.

I know that her work is directed to the social justice exchanging experiences with a hundred of international educators. Her research helps million of American girls who are (or can become) victims of sexual harassment. Charol Shakeshaft is a leader and deserves to receive the Brock Prize.

Sincerely

Rosangela Malachias

Professora Adjunta da UERJ-FEBF - Universidade do Estado do Rio de Janeiro. Faculdade de Educação da Baixada Fluminense.

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<http://lattes.cnpq.br/6701701513806977>



Dr. Charol Shakeshaft

I am writing this letter of support for Dr. Charol Shakeshaft for the 2020 Brock Prize in Education Innovation. Through my work at AASA, The School Superintendents Association I had the opportunity to meet and work with Dr. Shakeshaft on Women's Education Issues and School District Sexual Misconduct.

As the director of education and leadership at AASA, I convened women in a thought-leader consortia and developed programs to enlighten the education field about the disparities in gender equity in school superintendents across the U.S. The work of Dr. Shakeshaft has been the impetus to the work at AASA and in helping to transform the leadership skills and knowledge of women in education. Her scholarship in the field of gender equity and the ensuing transformational research has prompted many women to understand how gender discrimination can have a negative effect on their leadership careers.

In addition to her work in gender equality, Dr. Shakeshaft has been heralded for her work in helping children and school districts in sexual misconduct cases. As a national expert in this field, Dr. Shakeshaft is renowned for her knowledge and research in the area of Title IX and School Employee Sexual Misconduct and has testified in over 250 lawsuits.

Dr. Shakeshaft's work and research have been funded by the U.S. Department of Education and other philanthropies and she has worked with Congress on legislation for school districts. In 2004, she authored the Congressional report on *Educator Sexual Misconduct*.

Through Dr. Shakeshaft's work and research on gender equality and educator sexual misconduct, school district educators and administrators now have a significant understanding of how to manage themselves, their communities and the field.

Dr. MaryAnn P. Jobe

Education Leadership Consultant

Retired, Director, AASA, The School Superintendents Association

Retired, School District Administrator, Montgomery County Public Schools, MD.

16 Middlebury Court

Gaithersburg, MD. 20878



September 4, 2019

Selection Committee  
Brock Prize

Re: Charol Shakeshaft nomination

Sexual abuse by teachers and other school staff has been a relatively ignored problem until the last 20 years, in part because it was handled in covert ways. Charol Shakeshaft's research and advocacy around this issue was one of the major reasons why this topic has come to receive more attention, and that educational systems have now revised their policies. Schools now take steps to prevent such abuse, and are much more forthcoming when such behavior is disclosed, referring cases to local authorities and professional certification boards. Her research on the prevalence and dynamics of this abuse provided policy makers with a better understanding of the problem. Her development of practice guidelines gave school administrators the information they needed to change their practices. She also became a spokesperson for the problem in a way that allowed journalists to cover it with more useful specifics and provide a better public understanding.

I have witnessed this influence because I am another scholar whose work has focused on sexual abuse, and I have monitored closely the research and public discussion about the problem. I can attest that she has been one of the more influential voices in the evolution of this problem into social policy action. Schools are different today and children better protected because of her work.

Sincerely,

David Finkelhor, Ph.D., Director  
Crimes against Children Research Center  
University of New Hampshire

August 15, 2019

Dear Professor Weiner,

I am writing to lend my hearty endorsement to Professor Charol Shakeshaft's nomination for the Brock Prize in Education.

I have known Professor Shakeshaft for over twenty years. Over that time, I have seen leaders in the fields of child protection in and child safety in schools turn increasingly toward her leadership and scholarship. Indeed, my organization is among those in leadership who recognize her as the top go-to expert, particularly as it pertains to schools' development of safe environment policies, codes of conduct and suspected offender reporting protocols in the area of child protection.

What sets Professor Shakeshaft apart is not only her rigorous study of "what works" in child protection in schools, but her passionate advocacy in advancing best practices in child protection. Hers is a voice that cannot be ignored. And because of her articulate, well-informed, passionate advocacy, education leaders across the US have come to embrace critically important school policy changes, resulting in safer environments for hundreds of thousands of school children.

I cannot emphasize strongly enough the value of Professor Shakeshaft's work and the enormous contributions she has made to advancing the safety and well-being of children. I sincerely hope that she will be granted this auspicious and well-deserved honor.

Sincerely yours,



Joan Cole Duffell  
Executive Director  
Committee for Children

August 19, 2019

To Whom It May Concern:

This letter is in reference to Charol Shakeshaft, a nominee for the 2020 Block Prize in Education Innovation. I am writing to give my whole hearted recommendation for Charol Shakeshaft.

My name is Billie-Jo Grant and I am a researcher, evaluator, professor as well as an expert in school employee sexual misconduct. I have worked with sexual violence prevention organizations around the world and have conducted multiple studies of school employee sexual misconduct including one funded by the Department of Justice in 2016-2017.

I met Charol in 2009 when I began researching the abuse of students by K-12 school personnel. As I started researching the issue, Charol's name was quickly identified as the author of countless articles and publications and as a leader in the field. Most notably, she is the author of one of very few government funded studies on school employee sexual misconduct, commissioned by the Department of Education and completed in 2004. This critical report reanalyzed student surveys collected from the American Association of University Women and estimated that 9.6% of students will experience contact or non-contact sexual misconduct by a school employee by the time they graduate from high school. This statistic is so important because it is the ONLY generalizable statistic we have in the U.S. with regard to this issue. Although the statistic is dated, now being almost 20 years old, this is a testament to how important the analyses is and continues to be. This statistic continues to help school administrators and policy makers understand how often this problem happens and is cited in every peer reviewed publication on this topic.

As a graduate student, Charol was generous with her time and met with me to discuss school employee sexual misconduct and advise me on my research even though I was not a student at her institution. Years later, I joined the non-profit S.E.S.A.M.E. (Stop School Employee Sexual Abuse Misconduct and Exploitation) and became a Board of Director, where Charol is also a Board of Advisor. Charol has served as a member of this non-profit, helping to advise victims, schools, and policy makers since 1993. From 2009-2019, Charol and I have been collaborators on school employee sexual misconduct research helping to apply for grants and serving as a guest editor for a special issue on school employee sexual misconduct for the Journal of Child Sexual Abuse. In 2016-2017 Charol helped to review and advise the Department of Justice report on school employee sexual misconduct policy implementation and effectiveness.

Charol has provided a voice to a sensitive topic that most people are afraid to talk about. For four decades she has been dedicated to keeping students safe in school by conducting research, educating others, developing best practices and materials, and serving as an expert witness. Her accolades are many – 3 books and over 200 refereed

article and papers – which have helped to move the needle on school employee sexual misconduct on a global scale.

Beyond her academic achievements, Charol's impact on the individuals and organizations she serves is far greater. Charol has courage. She fights everyday for school safety. She speaks up for the many victims who do not have the strength to speak for themselves. She is an advocate. She is determined. She is a role model.

Charol's impact on the field of school employee sexual misconduct is truly immeasurable. I hope the committee for the 2020 Block Prize in Education Innovation has the opportunity to honor Charol's dedication to keeping students safe in school.

If I may be of any other assistance or if you need any additional information, please don't hesitate to contact me.

Best regards,

A handwritten signature in cursive script that reads "Billie Jo Grant".

Billie-Jo Grant, Ph.D.  
Grant Consulting  
Cal Poly State University  
[Bgrant02@calpoly.edu](mailto:Bgrant02@calpoly.edu)  
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August 21, 2019

Dear Brock Prize Jurors:

I am writing this letter to strongly recommend Dr. Charol Shakeshaft for the 2020 Brock Prize in Education. As Managing Legal Counsel in a law practice that focuses on representing children nationwide who have survived sexual abuse, I have had the honor and the privilege to work with Dr. Shakeshaft on a number of cases throughout the years.

Dr. Shakeshaft is a pioneer. Through her research and work, she has shed light on the horrifying prevalence of adult sexual abuse of children in U.S. public schools - a topic about which little was previously known or understood. Dr. Shakeshaft also is *the* preeminent expert with respect to proper policies, practices, and training for institutions like churches and schools on preventing adult sexual abuse of children. Her work has been, and continues to be, absolutely vital in ensuring the safety of millions of children. Dr. Shakeshaft's research and opinions have been invaluable, both in terms of achieving justice for children and in educating institutions on how to prevent and stop sexual abuse.

In my mind, there can be no better candidate than Dr. Shakeshaft for the Brock Prize.

Sincerely,

  
Monica H. Beck

August, 2019.

Dear Brock Prize in Education Innovation Jurors,

As a life-long public school educator and Vice-President of S.E.S.A.M.E. – Stop Educator Sexual Abuse, Misconduct and Exploitation I am pleased to recommend Dr. Charol Shakeshaft for the **Brock Prize in Education Innovation**. I call Dr. Shakeshaft a friend and colleague as I have had the pleasure of developing a relationship with her as a fellow advocate for the prevention of SESM- School Employee Sexual Misconduct. Dr. Shakeshaft's service as a S.E.S.A.M.E.'s board of advisors member has been immensely influential in our advocacy and prevention mission.

Over the past 20 years I have met and collaborated with many dedicated professionals working for the prevention of SESM. Of those, Dr. Charol Shakeshaft's name would be one that always come to mind when I think about who has influenced me in my professional work to prevent SESM. During my years of training educators and school employees about child abuse, neglect and the phenomena of SESM I always site Dr. Shakeshaft's research and findings.

I first became aware of Dr. Shakeshaft through her work: ***Educator Sexual Misconduct: A Synthesis of Existing Literature for the United States Department of Education. Educator Sexual Misconduct: A Synthesis of Existing Literature for the United States Department of Education.***

I have been privileged to participate with Dr. Shakeshaft in two national conferences at Hofstra University and Boston, MA.

Serving on S.E.S.A.M.E.'s Board of Advisors, Dr. Shakeshaft's publication, **Know the warning signs of educator sexual misconduct**, is a resource I often share with educators, administrators, and parents all across the United States.

Dr. Shakeshaft's professional dedication and committed passion to the study and prevention of SESM is exemplary. She is a national leader and a 'voice' for thousands of victims of SESM.

Dr. Charol Shakeshaft would be a worthy recipient of the 2020 ***Brock Prize in Education Innovation.***

Professionally,

John M. Seryak, M.Ed.

Vice-President: S.E.S.A.M.E. – Stop Educators Sexual Abuse, Misconduct and Exploitation.

8322 Bedlington Dr., Reynoldsburg, Ohio 43069

330-604-0418

Dr. Marta L. Montiel  
Dean of the School of Education  
Universidad El Bosque, Bogotá - Colombia

I had the honor to have Dr. Charol Shakeshaft not only as my inspiring professor in my doctoral studies at Virginia Commonwealth University, but also as my mentor and guidance during my dissertation stage. During this time, she encouraged me to work hard and helped me pave the road that eventually took me to the leadership position I currently hold. She helped me understand that I could do anything. For her, I was no different from my American counterparts; and if something, she always highlighted how smart and centered I was, which contributed to boost my self-esteem. Dr. Shakeshaft is someone that I believe will always be there for me. Her love, charisma and constant support has shaped the kind of human being and leader I am right now. She's not only one of the brightest scholars I have ever met, but also someone who advocates for women everywhere and ensures we get the visibility we deserve.

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As a doctoral student in the Ed.D. program at VCU, I had the great fortune to have Dr. Charol Shakeshaft as my capstone dissertation advisor. In this role, Dr. Shakeshaft challenged me to move beyond any previously held assumptions as a white male approaching research on race and justice in Richmond, Virginia. As a result, I grew and developed a greater capacity for applying my research into practice that exceeded my expectations. Dr. Shakeshaft was always available to me and her other doctoral students, including video sessions when she would be abroad facilitating at Women Leading Education conferences. She was deeply committed to both our research and its eventual outcome. Finally, it was very evident to me that Dr. Shakeshaft's commitment to equality was not only visible in her C.V., but is actually lived out daily in her community volunteer work with several organizations.

It is a great honor to write on behalf of Dr. Shakeshaft for the Brock Prize in Education. Please let me know if you need anything else.

Thank you!  
Chad M. Krouse, Ed.D. (Ed.D.'18/E)

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Dr. Shakeshaft has been an important and influential part of my professional life as a teacher in my doctoral program, an advisor, a mentor, and a colleague. As a teacher she taught me how to consider knowledge and learning in a critical manner, to value the dissenting voices in research, and as a model for engaged teaching. As my doctoral capstone advisor, she convinced me that the way forward is often not the traditional or well-worn path but is one where convention is not the norm. As a mentor, she helped me see some of the blind spots in my thinking and my learning styles that likely resulted from passive absorption of life experience rather than from active and intentional critical processing of those experiences. And finally, it has been my privilege to apply what I learned from Dr. Shakeshaft as a student, advisee and mentee to my practice now as a doctoral program teacher and pass them along (as best I can) to my students and advisees. Dr. Shakeshaft's influence on my professional life has been profound and has enabled me to extend what I have learned with her to my students and colleagues. I am indebted and forever grateful for her presence in my professional life.



Regards,  
--Michael S. Flanigan, Ed.D.

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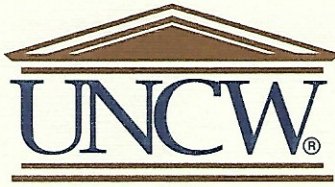
Dr. Shakeshaft was my dissertation chair. She assisted me with finishing my Ph.D. and finding my scholarly voice. She also promoted my success. I was on her mind consistently. She supported my scholarship through offers to collaborate on book chapter and grants. She sent me job postings before I finished. We worked collaboratively on projects and planning for publication outlets, even after I completed the Ph.D. She also wrote supporting references for jobs and scholarships. We first met after I was in a quandary about pursuing a dissertation topic I was passionate about. I too was guided to do what is safe. I wasn't passionate about what was safe. Structural racism concerned me and kept me up at night as a scholar practitioner. I was at a crossroads with the Ph.D. program and had accumulated twice the course credit required for completion (60 credits was required, and I almost doubled that amount). Prior to Dr. Shakeshaft becoming my dissertation chair, I was advised to go back to the drawing board. I was facing a dilemma, I was in dire need of pursuing a problem of practice, I was experiencing as an educational leader. I had recently experienced a separation on my way to divorce, and had financial aid breathing down my neck for lack of on time completion – I had at this point acquired almost \$200K of student loan debt (for all of my degrees).

A meeting with Dr. Shakeshaft was my last option, if this didn't work out, I had decided to cut my losses and leave the program. I was indeed emotionally and financially spent. I had not formally met Dr. Shakeshaft prior to our first meeting. I was intimidated by her status in the academy and her stellar reputation. After one meeting - Dr. Shakeshaft validated my interest, within one semester I had defended my prospectus, and shortly after, I defended my dissertation. We collaborated on multiple presentations, AERA and others. I won a competitive assistantship and was a David L. Clark Scholar (2014). When she came across grant opportunities, she drafted the proposal and included me as a co-principal investigator. I worked with her on major grants as a doctoral candidate, and she advocated for me to gain a full-time position while I was finishing my degree.

She was beyond patient, and tenacious about ensuring my success. We obtained access to restricted data sources. She held meetings at her home (on weekends) to write and provide feedback for myself and other women she was advising. She wrote references for me and guided me with decision making related to the academy, assuring that I would not lose pace if I accepted a position outside of the academy. When I lost access to my dissertation, and I emailed her as a last resort to see if she had a word copy – she did, and sent it immediately. Four years later, I'm in a tenure track position right down the hall from her. She has continued to support me, encouraging me to write a book. She has never hesitated in her support. She is indeed a trailblazer, and I am honored be asked to support her nomination.

Sincerely,

Risha R. Berry, Ph.D.



UNIVERSITY OF NORTH CAROLINA WILMINGTON

August 19, 2019

Brock Prize in Education Innovation  
2021 S. Lewis, Suite 415  
Tulsa, OK 74104-5733

Dear Brock Prize in Education Innovation Jurors,

It is my honor to write this letter of support for Dr. Charol Shakeshaft in consideration for the Brock Prize. Not only has Charol's work had a proven influence on past, current, and future generations, her impact has affected me personally. I specifically chose to do my doctoral work at Virginia Commonwealth University because I knew she would be the incoming department chair right as I was starting the program. I hoped I might have the opportunity to have some interaction with her, and perhaps persuade her to be my dissertation chair, but I certainly never expected the strong connection and immediate support that followed and continues to this day – 12 years later.

What makes Charol genuinely exceptional, however, is the continued mentoring and support she provides to people in the field. I have benefitted greatly from her contributions of guidance, care, feedback, enthusiasm, and love that she has shared throughout our relationship. I've realized, however, that our connection is not unique. Through the influence she has made as a dissertation chair for over 100 students; as a champion for women moving into the professoriate, the superintendency, and other top leadership positions; and as a beacon for those who continue to explore the gendered roles of leadership, Charol's legacy is that she quietly works to empower others, so they continue to focus on this critical work.

While she has provided the basis for research being done today by the next generation of scholars focused on in women in leadership, Charol continues to explore this topic, decades after her first publication. Instead of resting on her laurels of a book that went into five printings (*Women in Educational Administration*), two additional books, hundreds of articles and chapters, and awards bestowed by AERA, AASA, Texas A & M, and UCEA, Charol continues to research in this area, exploring new avenues by focusing on intersectionality and gender issues on a global scale.

Charol has always lived by the mantra of "do the work you care about." With every class, speech, article, keynote, chapter, seminar, and book she has produced, she is ensuring that this vital work is studied for generations to come, hopefully with the same power and passion she has brought to the topic. I hope that her application materials are a true reflection of the impact she has had on the field of education.

Sincerely,

Kerry Robinson, Ph.D.  
Assistant Professor  
Master of School Administration Program Coordinator  
UNC Wilmington

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# CHAROL SHAKESHAFT

## EDUCATION

Postdoctoral Study: University of Michigan, Inter-university Consortium for Political and Social Research, 1980.

Ph.D.: Texas A & M University, Department of Educational Administration (Research, Planning and Evaluation Specialization with supporting work in Sociology, 1979.)

M.S.: Texas A & M University, Department of Educational Administration Organizational Behavior Specialization, 1978).

B.A.: University of Nebraska at Lincoln (English, 1972).

## EMPLOYMENT

2007 - Present **Department of Educational Leadership  
School of Education, Virginia Commonwealth University**  
*Professor, September 2007 - Present*  
*Department Chairperson and Professor, 2007-2012*

1979-2007 **Department of Foundations, Leadership, and Policy Studies  
Hofstra University School of Education**  
*Professor Plus, 2004 – 2007*  
*Professor, 1989 - 2004*  
*Chairperson, 1987- 1998*  
*Associate Professor, 1984 - 1989*  
*Director of Doctoral Program, 1981 - 1988*  
*Assistant Professor, 1979 – 1984*

## PUBLICATIONS

Sexual Abuse and Exploitation of PreK-12 Students by School Personnel (2019). Grant, B.J., Shakeshaft, C., and Mueller, J. (Eds) Special two issues *Journal of Child Sexual Abuse*.

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- Responding to complaints of Sexual Abuse. (October, 1994) The school administrator.
- Mental Rotation: Restructuring Schools to be Math Friendly to Females. *Kentucky Council of Teachers of Mathematics Journal*, 1994 (with K. Karp).
- Women in Urban Education. *Urban Education* (Ed.) 28(4), January 1994.
- Women in Educational Management in the U.S. In *Women in Education Management*, J. Ouston, (Ed.). London: Longman, 1993.
- Meeting the Educational Needs of Female Students. In *Handbook of Schooling in Urban America*, S. Rothstein, (Ed.). Westport, CT: Greenwood, 1993.
- Preparing Tomorrow's School Leaders: The Hofstra Experience, *Preparing Tomorrow's Schools Leaders: Alternative Designs*, J. Murphy, (Ed.). UCEA Monograph,

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- Gender Equity in Education. *The Social Context of Education: Administration in a Pluralistic Society*. C. Capper, (Ed.). Albany: SUNY Albany Press, 1993.
- Sexism and Racism in Research Methods. *Encyclopedia of Educational Research*. New York: Macmillan Publishing Company, 1992 (with K. Karp and P. Campbell).
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- Sexuality and the Curriculum: Administrators as Barriers to Change. In *Sexuality and the Curriculum*. J. Sears, (Ed.). Teachers College Press, 1992.
- Sexuality and Sexism in Schools: How should educators be prepared? In *Sex Equity and Sexuality in Education*, S. Klein, (Ed.). Albany: SUNY Press, 1992 (with M. Sadker and D. Sadker).
- The "New" Revolution in Administrative Theory. *The Journal of Educational Administration*, (with R. Owens) 30(2), 1992.
- Gender and Supervision. Reprinted in *Education Digest*, February 1992 (with I. Nowell, A. Perry).
- Gender and Supervision. *Theory into Practice*, February 1991 (with I. Nowell and A. Perry).
- Gender and Supervision. *Hofstra Horizons*, Fall 1991.
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- The Equitable Distribution of Education: Are We Reproducing our Own Oppression? *Ethics in Education*, Spring 1988.
- Women in Educational Administration: Implications for Training. *Leaders for America's Schools*, San Francisco: McCutchan Publishing, 1988.
- Sex, Sexism and the Preparation of Educators. *Peabody Journal of Education*. 64(4), 1987 (with M. and D. Sadker).
- Women in Educational Administration*. Beverly Hills, CA: Sage Publications, Inc., 1987.
- The Relationship between Student Achievement and Educational Expenditures: A Meta-Analysis. *Journal of Education Finance*, 1987 (with S. Childs).
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- The Training of Women Administrators. *Teacher Education Quarterly*, Spring 1987.
- Business as Usual. *Metropolitan Education*, Winter 1986, (with R. Trachtman).
- A Female Organizational Culture. *Education Digest*, September 1986.

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A Gender at Risk. *Phi Delta Kappan*, March 1986 (also guest editor for this issue).

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Strategies for Overcoming Barriers to Women Administrators. *Handbook for Achieving Sex Equity Through Education*. The John Hopkins University Press, 1985.

The New Scholarship on Women in Education. *Handbook for Achieving Sex Equity Through Education*. The John Hopkins University Press, 1985 (with S. Biklen).

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Research on Theories, Concepts, and Models of Organizational Behavior: The Influence of Gender. *Issues in Education*, Vol. II, No. 3, Winter 1984 (with I. Nowell).

The Influence of Gender in the Selection of Secondary School Principals. *Integrated Education*, July 1984 (with C. Bonuso).

Preparing Women to be School Administrators. *Phi Delta Kappan*, September 1984 (with A. Gilligan, D. Pierce).

The Failure of Theory in Educational Administration: A Methodological Critique. *Eastern Education Journal*, Vol. XVI, No. 3, Spring 1984.

Declining to Close Schools: Alternatives to Standard Approaches of Coping with Enrollment Decline. Reprinted in *Standard Educational Almanac*, 16th Edition, 1983.

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Equity in a Cold Climate: New Challenges for Women and AERA. *Educational Researcher*, March 1983 (with AERA Women's Committee).

Book Review. Career Patterns in Education: Women, Men and Minorities in Public School Administration. *Contemporary Sociology*, March 1983.

Sampling: Issues and Problems in Sex Role and Social Change Research. *Methodological Issues in Sex Role and Social Change Research*. Praeger, 1983 (with D. Gardner).

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Women in Public School Administration: A Descriptive Analysis of Dissertation Research and Paradigm for Future Research. *Educational Policy and Management: Sex Differentials*. P. A. Schmuck, W. W. Charters, Jr., and R. O. Carlson (eds.). New York: Academic Press, 1981.

Women's "True" Profession: Voices from the History of Teaching, A Teaching Manual. New York: McGraw-Hill/Feminist Press, 1981.

Women in Academic Administration: A Synthesis of Findings and Paradigm for Future



- Research. *Evaluation in Education: An International Review Series*, Vol. 4, No. 1, 1980 (with J. F. McNamara).
- Toward a Divine Discontent: Perspectives on Achievement of Gifted Women. *Gifted Child Quarterly*, Winter 1978 (with P. Palmieri).
- Life After Eighteen: Is Anyone Prepared? *Independent School Bulletin*, May 1976 (with P. Palmieri).
- Up the Front Staircase: A Proposal for Women to Achieve Parity with Men in the Field of Educational Administration. *Journal of the National Association of Women Deans, Administrators and Counselors*, Winter 1976 (with P. Palmieri).

## **PRESENTATIONS AND PEER REVIEWED PAPERS**

- Administrative Responses to Allegations of Employee to Student Sexual Misconduct: A Gender Comparison..* Paper presented Women Leading in Education Conference. University of Nottingham. July 2019.
- Record Keeping in the United States: Counting Women Superintendents..* Paper presented Women Leading in Education Conference. University of Nottingham. July 2019. (With Margaret Grogan.)
- Sexual Abuse of Students by Employees: Indignity in the Pursuit of Justice.* Paper presented at the annual meeting of Law and Society. Washington, D.C. May 2019
- Using Tort Litigation to Change Organizational Behavior: School Employee Sexual Misconduct.* Paper presented at the annual meeting of Law and Society. Toronto, Canada: June 2018
- #MeToo in Educational Settings: Gender and Power, Violence, Harassment and Empathy.* AERA Invited Speaker Talk at the Annual Meeting of the American Educational Research Association. New York City: April 2018
- Sexual Abuse of Female Students in U.S. K-12 Schools.* Paper presented at the Sixth Women Leading in Education International Conference. Rio de Janeiro, Brazil, July 2017.
- Are civil lawsuits a useful tool for changing school policies and practices to prevent educator sexual misconduct.* Paper presented at the annual meeting of Law and Society. Mexico City, June 2017.
- Preventing Sexual Abuse of Students.* Paper presented at the annual meeting of the International Family Violence and Child Victimization Research Conference. Portsmouth, New Hampshire: July 2016.
- Sexual Violence and the Law: State Legal Responses to Preventing Trusted Other Sexual Abuse of Students: Do Legislators Care?* Paper presented at the annual meeting of Law and Society. New Orleans: June, 2016.
- Sexual Violence on Campus,* Forum on Guns and Campus Violence in Higher Education, Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.: April 11, 2016.
- The Intersection of Race and Gender to Superintendent Stress, Early Trauma, Coping Responses, and Health Conditions.* Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.: April 9, 2016 With Kerry Robinson.

- Mid-term Race and Gender Findings on the Superintendency.* Paper presented at the annual meeting of the American Association of School Administrators, Phoenix: February 13, 2016. With Kerry Robinson and Margaret Grogan.
- Superintendent Stress and Health in Context: The Relation of Gender, Race and District-Level Variables.* Paper presented at the annual meeting of the University Council for Educational Administration, November 22, 2015. With Kerry Robinson.
- Looking at Superintendent Stress, Health, and Well-Being Through a Gendered Lens.* Paper presented at the 5<sup>th</sup> Convening of women Leading Education Across Continents, The University of Waikato, Hamilton, New Zealand. September 2015.
- Relationships Between Superintendent Stress and Superintendent Health: Gender and Race Comparisons.* Paper presented at the annual meeting of the American Education Association. Chicago: April 19, 2015. With Kerry Robinson.
- The Relationship Between Teachers' Levels of Cultural Competence and the Nomination of Culturally and Linguistically Diverse Students for Gifted Identification.* Paper presented at the annual meeting of the American Education Association. Chicago: April 18, 2015. With Patrice C. Wilson.
- How Support Systems Determine a Woman Superintendent's Tenure,* Paper presented at the annual meeting of the American Education Association. April 3, 2015, Philadelphia, with Kerry Robinson.
- Teacher Mentoring in an Urban Environment: Black Mentors and White Teachers.* Paper presented at the annual meeting of the American Education Association. Philadelphia, April 6, with Wendy Moss,
- Identifying Organizational Containment and its Impact On the Career Paths of Black Educational Leaders.* Paper presented at the annual meeting of the University Council for Educational Administration, November, 2014. (With Risha Berry).
- The Efficacy of Simulations for Leadership Preparation.* Paper presented at the annual conference of the International Congress for School Effectiveness and Improvement. Yogyakarta, Indonesia: January 2014. (with Dale Mann).
- Women Leaders: The Price Paid.* Paper presented at the Fourth International Conference, Women Leading in Education (WLE). Apam, Ghana: September 2013. (Written with Kerry Robinson).
- Mentoring Teachers in an Urban Environment: Black Mentors and White Mentees.* Paper presented at the annual conference of the University Council for Educational Administration. Indianapolis, November, 2013. (With Wendi Moss)
- Creating Community Through the Use of Simulations.* Paper presented at the annual conference of the University Council for Educational Administration. Indianapolis, November 2013. (With Dale Mann)
- Stranger in a Strange Land: The Perils that Lack of Community Bring to Women Superintendents.* Paper presented at the annual conference of the University Council for Educational Administration. Indianapolis, November 2013. (With Kerry Robinson)
- Women Superintendents: The Stories of Stayers, Movers, and Leavers.* Paper presented at the annual meeting of the American Education Association. San Francisco, April 13. with Kerry Robinson.

*Developing Leaders to Support Diverse Learners Curriculum Module.* Paper presented at the annual meeting of the University Council for Educational Administration, Denver, November 2012

*The Effectiveness of Simulation-based learning in a Principal Preparation Program.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada: 2012.

*Project All: An Authentic Leadership Preparation Program.* Paper presented at the Annual Meeting of the University Council for Educational Administration. Pittsburgh: November 2011.

*Immersive, Interactive, Web-Enabled Computer Simulation as a Trigger for Learning.* Paper presented at the Annual Meeting of the University Council for Educational Administration. Pittsburgh: November 2011.

*The Feminist Enlightenment: Unconscious Leadership Made Transparent.* Paper presented at the Women Leading in Education Conference. Volos, Greece: September 2011.

*A Year in the Life of a Principal: An Immersive, Interactive, and Web-enabled Computer Simulation.* Paper presented at the annual meeting of ICET World Assembly. Glasgow, Scotland: July 2011.

*Women Superintendents: Builders, Menders, and Sustainers.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans: April 2011.

*Women Superintendents: Builders, Menders, and Sustainers. Paper presented at the annual meeting of the University Council for Educational Administration.* New Orleans: 2011.

*Using Simulations to Increase Learning.* Paper presented at the annual meeting of the ICSEI. Cypress: January 2011

*The Role of School Principals in Implementation of Response to Intervention in the Commonwealth of Virginia,* Paper presented at the annual meeting of the American Educational research Association. Denver, CO: May 2010.

*Women Leading.* Paper presented at the University of Cincinnati, Conference on Women Leaders. Cincinnati, Ohio: May 2010.

*Teachers as Predators.* Paper presented at the Samuel I. Hicks Executive-in-Residence Conference. Athens, Ohio, Ohio University: April 2010.

*School Matters: An Immersive, Interactive Computer Simulation for Preparation of School Leaders (“Project ALL”).* Paper presented at the annual meeting of the International congress for School Effectiveness and Improvement. Kuala Lumpur, Malaysia: January 2010.

*Gender and Educational Change.* Paper presented at Gender and Education – Towards New Strategies of Leadership and Power. Augsburg, Germany: September 2009.

*VCU Story.* Paper presented at the annual meeting of the University Council for Educational Administration. Anaheim, CA: November 2009.

*International Status of Women Leaders:* Paper presented at the annual meeting of the University Council for Educational Administration. Anaheim, CA: November 2009.

*The Role of Legislation in Preventing Educator Sexual Misconduct*, Paper presented at the annual meeting of the American Educational Research Association. San Diego: April 2009.

*The Relationship of Ubiquitous Computer Use, Teacher Behavior, and Students Achievement: A Longitudinal Study of Henrico County Virginia Public School's Laptop Computing Initiative: 2005-06 to 2007-08*. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego: April 2009

*Conscious Leadership in a Political World*, Annual Meeting of the University Council for Educational Administration. Orlando, Florida, November 2008. (With M. Grogan).

*Towards a More Robust Notion of Collective Leadership in Education*. Paper presented a CCEAM, Durban, South Africa, September 2008. (With M. Grogan)

*Women Leading Across Continents*. Paper presented at the American Educational Research Association Annual Meeting. New York, March 2008.

*International Perspectives on Gender and Leadership*. Paper presented at the Annual Meeting of ICSEI. Auckland, New Zealand. January 2008.

*Conscious leadership in a Political World*. Paper presented at the International Conference on Women and Leadership. Rome, Italy, July 2007.

*Beyond Self-Report: Using Technology to Evaluate the Use of Technology in Schools and Classrooms*. Paper presented at the American Educational Research Association Annual Meeting. Chicago, April 2007. (with J. Becker and D. Mann)

*The Feminist Case Against Bureaucracy*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, April 2006.

*College Student Learning Using Technology*. International Conference on College Students in the New Era of Globalization, Taiwan, November 2006.

*A Decade of Research on Women in School Administration*, Pennsylvania Association of School Administrators, Hershey, PA: May 2005.

*Gender and Administration*, Paper presented at the American Educational Research Association Annual Meeting, Montreal, April 2005.

*Preventing Educator Sexual Misconduct: The Politics of Research, Policymaking and Implementation*, Paper presented at the American Educational Research Association Annual Meeting, Montreal, April 2005.

*Gender and Administration*, Paper presented at the American Educational Research Association Annual Meeting, Montreal AERA Annual Meeting, Montreal, April 2005.

*Educator Sexual Misconduct*, International Congress for School Effectiveness and Improvement, Barcelona, Spain, January 2005.

*Gender and Leadership*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, April 2004.

*Educator Sexual Misconduct*; CAPS, September 2003

*The Pool of African American Superintendents*. Paper presented at the Annual Meeting of the American Educational Research Association: Chicago, April

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2003.

*Educator Sexual Abuse*, Keynote Address Presented at the Nevada Coalition Against Sexual Violence 2003 Annual Conference, February 2003.

*Measuring the Effects of Technology: What Can We Say?* Paper presented at the Annual Meeting of the American Educational Research Association. Seattle, WA: April 2001.

*Issues in Evaluating Learning Technology*. Paper presented at the annual meeting of the International Congress for School Effectiveness and Improvement, Hong Kong: January 2000.

*Taking Stock of the Effects of Affirmative Action*. Keynote Address. SIG: Research on Women in Education. Hofstra University, November 1999.

*Evaluating the Effects of Technology on Achievement*. Keynote address, Connected Learning Conference, Melbourne Australia, August 1999.

*Comparative Approaches to Educational Leadership Preparation in the Metropolitan Area*. Paper presented at the annual meeting of the American Educational Research Association. Montreal: April 1999.

*The Boundaries of Empirical Research in Advocacy*. Paper presented at the annual meeting of the American Educational Research Association. Montreal: April 1999.

*Environmental Science Education and Issues of Social Justice: Encouraging Minority Girls in Science*. Paper presented at the Annual meeting of the American Educational Research Association. Montreal: April 1999.

*Women and Leadership in the 21st Century: Do it Anyway, Gaining Access*. Paper presented at the Annual meeting of the American Educational Research Association. Montreal: April 1999.

*Technology and Equity: Considering Possibilities and Educational Importance*. Paper presented at the Annual meeting of the American Educational Research Association. Montreal: April 1999.

*Stopping Peer Harassment in Middle Schools*. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development. San Francisco: March 1999.

*Guidelines for Assessing Technology: Implementation and Outcomes*. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development. San Francisco, March 1999.

*Guidelines for Assessing Technology: Professional Development, Implementation, Student Achievement, and Teacher Outcomes*. Paper presented at the annual meeting of the American Association of School Administrators, February 1999.

*Stopping Peer Harassment in Schools: Steps for Creating Caring Communities*. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development, March 1999.

*Evaluating the Effects of Technology*. Paper presented at the annual meeting of the Association of Supervision and Curriculum Development. March 1999.

*They Call Me Cow*. Paper presented at the annual meeting of the American Educational Research Association, San Diego: April 1998.

*Societal Ambivalence Toward Women Administrators: Historical Events and Their*

- Impact on the Representation of Women in School Administration in the United States.* Paper presented at the annual meeting of the American Educational Research Association, San Diego: April 1998.
- Transition into Middle School: The Harassing Nature of Adolescent Culture.* Paper presented at the annual meeting of the American Educational Research Association, San Diego: April 1998.
- The Struggle to Create a More Gender Inclusive Profession.* Paper presented at the annual meeting of the American Educational Research Association, San Diego: April 1998.
- The Role of Search Consultants in the Career Paths of Women Superintendents.* Paper presented at the annual meeting of the American Educational Research Association, San Diego: April 1998.
- Peer Harassment and the Culture of Schooling: What Administrators Need to Know.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, March 1997.
- Collecting and Analyzing Qualitative Data: Emerging Issues.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, March 1997.
- Sexual Harassment Policies in Schools, Did We Use the Right Model?* Paper presented at the annual meeting of the American Educational Research Association, Chicago, March 1997.
- Peer Harassment Changing the Culture of Middle Schools.* Paper Presented at the Annual Meeting of the Association for Supervision and Curriculum Development. Baltimore, March 1997.
- Leadership in Program Development: Rethinking an Administrator Preparation Program.* Paper presented at the annual meeting of the American Council of Teachers of Education, Phoenix, February 1997.
- How to Reduce Your Liability: Stopping Sexual Harassment of Students.* Paper presented at the annual meeting of the American Association of School Administrators, Orlando, Florida, February 1997.
- Peer Harassment and the Culture of Schooling: What Administrators Need to Know.* Paper presented at the annual meeting of the University Council of Educational Administration, Louisville, Kentucky, October 1996.
- How Far Have We Come?: Affirmative Action in the 1990s.* Paper presented at the Annual Meeting of the American Educational Research Association, New York, April 1996.
- Peer Harassment and the Culture of Caring.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 1995.
- Children's Attitudes Toward Families: An International Comparison.* Fourth International Symposium. Tokyo, Japan, December 1994.
- Conceptions of Community: Peer Harassment and the Culture of Caring in the Schools.* University Council for Educational Administration Annual Meeting. Philadelphia, Pennsylvania, October 1994.
- Equity in Personnel Evaluation.* Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, April 1994.

*Faculty Evaluation and Equity.* Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, April 1994.

*Tailhook in the Schools.* Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, April 1994.

*Sexual Abuse in Schools.* Paper presented at the annual meeting of the International Congress for School Effectiveness and School Improvement. Melbourne, Australia, January 1994.

*A Curriculum of the Home.* Paper presented at the annual meeting of the NAEYC, November 1993.

*Tailhook in the Schools.* Paper presented at the annual meeting of the SIG:RWE. Toledo, November 1993.

*Protecting Students from Sexual Abuse.* Paper presented at the annual meeting of UCEA. Houston, October 1993.

*Sexual Abuse of Students by Educators.* Paper presented at the annual meeting of the SIG:RWE of AERA. Penn State, November 1992.

*Recasting the Preparation Agenda.* Paper presented at the annual meeting of UCEA. Minneapolis, October 1992.

*How Schools Shortchange Girls.* Paper presented at the annual meeting of UCEA. Minneapolis, October 1992.

*Sexual Abuse of Students by Educators.* Paper presented at the Annual meeting of the Organization for the Study of Communication, Language and Gender. Hofstra University, October 1992.

*Deconstructing the Erected Hierarchy: Sex and Power in Organizations.* Paper presented at the annual meeting of the American Educational Research Association. San Francisco, April 1992.

*International Perspectives on Girls and Schooling.* Paper presented at the annual meeting of the International Congress for School Effectiveness. Victoria, Canada, January 1992.

*A Cup Half Full: The Knowledge Base in Educational Administration.* Paper presented at the annual meeting of the American Education Research Association. Chicago, April 1991.

*Early Childhood Education and the Preparation of School Administrators.* Paper presented at the annual meeting of the National Association for the Education of Young Children. Washington, DC, November 1990.

*Field Experiences in the Preparation of School Administrators.* Paper presented at the annual meeting of the University Council for Educational Administration. Pittsburgh, October 1990.

*In Loco-Parentis: Sexual Abuse in Schools.* Paper presented at the annual meeting of the American Educational Research Association. Boston, April 1990.

*You Never Told Me This Would Happen: Experiences of First Year Principals.* Paper presented at the annual meeting of the University Council for Educational Administration. Phoenix, October 1989.

*Sex, Sexism and the Preparation of Teachers and Administrators.* Paper presented at the annual meeting of the American Educational Research Association. San Francisco, March 1989.

*Sex Abuse by Teachers and Administrators: What Happens to the Abuser?* Paper presented at the annual meeting of the SIG, Research on Women, American Educational Research Association. Hofstra University, November 1988.

*Research in Preparation Programs in Educational Administration*, Paper presented at the annual meeting of the University Council of Educational Administration. Cincinnati, October 1988.

*Styles of Leadership*. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, April 1988.

*The Woman in the Principal's Office*. Paper presented at the 30th anniversary conference of UCEA. Charlottesville, Virginia, October 1987.

*Training Women to be School Administrators*. Paper presented at the annual conference of NCPEA. Chadron, Nebraska, August 1987.

*Organizational Theory and Women: Where are We?* Paper presented at the annual meeting of the American Educational Research Association. Washington, D.C., April 1987.

*Theoretical Implications of Gender for Organizational Theory*. Paper presented at the annual meeting of the SIG:RWE, American Educational Research Association. Washington, D.C., November 1986.

*Race and Sex Bias in Research Methodology*. Paper presented at the SIG:RWE, American Educational Research Association. Washington, D.C., November 1986.

*Teaching as a Radical Profession*. Paper presented at the annual meeting of the National Women's Studies Association. University of Illinois, June 1986.

*Business as Usual: Exploring Private Sector Participation in American Public Schools*. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, April 1986.

*Reality in a Changing Theoretical Context*. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, April 1986.

*Teaching as a Radicalizing Experience*. American Educational Research Association, SIG:RWE Mid-year Conference. Boston, October 1985.

*Reality in a Changing Theoretical Context*. American Educational Research Association, SIG:RWE Mid-year Conference. Boston, October 1985.

*What is a Family: Alternative Conceptualizations of Families for Women*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, April 1985.

*The Feminization of Educational Research: Causes and Effects*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, April 1985.

*Methodological and Conceptual Bias in Selected Theories of Organizational Behavior*. Paper presented at the annual meeting of the American Association of School Administrators. Dallas, March 1985.

*The Relationship between Dissertation Quality and Residency Experiences*. Paper presented at the National Conference of Professors of Educational Administration. University of Maine, August 1984.

*Eliminating Race and Sex Bias in Educational Research*. Paper presented at the



- annual meeting of the National Women's Studies Association Annual Conference. Rutgers University, June 1984.
- Herland on the Frontier: A 19th Century Women's Community in Texas.* Paper presented at the Berkshire Conference of Women Historians. Smith College, June 1984.
- Training Women to be Educational Administrators.* Paper presented at the Second International Women's Research Conference. Gronigen, Holland, April 1984.
- The Feminist Professional.* Paper presented at the annual meeting of the American Educational Research Association. New Orleans, April 1984.
- Are there Interpersonal Conflicts Between Male and Female Educational Researchers?* Paper presented at the annual meeting of the American Educational Research Association. New Orleans, April 1984.
- Does Dissertation Research Have Anything to do with Scholarship?* Paper presented at the annual meeting of the American Educational Research Association. New Orleans, April 1984.
- Toward a Reconstruction of Organizational Theory: Androcentric Bias in Selected Theories of Organizational Behavior.* Paper presented at the annual meeting of the American Educational Research Association. Montreal, Canada, April 1983.
- Androcentric Bias in Selected Leadership Theories.* Paper Presented at the American Educational Research Association SIG: Research on Women in Education Midyear Conference. Philadelphia, November 1982 (with I. Tietze).
- Herland on the Frontier: Community Among Women.* Paper presented at the National Women's Studies Association Annual Meeting. U. of California at Humboldt, June 1982.
- The Influence of Gender in the Selection of Secondary School Principals.* Paper presented at the American Educational Research Association Annual Meeting. New York, March 1982.
- Evaluation of a Training Program for Women in Educational Administration: Implications for Future Training.* American Educational Research Association Annual Meeting. New York, March 1982.
- Androcentric Bias in the Educational Administration Quarterly.* American Educational Research Association Annual Meeting. New York, March 1982.
- Toward a Reconstruction of Organizational Theory: Androcentric Bias in A. H. Maslow's Theory of Human Motivation and Self Actualization.* Paper presented at the annual meeting of the American Educational Research Association. New York, March 1982 (With I. Tietze).
- A Research Framework for Studying Schools as Work Settings for Women Leaders.* Paper presented at the annual meeting of the American Educational Research Association. New York, March 1982.
- Race and Sex Bias in Social Science Research Methods: Problems and Issues.* Paper presented at the annual meeting of the American Educational Research Association. Los Angeles, April 1981.
- A Feminist Critique of Feminist Research in Educational Administration.* Paper presented at the annual meeting of the American Educational Research Association. Los Angeles, April 1981.

*A Feminist Approach to Research on Women: An Evaluation of Present Methodology in Education and a Paradigm for Future Research.* National Paper presented at the annual meeting of the Women's Studies Association. Bloomington, Indiana, May 1980.

*Educational Programs for the Gifted as Viewed by Female Participants.* Paper presented at the annual meeting of the National Women's Studies Association. Bloomington, Indiana, May 1980.

*Research on Women in Educational Administration: The Feminist is the Scholar.* Paper presented at the annual meeting of the American Educational Research Association SIG: Research on Women and Education. Cleveland, Ohio, November 1979.

*The Feminist is the Scholar.* Paper presented at the annual meeting of the National Women's Studies Association. Lawrence, Kansas, June 1979.

*Archetypes in Children's Fiction.* Paper presented at the annual meeting of the South Central Modern Language Association. Houston, Texas, October 1978.

*Introducing Women's Studies into the K-12 Curriculum: A Decision Model.* Paper presented at the annual meeting of the South Central Women's Studies Association. Fort Worth, Texas, June 1978.

*Enhanced Sex-Role Awareness: Experience in Simulated Role Reversal.* Paper presented at the annual meeting of the American Personnel and Guidance Association. Washington, D.C., March 1978.

*Toward a Divine Discontent: Counseling Gifted Women.* Paper presented at the annual meeting of the National Association of Women Deans, Administrators, and Counselors Conference. Denver, April 1977.

### **INVITED TALKS AND WORKSHOPS (SINCE 2000)**

*A Standard of Care for the Prevention of Educator Sexual Misconduct.* Workshop presented at the annual meeting of the Virginia School Boards Association, Williamsburg, VA, November 2018.

*Preventing Employee Sexual Misconduct.* Presentation for National Children's Advocacy Center. Webinar. December, 2018.

*Preventing Educator Sexual Misconduct: Crossing Boundaries, Risks, and Vulnerabilities.* Set of 6 workshops given to staff at Chappaqua Central School District, Chappaqua, New York, December 6 – 8, 2017.

*How big is the problem: Analysis of prevalence of school employee sexual abuse,* MassKids, Boston, Mass: October 20, 2017.

*Stopping Educator Sexual Abused,* Washington School Risk Management Pool Conference. Seattle: October, 2016. Keynote.

*Preventing Educator Sexual Misconduct.* Education Writer's Association. Boston, MA: May 2016.

*Keeping Students Safe: Title IX and Sexual Misconduct.* Education Law Symposium. Virginia Commonwealth University. May, 2016.

*Educator Sexual Misconduct and Title IX Regulations.* Virginia Commonwealth University. School of Education. January, 2016.

*Gender Equity: Still Needed After All these Years.* Lynchburg, VA, Regional WELV Forum, Lynchburg, VA: October 12, 2013

*Preventing Educator Sexual Misconduct,* Sexual Abuse Prevention Network, Minneapolis, December 2006.

*Educator Sexual Misconduct,* MICDS School, St. Louis, November 2006.

*Educator Sexual Misconduct,* CAPS, Long Island, October 2006.

*Preventing Educator Sexual Misconduct.* Greenburgh, New York School District Workshop to teaching faculty. June 2006.

*Helping Student Teachers Understand Boundaries.* Workshop given to Hofstra University teacher student teacher supervisors. May 2006

*Women in School Administration,* Pennsylvania Association of School Administrators, Hershey, PA, May 2005

*Sexual Abuse by a Person in a Position of Trust,* Garden City AAUW Chapter, March 2005.

*Using Data to Make Decisions.* Oceanside School District Administrators, February 2005.

*Sexual Exploitation of Children within Organizations.* U.S. Department of Justice Conference, February 2005.

*Sexual Abuse of Children by an Authority Figure.* U.S. Conference of Catholic Bishops Victim Assistance Meeting. Los Angeles, January 2005.

*Developing a Common Data Vocabulary.* Using Data for Informed Instruction, Hofstra University, January 2005.

*Educator Sexual Misconduct.* National Association of State Directors of Teacher Education and Certification, November 2004.

*Sexual Abuse of Students in Schools.* Persistently Safe Schools Conference, Hamilton Fish Foundation, Washington, D.C., October 2004.

*Educator Sexual Misconduct.* Educator Sexual Misconduct Conference. Hofstra University, September 2004.

*Peer Sexual Harassment,* Town of North Hempstead, Annual Committee Against Family Violence Conference, Keynote, October 2004.

*Educator Sexual Abuse,* CAPS, September 2003.

*Educator Sexual Abuse,* Keynote Address Presented at the Nevada Coalition Against Sexual Violence 2003 Annual Conference, February 2003

*Superintendent's Guide to Technology Evaluation.* Superintendents' Technology Summit. Fort Lauderdale, Florida, May 1, 2001.

*Total Cost of Ownership Studies: How Much Does Your Technology System Really Cost?* Superintendents' Technology Summit. Fort Lauderdale, Florida, 30 April, 2001.

*Stopping Bullies.* Syosset ISD Parents' Council. April, 2001.

*Gender Issues in Parenting.* Parents' Place. Mohegan Lake School District. April 2001.

*Women's Life Stages: Developing Balance.* American Association of University Women. Long Island Branch Annual Meeting. March 2001

## **TECHNICAL REPORTS (Since 2000)**

*With Dale Mann*

- Standard of Care for Prevention of Educator Sexual Misconduct. Chappaqua School District, Chappaqua, New York, December 2017.
- Documenting Outcomes from EETT Grants to Selected Schools of the Cleveland Municipal School District: AY 2005-06, Final Report, 9.26.06
- Documenting Student Achievement from CompassLearning Odyssey in the Camden, NJ Public Schools, 8.14.06
- The Kyoto College of Graduate Studies for Informatics: A Report of Student Outcomes 2005-06, 7.17.06
- Documenting Outcomes from EETT Grants to Selected Schools of the Cleveland Municipal School District: AY 2004-05, 7.01.05
- Student and Program Results from *educate, Inc.* After-school e-tutoring Program, 10.3.05
- Documenting Outcomes from EETT Grants to Selected Schools of the Cleveland Municipal School District: AY 2003-04, 10.25.04
- Analysis of Achievement and Other Outcomes from Connections Academy in Wisconsin and Colorado: Year One 2002-03, 3.1.04
- Teacher Professional Development and Elementary School Science Achievement Outcomes from TeachNet/New York City, 5.20.04
- Educator Sexual Misconduct: A Synthesis of Existing Literature -- 2004, 6.30.04
- Documenting Outcomes: Bronx Zoo Distance Learning Expeditions, 9.26.05
- Girls for Planet Earth: Three-Year Final Report, 7.06.05 (plus annual reports for three years)
- The Online Reading Center of the Key Instructional Design Strategy Consortium: An Evaluation of 1st and 2nd grade Student Achievements, 4.23.04
- The Barksdale Reading Institute's Mississippi Reading Reform Model: Student Achievement Outcomes, Spring 2003, 12.15.03
- Adult Learning Outcomes from the Family Literacy Center, 4.22.04 and 8.20.03
- Pocatello School District: An Analysis of CompassLearning Student Achievement Outcomes in Pocatello, Idaho, 2002-03, 1.13.04, 3.05.04
- Evaluating outcomes from the Curriculum Management Consortium: A Report of the First Year, 8.12.03
- Evaluating the outcomes from the Curriculum Management System of the Prince George's County Public Schools: A Report of Year One, 8.04.03
- The Waterford Early Math Curriculum in selected Prince George's County Public Schools Kindergartens: 2002-03, 3.04.04
- Teacher Technology Training: A New Delivery Method from The Teachers Network, 9.09.03
- A Field Evaluation of Middle Grades Use of Selected Materials from the National Library of Virtual Manipulatives, 10.20.03
- Relationships between School Facilities, School Characteristics and Student Outcomes, 7.21.03
- The East St. Louis School District 189 Computer Lab Implementation Of Classworks Gold For Third To Fifth Grade Reading Improvement: An Evaluation Of Pupil Progress, 2002.

eSylvan Online: Documentation And Analysis Of Achievement Outcomes From Carlisle, PA, 10.31.02

Strengthening General Education In Yeshivas And Jewish Day Schools With Computer-Related Teaching And Learning, 11.08.02

Student Achievement And Homeroom.Com: An Evaluation Report, 1.24.03

The LeapFrog SchoolHouse Literacy Center and LAUSD's School Readiness Language Development Program, Final Report, 7.23.02

Independent documentation of 'EasyTech' in the Jefferson County Public Schools, Louisville, KY, 7.16.02

Documenting the effect of Lightspan *AchieveNow* in the Hempstead Union Free School District, 10.12.02

READ 180 Validation Study: Final Report, 1.30.02

Student Achieving Standards: Three-Year Final Report. Prepared for the Pennsylvania Department of Education, 7.12.04

Student Achievement Gains In The Cotswold Elementary School, Charlotte-Mecklenburg, NC: Individual laptops with LearningStation.com comprehensive teaching/learning support delivered on the Internet, 8.08.02

An Evaluation Of The Large-Scale Field Deployment Of The Life Skills Training Program: Final Report, 6.09.03

A Multi-Year Analysis Of The Outcomes Of Lightspan *AchieveNow* In The Cleveland Municipal School District, 11.07.02

Learning Technology and the Owen J. Roberts School District, 11.17.03

Bertelsmann Partnership for Education: State-of-the-Art Assessment, 12.16.02

Lehman College of CUNY: An Evaluation of the MBRS SCORE program, Sept. 1999-Aug.2002, 10.01.02

Assessing One Component Of A Summer School Literacy Program In Community School District 29, Queens, NY, Summer 2001, 4.11.02

School Facilities In Arizona: An Examination Of The Relationships Between And Among School Facilities Characteristics And Educational Outcomes, 5.30.00

### **GRANTS, CONTRACTS, AND OTHER FUNDING (Principal Investigator)**

U.S. Department of Education. Project All, \$5.2 million. October 2008

Planned Parenthood of Nassau County, 2006-2007, Saturday Technology and Music Mentoring Program for Girls of Color, \$25,800

Long Island Fund for Women and Girls, 2005, Get a Voice, Rapping Project for Girls, \$9,800

US Department of Education, 2003-04, Synthesis of Research on Educator Sexual Misconduct, \$30,000

National Science Foundation/Utah State University, 2002-03, Evaluation of the Efficacy of Virtual Math Manipulatives, \$40,000

National Science Foundation, 1998-2001, The Green Project: Math, Science and Technology Camp for Girls of Color, \$900,000

U.S. Department of Education, WEAA, 1994-1995, Three Year Study of Middle School Peer Interactions, \$100,000

U.S. Department of Education, Field Initiated Grant, 1992-1993, Study of Sexual Abuse of Students by Teachers, \$100,000.

National YWCA, Study of Effects of Single Sex Programs, 1989 – 1991, \$100,000

Hofstra University Faculty Small Grants -- various years  
*Co-principal Investigator with Dale Mann – 2000 to 2007*

Alabama State Department of Education, STI Assessment, current, \$100,000

DELL/Henrico County Public Schools, Evaluation of Laptop Use in Schools, Current, \$375,000

New York State Education Department, Evaluation of EETT Title IID Outcomes, current, \$262,000

Cleveland Municipal School Dist., Evaluation EETT, 2005-06, \$190,000

Compass Learning, Online Learning Evaluation, 2005-06, \$9,500

Kyoto Computer Gakuin, Online Learning Evaluation 2005-06, \$37,500

West Virginia EETT Evaluation, Evaluation of EETT Model School Project, 2003-2006, \$981,000

NYC DOHMH, 2005, Centers for Disease Control, Youth Risk Behavior Survey, \$100,000

OneEconomy/eSylvan, Evaluation of Online After-School Tutoring Program, 2003-05, \$55,000

Barksdale Reading Institute (BRI), Evaluation of Mississippi Reads, 2003-04, \$75,000

Connections Academy, EdVision Achievement Outcomes, 2003-04, \$120,000

Teacher Network, TeachNet, Teacher Technology Training in New York City Schools, 2003-04, \$59,000

World Conservation Society/Bronx Zoo, Evaluation Girls for Planet Earth, 2002-05, \$65,000

Allen ISD, TX, Evaluation Family Literacy Center and Kids Online, 2002-04, \$141,000

Compass Learning, Evaluation of Online Learning, 2002-03, \$8,500

Prince Georges County, MD., Evaluation Curriculum Management Consortium, 2002-03, \$35,000

Arizona School Facilities Board, Study of School Facilities and Student Achievement, 2001-03, \$100,000

NYC DOE/DOHMH, 2003, Centers for Disease Control, Youth Risk Behavior Survey, \$69,000

CERI, 2001-02, Development of Interactive CD Simulation, \$156,000

Classwell, East St. Louis Online Achievement, 2001-02, \$24,000

eSylvan, Online Learning, PA, 2001-02, \$22,500

Gruss Life Monument Funds, Technology to Strengthen Secular Education, 2001-02, \$62,275

Homeroom.com, Homeroom.com Contributions to Student Learning, 2001-02, \$48,500

LeapFrog, Schoolhouse Literacy Center Evaluation Plan, 2001-02, \$7,000

Learning.com, EasyTech Evaluation, Jefferson County Public Schools, 2001-02,

\$55,000  
 Lightspan, Evaluation of the Relationship Between Online Learning Through  
 Lightspan and Student Achievement, 2000-2003, 210,000  
 Scholastic, Read 180 Validation Study in 6 Urban School Districts, 2000-2001,  
 \$135,500  
 Pennsylvania Department of Education, Multi-year Outcomes, Students Achieving  
 Standards Program, 2000-03, \$450,000  
 Learning Station, Achievement Outcomes Study, 2000-02, \$5,000  
 Sun Microsystems, Instructional Technology White Paper, 2000-01, \$10,000  
 Philip Morris, 1999-2002, Nationwide Field Study of Life Skills Training Program  
 to Reduce Youth Risk, \$1,575,165  
 Lightspan, Evaluation of the Relationship between Online Learning Through  
 Lightspan and Student Achievement 1998-2002, 60,000  
 Owen J. Roberts School District, Instructional Technology Program Review,  
 2003, \$4,250  
 Bertelsmann Foundation, Partnership for Education, 2002, \$10,000  
 Lehman College, 2002, MBRS SCORE Program, \$4,000  
 Metropolitan Teaching & Learning, Summer School Literacy Program, 2001,  
 \$30,000  
 Arizona School Facilities Board, Evaluation of School Facilities and Student  
 Outcomes, 2000, \$ 100,000

## **ADVISORY BOARDS**

*Association of Boarding Schools and National Association of Independent Schools Joint  
 Task Force on Educator Sexual Misconduct.* Task force member, 2016 – 2018.  
*Educational Review*, International Advisory Board, 2016- present  
*Women Leading Education Across the Continents*, Chairperson, 2010 to present.  
 SESAME, Board of Directors, 2010 to present  
 NCEPA Education Leadership Review, Advisory Board, 2010 – Present  
 Richmond Peace Education Center, Board of Directors, January 2011-2015  
 The Commonwealth Council for Educational Administration and Management Advisory  
 Board for research on Women's Representation in School Leadership,  
 Management and Administration in the Commonwealth, 2008 – present.  
*Handbook of Research on the Education of School Leaders*, Consulting editor, 2006-  
 2007.  
*Sexual Abuse Advisory Board*, 2007 to present  
*Controlling Sexual Harassment*, Thompson Publishing, 2005 to present.  
 American Association of University Women, Advisory Board, *Drawing the Line on  
 Sexual Harassment on Campus.* 2005-2006  
 Long Island School Leadership Center, 2003 to 2007  
*Advancing Women In Leadership.* Editorial Board. 2001 to present.  
 Long Island Children's Museum. Board of Trustees, 2000 to 2007  
 Erase Racism, Education Committee, 2002 to 2007  
 Erase Racism, Housing Research, 2004- 2007  
 Long Island Fund for Women and Girls, Education Committee, 2000-2004

*Silver Center for Reflective Principals*, Board of Directors, (1988-1992).  
Project on Gender and Education, National Board (1989 - 1995)  
Long Island Women on the Job, Board (1991 - 2001)  
New York State Association for Women in Administration, Advisory Board (1990 to 1993)

## **JOURNAL EDITOR/REVIEWER**

*The Journal of Education Policy, Planning & Administration*, Editorial Board, 2015 – present.

*The Journal of Educational Administration*, Editorial Board, 1986 – 1999.

*Educational Administration Quarterly*, Editorial Board, 1987 - 1993, reviewer to present.

*National Forum of Applied Educational Research Journal*, Editorial Board, 1987 - 1990.

*NWSA Journal*, Editorial Board, 1988 -1992.

*Journal of Interpersonal Violence*, Reviewer 2017 to present.

*Educational Management*, Reviewer 2015 to present.

*International Journal of Educational Administration and Policy Studies*, Reviewer 2018 to present.

*Educational Management, Administration, and Leadership*, Reviewer 2018 to present.

*Journal of Educational Research*, Reviewer 1996 to present.

*Psychological Reports*, 2004.

*Perceptual and Motor Skills*, 2004.

*Teaching Education*, 1990 to 1996.

*Journal of Research for School Executives*, 1990 to 1993.

*Journal of a Just and Caring Education*, 1996 to 1999

*Urban Education*, 1991 to 2001.

## **PROFESSIONAL ORGANIZATION ACTIVITIES**

*American Educational Research Association*

AERA Fellow, Inducted 2015.

Recipient of 2015 AERA Distinguished Contributions to Gender Equity in Education Research Award,

Member, Committee on Scholars and Advocates for Gender Equity in Education, 2015 - 2018

Chair, Division A Program Committee (1995 - 1996).

Executive Committee, AERA Council (1991-1992)

Vice President, Division A (1990-1992)

Chair, Committee on Guidelines for Eliminating Sex and Race Bias in Educational Research (1982 - 1985)

Committee on the Role and Status of Women in Educational R and D (1982 - 85; Chair (1983-85)

Treasurer, SIG/RWE (1982 - 83)

Finance Committee (1981 - 82)

Paper reviewer: Division A , Division D, Division G, SIG/RWE, Division H



Reviewer: *Educational Researcher, Review of Educational Research, Educational Evaluation and Policy Analysis*

Program Committee, Division A  
Chair, Affirmative Action Committee, Division A  
Chair, Division A By-Laws Committee  
Nomination Committee, Division A  
Co-Chair, Awards Committee, 2012 - 2013

*University Council for Education Administration*

Plenum Representative, 2010, 2014 to present  
Jackson Scholar Mentor  
Chair, Diversity Committee  
1987 Graduate Student Seminar Committee  
Mentor, Mentorship Program  
National Study Group for the Development of Professional Preparation of School Administrators  
Advisory Board, Silver Center for Reflective Principals

*American Council on Education*

National Identification Program for the Advancement of Women in Higher Education Administration, Planning Committee

*Metropolitan Council for Educational Administration Programs*

Executive Committee

*National Women's Studies Association*

Coordinating Council Member  
Editorial Board National Women's Studies Association Journal Editor,  
South Central Women's Studies Newsletter

*Women Educators*

Chair  
Coordinator of Fourth Annual Research on Women in Education Award

*Women Leading in Education*

Founding member  
Director

**AWARDS**

Outstanding Alum Award, Texas A&M University, 2018.

American Educational Research Association, Fellow, Inducted in 2015. Honors education researchers for their exceptional contributions to, and excellence in, education research. The program is intended to be inclusive of the scholarship that constitutes and enriches education research as an interdisciplinary field.

2015 AERA Distinguished Contributions to Gender Equity in Education Research

Charol Shakeshaft

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5 August 2019

Award, American Educational Research Association Award  
Virginia Commonwealth University, School of Education, Research Award, 2012.  
Ohio University Scholar in Residence Award, April 2010, for outstanding contributions to  
education.  
Effie H. Jones Humanitarian Award, American Association of School Administrators,  
San Francisco, 2009.  
Women on the Job Award for Contributions to Women's Employment  
Outstanding Alum Award, College of Education, Texas A & M University  
Jack A. Culbertson Award for Outstanding Achievement as Junior Professor, University  
Council for Educational Administration  
Distinguished Achievement Award for Writing, Educational Press Association of  
America  
Women Educators, Best Research on Women Award.  
Willystine Goodsell Award, American Educational Research Association  
Sex Equity Award. New York State Education Department.  
National Academy of Education/Spencer Foundation, Alternate for Spencer Fellowship.  
Robert S. Guttchen Memorial Faculty Distinguished Service Award, Hofstra University

## Selected List of Media Links

### AERA (VIDEO)

[Meet the Fellows 2014](#)

### The New York Times

Preston, Jennifer (Dec. 17, 2011). [“Rules to Stop Pupil and Teacher from Getting Too Social Online.”](#)

Schemo, Diana (June 18, 2002). ["Silently Shifting Teachers in Sex Abuse Cases"](#).

### Wall Street Journal

Hobbs, Tawnell (Dec. 27, 2017). [“A Look at Sexual-Harassment and Assault Settlements in Schools.”](#)

Tortorello, Michael (Oct. 7, 2016). [“Predators in the Classroom.”](#)

### The Washington Post

St. George, Donna (March 1, 2018). [“In a Prestigious High School Math and Science Program Alumni Say #MeToo.”](#)

St. George, Donna (August 25, 2017). [“He was Warned about Getting Too Close to Students but this Maryland Teacher was allowed to Stay in the Classroom.”](#)

Chandler, Michael (May 9, 2017). [“In its Response to a Sexual Abuse Allegation Sidwell Friends Joins Other Private Schools in Pursuit of More Transparency.”](#)

Fisher, Marc (February 17, 2016). [“Is Cleaning House the Best Way for Schools to Deal with Sexual Abuse?”](#)

Dvorak, Petual (October 23, 2014). [“When Female Teachers Prey on Male Students its no Teenage Fantasy.”](#)

### Education Week

Arzate, Hector (July 29, 2019). [“Why the Increase in Sexual Assaults Reported by Schools?”](#)

Prosthero, Arianna (June 28, 2018). [“Even in a Field Dominated by Women, 25% of Female Educators Say #MeToo.”](#)

Shakeshaft, Charol (February 14, 2013). [“Knowing the Warning Signs of Sexual Misconduct.”](#)

Hendrie, Caroline (March 10, 2004). [“Sexual Abuse by Educators is Scrutinized.”](#)

### Associated Press

McDowell, Robin; Dunklin, Reese; Schmall, Emily; Pritchard, Justin, (May 1, 2017) [“Hidden Horror of School Sex Assaults.”](#)

### CBS/NBC news

[Has the Media Ignored Sex Abuse in School?](#)

[Motivations Behind Teacher-Student Sex Abuse](#) (VIDEO)

[Study Finds: 1 in 10 students encounters Sex Abuse](#)

### NPR

[Sexual Misconduct in the School System](#) (AUDIO)