

To promote social justice teaching, research, service, and policymaking agendas, with the corollary aim of seeking to proactively improve educational leadership as a means of addressing equity concerns for underrepresented populations throughout P-20 education; also to share innovative, promising, and research-based programs, policies, and teaching strategies and proactively advocate on behalf of underrepresented populations in educational leadership.

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THE SOCIAL JUSTICE LEADER

ISSUE 11

SPRING 2011

A Message From The Chair...



Gaetane Jean-Marie
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Happy 5th Anniversary, LSJ Members! This milestone is attributed to your commitment over the years and I want to thank you for your continued interest and involvement in LSJ. To the past LSJ presidents, Catherine Marshall, Enerstine Enomoto and Jeff Brooks, you have played a pivotal role in providing leadership and advancing the mission of the SIG. Additionally, founding members such as Ira Bogotch, Madeline Hafner, Gary Anderson, Carlos McCray, Catherine Lugg, Maricela Oliva, Floyd Beachum, Leslie Hazle Bussey and countless others have provided ongoing support to advance the mission of LSJ and grow its membership. Please join us in celebrating our anniversary at the LSJ Business Meeting on Saturday, April 9th at 6:15 pm in Rhythms Ballroom I at the Sheraton Hotel.

As I reflect on the past year, I am reminded of the struggle for democracy and social justice which has been the basis of national and global protests. Whether it is the attack on collective bargaining in Wisconsin and Ohio or the people's uprising against oppressive re-

gimes in Egypt and Libya, the driving force of a movement is the people who stand in solidarity with a common purpose. In the struggle, there will be defeat but it does not define nor determine the outcomes. While these social movements are underway, recent atrocities have compelled the international community to act in the wake of such travesties. Let us remember the people in Japan who suffered the atrocities of an earthquake, tsunami, and nuclear disaster by supporting humanitarian efforts to help the Japanese people in the long road to recovery. Please join AERA's call to support humanitarian efforts for Japan.

As a SIG this past year, the LSJ team responded to your survey feedback to communicate often, and continue the interactive session, and be more inclusive during our business meeting. We heard you loud and clear! We now have a newsletter to celebrate our members' achievements and feature a member's article, an LSJ facebook, and continue to communicate often via the listserv. These efforts are the work of a dedicated group of individuals who chair and serve on committees. But, we need your involvement and hope you will continue to respond when called upon.

As I start my second year as chair, with the LSJ team, I want to address other feedback such as more collaboration among SIG members and opportunities for our graduate student members. As an outgrowth of the publications committee and our interactive groups at UCEA, two work groups have been established to provide opportunities for

members to work collaboratively to promote social justice. Specifically, the work groups are race and educational leadership chaired by Jeff Brooks and Noelle Arnold, and gender and educational leadership chaired by AJ Welton and Whitney Sherman. Come learn more at our LSJ Business meeting. Other work groups will be developed by the time we meet for UCEA. It is my hope that you will find these work groups a resource for your area of interest.

Finally, I would like to welcome Noelle Arnold who was elected as LSJ secretary/treasurer. I also want to thank all the nominees for participating in this year's election. Thank you to Leslie Hazle Bussey for serving as LSJ secretary/treasurer and Whitney Sherman as chair of the publications committee! Your enthusiasm for and dedication to LSJ have provided lots of energy and momentum! Also, thank you to Michael O'Malley and AJ Welton who co-chaired this year's LSJ Awards committee and Shirley Steinberg who served as program chair. I wish you safe travels to AERA and look forward to seeing you.



In this issue, you will find a feature essay by Decoteau Irby that addresses the current decimation of nationwide collective bargaining rights. From a social justice perspective, Irby takes on the specific attack against women through these efforts. Also, Katherine Cummings-Mansfield and Maysaa Barakat, our Graduate Student Representatives, provide an update from the graduate student AERA group. We celebrate the accomplishments of SIG members in the "Let's Give 'Em Props" section.

SEEKING VOLUNTEERS!!! While I have had a great time serving the LSJ SIG, I would like to provide our SIG with a more robust communication services. If you are interested in helping the communications committee, PLEASE contact me at your earliest convenience! I look forward to seeing you all in "N'awlins"!



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The “New” Disdain for Teachers: A gender analysis of anti-teacher sentiments and union-busting

Attacks on teaching professionals have become increasingly virulent in the NCLB educational landscape. They are most poignantly on display in states where teacher unions work to ensure fair and equitable opportunities for their workers. Why is it that teachers are so often singled out as the impediment to the education reforms and U.S. economic prosperity? What is at the root of anti-teacher sentiment? To answer this question, we must consider the make-up (no pun intended) of the teaching profession. Several education historians have documented ongoing attacks on teachers and the teaching profession at the hands of disproportionately white male administrators and policymakers (Mirel, 1999; Reese, 2005; Tyack, 1974). Today, this tendency is compounded by a resurgent neo-conservative political climate that shrouds anti-teacher sentiments in school accountability, teacher quality, school budget, and union debates. Within these debates and beneath the anti-teacher rhetoric are gender discrimination, patriarchy, and a deep disdain for the intellectual and professional faculties of women.

Historically, women have been mistreated, undervalued, and denied opportunities to participate alongside their male counterparts in the world of work. Tyack’s account of “the male mystic” suggests the feminization of teaching occurred as male administrators and policy makers deliberately attempted to forge a docile rather than questioning, subordinate rather than ambitious, and timid rather than adventurous workforce (1974, p. 60). In addition to ensuring male administrators compliant workers, the feminization of teaching devalued the work of teaching to make it “affordable.” Since women were less valuable than men, so went the logic of the day, so too must be their labor. Men thought they had found a compliant low-cost means to education America’s youth. The justification

for paying and treating teachers poorly was ingrained into U.S. schooling institutions since their inception.

Teachers are not so passive after all. They are, however, underpaid based on their educational attainment and workload. And, yes, they are unionized. And matters might be much worse for teachers generally and women specifically if unions were not a prominent feature in U.S. education. Mirel’s (1999) study of Detroit Public Schools is largely a story of school politics and labor. In it, he documents teacher union struggles for fair working conditions and resources to deliver students a quality education. While unions are front and center in his historical narrative, the work lacks a clear gender analysis. Reese, by contrast, offers a worthy discussion of women’s active role in expanding the social service responsibility of schools but does not effectively integrate the significance of unionization into his analysis. A more accurate rendering would illustrate how teachers unions and women’s role in improving schools go hand in hand.

While union membership in the U.S. continues to decline, teaching, training, and library occupations maintain high unionization. These occupations are the most heavily unionized in the U.S. at a rate of 37.1 percent (BLS, 2010). Women comprise seventy-five percent of the U.S. teaching force (U.S. Dept. of Ed.). To treat the composition of the teaching force and teacher unionism as disparate issues dilutes the interrelationship and centrality of women to U.S. labor progress. But why does it matter? The teaching profession is a striking arena to understand the triumphs of U.S. labor, particularly because of the gains made *and held* by women and minorities.

The interrelatedness of teacher workforce composition and unionization matters because the profession, even with its overrep-

resentation of white women, is a vital arena where women, racial, and ethnic (I would also argue gender non-conforming men) minorities work to fulfill middle class aspirations. This has been the case since Reconstruction (Dubois, 1998; Foner, 1990; Powers, 1994). In many communities today Black educators are essentially *the Black middle class*. While other professional arenas remain ambivalent and even hostile to these groups, teaching and teacher solidarity are a strong counterpart in helping all workers achieve equitable treatment in the face of rampantly sexist, racist, and patriarchal workplaces. Were it left to men or male-dominated unions, women and by default U.S. workers may not be afforded what we now take as basic worker rights. Parental leave is one example of these rights.

The U.S. teaching force made gains that residually benefit all workers and greatly enhanced the quality of public schooling. Anti-teacher rhetoric and New-Right policies that seek to erode these gains and opportunities stifle worker progress writ large and undermine public education. Paradoxically, men and male-dominated occupations create the conditions that are levied against teachers. For example, the abuse and mistreatment of women at the hands of male administrators and school boards necessitated strong unionization. A more recent example is the subprime mortgage crisis and its adverse impact on school funding. Irresponsible, greedy, and predatory lending habits in the male-dominated finance and mortgage industries are the practices that eroded the local tax base of schools.

Current “budget fixes” seek to undercut the teaching profession while propping up white male dominated professions through corporate tax cuts, executive bonuses, bailouts, and immunity from budget cuts and lay-offs. These proposals retract years of progress that will move our society backward rather than forward. But-

The “New” Disdain for Teachers: A gender analysis of anti-teacher sentiments and union-busting (cont’)

with men at the helms of political power, new policies and budget cuts aim to ensure women, even though concentrated in professions that are largely sheltered from the adverse affects of business cycles, will feel the pains of our economic recession (Folbre, 2011). Why are policy-makers hell-bent on making sure women *share the pain* of the current economic difficulties? As is the case with patriarchy, its more about the men than it is the women.

Neo-conservatives deem traditional authoritarian male-headed families as the cornerstone of a healthy society (Lakoff, 2002). Formal and organized labor is the rightful domain of men. Within this paradigm, undermining the progress of women is actually a necessary precursor to the restoration of “strong” families, states, and a strong nation. An authoritarian style of governance is thus framed as the best way to govern. Historically, schools were designed under this model, allowing a man to govern his school as he would his household. Male administrators were to govern and female teachers were to “toe the line” and comply with their fatherly male administrators (Tyack, 1974). This style of governance is currently on display in Wisconsin where newly elected Governor Scott Walker and his Republican allies refuse to compromise on a “Budget Repair Bill” that removes collective bargaining rights from public employees (excluding police and firefighters). A disproportionate number of those affected would be teachers. The bill, Walker argues, will allow leaders more “flexibility” to implement tough cost cutting measures to reduce the State deficit. In other words, it would centralize decision-making to support more authoritarian governance - to resemble the way a father should govern his household.

The ideological affront, while disproportionately republican led and backed must not be viewed along partisan lines. Like their republican counterparts, democratic leaders also are guilty of similar patriarchal actions. In Providence, RI, a state where women comprise nearly 80 percent of elementary and middle school teachers (RI DLT, 2010), Mayor Angel Tavaras, a newly elected democrat and school board issued layoff warnings for all 1,926 teachers in the district. The pretext for this move was the looming and very real budget crisis and, in the words of Tavaras, the need for “flexibility” to address a budget shortfall. Citing that many teachers will get their jobs back, Tavaras holds that the move was necessary (Goodnough, 2010). But even with the budget pretext and with knowing that the layoff notices represent a means to an end, we will probably not witness an elected official or governing body exercise a similar move where the majority of those adversely affected would be men. Would “spoiled” police officers, firefighters, or other “lazy and whining” *union men* be treated the same way? When men fight for the wellbeing of their children and families, they are hailed as responsible and hardworking. By contrast, women are regarded with deep disdain. This is injustice.

My point is not to suggest that unions are in any way perfect, but to instead point to the reality that to attack teachers unions is to attack the teaching profession is to attack women. The devaluation of women’s labor is precisely why strong teachers unions are critical to the well-being of women and labor in general. Anti-teacher and anti-teacher union sentiment is a continuation of white male-capitalist-authoritarian business as usual: patriarchal, sexist (and racist – that’s another article), and reactionary attempts by neoconservative ideologues to dominate women in public, private, and domestic spheres. It seems awkward that we find ourselves at this historical juncture. As women in North African and Middle Eastern countries make notable strides to gain basic rights, most of us look on with admiration and respect. As U.S. teachers endure and brace for more challenges to come, it is important that school leaders recognize and acknowledge the ways that patriarchy and sexism shape events right here at home. A true commitment to social justice requires at least this much.

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In LSJ News...

LSJ @ AERA 2011

If you are attending AERA, please support our LSJ sessions. Shirley Steinberg, LSJ SIG Program Chair, has done a great job in organizing the papers and symposium accepted for this year. For your reference, below are the LSJ sessions:

Friday, April 8, 2011

Symposium: Promoting Transformative Educational Leadership

Through a Critical Analysis of the Obama Administration's Educational Agenda

12:00 pm - 2:00 pm

Location: Sheraton, Rhythms Ballroom III

Paper Session: Schools, Leadership, and Social Justice

4:05 pm - 6:05 pm

Location: Sheraton, Southdown

Saturday, April 9, 2011

Paper Session: Leadership, Social Justice, and Critical Pedagogy

2:15pm - 3:45 pm

Location: Sheraton, Edgewood

LSJ Business Meeting: Celebrating our 5th Year Anniversary

6:15 pm - 7:45 pm

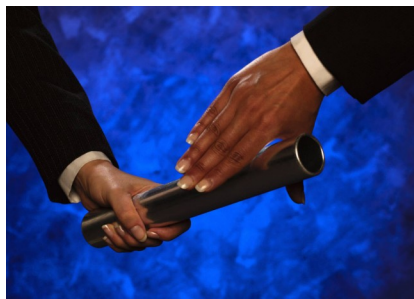
Location: Rhythms Ballroom at the Sheraton

Passing the Baton!!!

Please join us in congratulating and welcoming Noelle Witherspoon Arnold as the Leadership for Social Justice SIG **Secretary/Treasurer** (2-year term begins in 2011). We thank Leslie Hazle Bussey for her energy and hard work throughout her term!



Leslie Hazle Bussey
Outgoing Secretary/Treasurer
2009-2011



Noelle Witherspoon Arnold
Secretary/Treasurer Elect
2011-2013

Graduate Student Committee Corner



Katherine Cumings Mansfield
University of Texas-Austin
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Looking for Grad Student to Serve as New Jr. Rep!

Katherine Cumings Mansfield
Senior Rep, Graduate Student Committee
The University of Texas at Austin

You may recall that Anjalé Welton, Assistant Research Professor at the University of Connecticut, served as LSJ-SIG's first graduate student representative last year. In conjunction with Anjalé accepting her faculty position at UCONN, I was appointed to finish out Anjalé's second year as the Chair of the Graduate Student Committee. Additionally, at our last business meeting that took place in conjunction with the UCEA Convention in NOLA, a new Jr. Rep was appointed: Maysaa Barakat of Auburn University.

Maysaa and I have been working together with the LSJ-SIG leadership team during this short period of transition. We are currently seeking a new Jr. Rep to take her place as she transitions to her new role as Sr. Rep at the business meeting that will take place at the AERA Meeting in NOLA. At that time, the LSJ-SIG graduate student team will have completed this cycle of transition and will be on the two-year service cycle similar to most AERA Divisions.

Accordingly, we need to find a student who has *at least two years left before graduation* to serve as our new "Junior Rep." Ideally, the Junior Rep will be mentored by the Senior Rep and then move into the Senior Rep position when the Senior Rep graduates. Then, the former Junior Rep becomes the new Senior Rep and mentors the newly appointed Junior Rep. The hope is that this continuous student leadership mentoring cycle will facilitate greater continuity and enable our student leaders to successfully work with the leadership team to develop a vibrant and engaging graduate student committee.

If you are a doctoral student planning to graduate between May 2013 and May 2014 and wish to serve LSJ-SIG by committing to two years of service as first Junior Rep and then Senior Rep, we would like to hear from you! Please send a copy of your CV with a one-page statement of interest that includes: 1) name; 2) institution; 3) program and advisor; 4) anticipated graduation date; 5) why you would like to serve as LSJ-SIG Jr. /Sr. Representative, and; 6) prior experiences that may help you serve in this capacity to Dr. Gaetane Jean-Marie at gjeanmarie@ou.edu (Please "CC" Katherine Mansfield at kcmansfield@mail.utexas.edu and Maysaa Barakat at myb0002@tigermail.auburn.edu) by 04/01/11. The appointment will be made shortly before or after the AERA meeting in NOLA.

If you are unable or do not care to serve as Jr. /Sr. Rep, we still need and want your participation! There are many other ways students can get involved. Please e-mail Katherine Mansfield at kcmansfield@mail.utexas.edu or Maysaa Barakat at myb0002@tigermail.auburn.edu to express your interest in becoming involved. We'll be in touch!

See you in NOLA!



Maysaa Barakat
Auburn University
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Welcome to our new Jr. /Sr. Graduate Student Representative: Maysaa Barakat!

Maysaa joined Katherine Mansfield (new Sr. Rep) this fall as co-leaders of the graduate student committee. At the AERA business meeting in NOLA, Maysaa will assume the role as "Sr. Rep" and a newly-appointed "Jr. Rep" will take her place. Maysaa is a Graduate Research Assistant in the Educational Foundations, Leadership and Technology department at Auburn University. Her research interests include social justice, diversity and the preparation of aspiring school leaders. She participated in the Southern Regional Council on Educational Administration and the University Council for Educational Administration as a co-author and presenter of papers about diversity issues and Professional Learning Communities. Maysaa has also served as the Graduate Student Representative on the Commission on Diversity at Auburn University during the 2009-2010 academic year. Prior to beginning her graduate studies, Maysaa served as a school administrator for 12 years in Cairo Egypt (her "home land") after making a career change from Architecture to Education in the 1990s. Maysaa stated, "Social justice and diversity issues are important to me on the professional as well as the personal levels and I am always seeking opportunities to become involved and advocate for diversity, inclusion and equity." We are so happy to have Maysaa join the LSJ team! Welcome Maysaa!

LET'S GIVE 'EM PROPS!!



Carolyn Shields
Hired at Wayne State
Dean of the College of Education



Karen Stansberry-Beard
Hired at Miami University
Assistant Professor



Floyd D. Beachum
Awarded The Martin Luther King
Service Award
Lehigh University



Shirley R. Steinberg
Awarded The Social Justice Award
Paulo Freire Democratic Project
College of Educational Studies
Chapman University



Katherine Cumings Mansfield
Hired at Virginia Commonwealth University
Assistant Professor

2011 ANNUAL MSAN INSTITUTE

April 26-27, 2011 | Chapel Hill, NC

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The MSAN Institute

is an intensive professional development opportunity for teacher leaders, principals, and district-level leaders across MSAN districts. This event will focus on the latest research and promising practices for developing MSAN-focused leadership and increasing cultural competency. It will be of special interest to directors of instructional equity, instructional coaches, and facilitators of diversity or equity initiatives.

The 2-day institute will include:

- Large and small group discussions
- Job-alike conversations
- Panel and keynote presentations
- District planning sessions

Speakers

- Educators from MSAN districts
- National speakers with expertise in leadership and cultural competence
- Confirmed speakers include Bonnie Davis, Yvette Jackson, and Jeffrey Brooks

Conference Location & Accommodations

Sheraton Chapel Hill Hotel

Register online at msan.wceruw.org

Deadline to register is April 12, 2011.

Questions?

Please contact Connie Showalter, MSAN Outreach Specialist, at 608-263-1565 or msan@wcerwisc.edu. Find more information online at msan.wceruw.org.



MINORITY STUDENT ACHIEVEMENT NETWORK



SYRACUSE UNIVERSITY
SCHOOL OF EDUCATION
Announces the

Annual Summer Leadership Institute
 Equity, Inclusion, and Excellence:
 Leading Schools for ALL

August 8-10, 2011
 Syracuse University

The Syracuse University School of Education and Julie Causton-Theoharis, Ph.D., George Theoharis, Ph.D., and Christy Ashby, Ph.D., invite you to:

The Annual Summer Leadership Institute
 Equity, Inclusion, and Excellence: Leading Schools for All

WHEN: August 8, 9, and 10 (11 & 12 for credit)

WHO : Practicing administrators and school leaders, including principals, special education directors, curriculum directors, superintendents, teacher, leaders, and educational leadership students

WHAT: An all new interactive three-day school leadership institute that will utilize a multi-media approach combining film, the latest research, and key lessons from practice necessary to create equitable and excellent schools for all students. This institute places a particular focus on the inclusion of students with disabilities, special education, and issues of belonging and learning for all students.

HOW: Seminars, films, discussions, and workshops with Syracuse University School of Education faculty and other nationally known education experts such as Paula Kluth, Ph.D., Patrick Schwartz, Ph.D., Sue Rubin, Norman Kunc, and Micah Fialka-Feldman, and more

Registration begins in March. Fees reduced this year!

For more information visit the School of Education at soe.syr.edu or contact the Center for Continuous Education and Global Outreach at 315-443-4696.



**SCHOOLS OF
 PROMISE**



The Department of Educational Leadership and Policy Studies at Iowa State University invites applications for a tenure-track assistant, associate or full professor in educational administration (vacancy #110094). Review of applications will begin **March 24, 2011**. For more information and to apply, please visit the Web at https://www.iastatejobs.com/applicants/jsp/shared/Welcome_css.jsp AA/EOE. Background check required.

WE WANT YOU!!!!

The Social Justice Leader is seeking the following types of submissions:

Promotion Announcements

Awards

Special Opportunities

General Announcements

Brief Articles

Please send your submissions by to:

Latish Reed reedlc@uwm.edu or

Gaetane Jean Marie gjeanmarie@ou.edu

Submission Guidelines:

The LSJ Newsletter considers publication of brief articles on issues that are trenchant and of interest to LSJ members. Restrictions for publication will apply (preferably no more than 1,000 words or 5 to 7 pages of double-spaced text) in order to meet newsletter page limitations (2-3 pages). The editors reserve the right to edit for style and length. Please submit an author's head shot photo or other relevant photos or graphics.



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