

WOX Grant Application Form for 2022



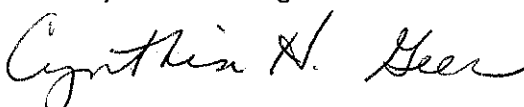

12/6/21

Use and completion of this Application Form is required for submission of your grant. Only Applications using this template will be considered for an award.

The completed WOX Grant Application must be emailed to cassidycoxs@xavier.edu **and** a paper copy with appropriate signatures mailed or hand delivered to Cyndi Meyer, Alumni Building ML 5630 by 5 p.m. **March 1, 2022.**

NOTE: Applicants are encouraged to seek proposal assistance through the Office of Grant Services. Please contact Shari Howell by phone at 745-1904 or email at howells3@xavier.edu as early as possible and at least 10 business days before the due date.

PROPOSAL FOR WOX GRANT

Title of Proposed Project: Am I a Good Gertrude?: Critical Conversations about Leadership, Women, and Teachers
Amount Requested: \$2287.26
Name of each applicant, their position and signature: Jody Googins , Assistant Professor, Secondary Education, Program Director Secondary Education, College of Professional Sciences, School of Education, googinsi@xavier.edu  Vanessa Winn , Assistant Clinical Professor, Department of Teacher Education, University of Dayton, vwinn1@udayton.edu 
Add ALL appropriate signatures below as outlined in the Guidelines document for the WOX Grant Awards. For each approval needed, please type the person's name, title, email address, and <u>have them physically sign the Application.</u> Cynthia Geer , Dean of College of Professional Sciences, geer@xavier.edu  Kathy Winterman , Director, School of Education, wintermank1@xavier.edu 
Provide a brief abstract that clearly and concisely states the aim of your project, anticipated value for XU students and/or faculty, and the indicators of success: (maximum 350 words) For this project, we will share a space of community and dialogue, breaking bread and conversing about ideas that intimately and profoundly affect those around the table: female pre-service and practicing teachers. As women in a profession that has been historically feminized, we are creating space where dialogue can be had

about the historical marginalization of women, and women's roles in greater society, in both classrooms and schools, and as future leaders in these spaces.

As two professors of education, both former teachers, we have studied and experienced the patriarchal nature of the teaching profession. Furthermore, we consistently engage with young women who see gender-based inequalities and want to discuss them. Conversations about the femininity assigned to teachers, and the commensurate lack of job autonomy and leadership opportunities are felt deeply by young, women teachers. There are few opportunities for women to engage conversationally, as they are not a part of the formal curriculum, nor represented in dominant literature. We hope to share in a meaning-making process and create intentional space for young women navigating our profession.

We have selected three texts to introduce 8 women, all undergraduate or graduate education students at Xavier University, to the sociocultural theory of feminism broadly and as it specifically plays a role in women's personal and teaching lives. One text explores feminism broadly: *We Should All Be Feminists* by Chimamanda Ngozi Adichie; one text is a women-authored memoir that explores her experiences in broader society: *Untamed* by Glennon Doyle; and one text specifically explores the feminization of the teaching profession: *Those Good Gertrudes: A Social History of Women Teachers in America* by Geraldine Clifford.

Meetings will be held at Xavier University. Conversation will be fostered by the community-building that comes with sharing a meal and a space that supports intimacy and solidarity. We will hold 6 meetings in the Fall of 2022. As participant-researchers, we will engage alongside the participants, and, after meetings have concluded, engage in an interpretive inquiry about the experience, using recordings of the conversations as data. Research results will be shared in scholarly conferences and publications.

NARRATIVE

Please provide a detailed project description (in #1) and answer the questions below (#2 - #8) Limit the length of your answers (including project description) to three single-spaced, typed pages.

1. Provide a detailed description of your project; what will take place, where, when, and who will be involved in the project, and the timeline. (maximum 1 page)

This research project seeks to engage a group of young woman-identifying individuals from Xavier – both undergraduate and graduate students – in critical conversations around how women navigate intersectional experiences of identity broadly, and specifically in education as their chosen career field. In a historically feminized profession (Clifford, 2014), the role of being a woman is historically and socially contextualized in unique ways.

We have designed the space for learning about being a woman in education as a book club. Book clubs have long been associated with spaces for learning between women. Book clubs “emphasize the joy of reading while promoting student learning through perspective taking, reflection, critical thinking and dialogue” (Willard & Buddie, 2019, p. 398) and have been already established as spaces to “increase dialogue about gender-related issues” (p. 401). Furthermore, we have chosen to read a variety of texts that serve the purposes of reflection and potentially collective action towards leadership.

- *We Should All be Feminists* by Chimamanda Ngozi Adichie to capture the zeitgeist of feminism in popular culture, particularly Adichie’s inclusion in Beyonce’s hit song “Flawless.” Feminism is simply defined as “a movement to end sexism, sexist exploitation, and oppression” (hooks, 2000). As hooks (2000) reminds us, “feminism is for everybody.”
- *Untamed* by Glennon Doyle is a memoir of the process of examining how one’s personal life and values intersect with society’s, particularly as a woman-identifying person. Scholars have identified that memoirs are particularly generative in conversation because “our individual stories are not objective, unique, nor singular but rather interconnected with and to broader contexts; indeed, our personal stories can illuminate social and political conditions revealing struggles over diversity, autonomy, equality, equity, and the role of the state in everyday people’s lives” (Jones & Woglom, 2016, p. 444).
- *Those Good Gertrudes: A Social History of Women Teachers in America* by Geraldine Clifford explores the feminization of the teaching profession. Historically, the role of teaching has been socially framed as feminine while the role of the teacher leader, as principal, has remained male. By engaging with history, we seek to untangle the complex, contemporary role of femininity in our chosen profession.

We plan to engage with both memoirs and history texts to discuss the roles of femininity in education because as Owenz (2020) claims, “The expository textbook could be viewed as pedantic, dry, and irrelevant without the memoir, and the understanding of the memoir itself could be thin and a-cultural, a-historical, and a-theoretical without the textbook” (p. 53).

Summer 2022	June: Apply for IRB approval. July: Begin Literature Review for Manuscript Preparation. Prepare meeting scripts.
Fall 2022	August: Recruit 8 woman-identifying preservice or practicing teachers to join the book club from Xavier University per: IRB approval (email). August: Order books for meetings. Purchase technology. Organize meeting plans, send calendar invites, make food arrangements, plan for use of technology, etc. per IRB approval. September - December: Host 6 book club meetings, dedicating two meetings to discussion of each text. Keep researcher-participant analytic memos.
Spring 2023	January: Submit recordings for transcription. February - May: Analyze transcripts for thematic and narrative codes for scholarship. Draft findings and re-engage with participants, as needed (per IRB approval).
Summer 2023	Submit 1 conference proposal for sharing findings from these meetings (acknowledging the WOX Grant funding) Submit 1 manuscript for publication from the findings of these meetings (acknowledging the WOX Grant funding)

2. How does this proposed project enhance the mission and purpose of Women of Excellence?

This project creates an opportunity for a group of women at Xavier to come together in solidarity to read about, study, discuss, and trouble the role of women broadly in society and the growing responsibility of female leadership in our changing society, but also, more specifically, the role of women teachers in a feminized profession. The Women of Excellence is a group of women who work to empower other women by honoring diversity, providing multiple perspectives, and addressing race/class/gender injustices. By raising awareness and giving space for women to engage in critical conversations around gender roles in education and in the teaching profession, we might deepen and strengthen their ability to be teacher-leaders now and in the future.

3. How will this project further the mission of Xavier University to “engage and form students intellectually, morally and spiritually, with rigor and compassion, toward lives of solidarity, service and success?”

This project furthers Xavier’s mission directly and indirectly, as it invites this group of young women to learn in solidarity and kinship with each other as they discern and reflect on not only their own place in their chosen career path, but also the place of women in the teaching profession and education system as a whole. As we work through texts that challenge us to consider deeply the role of women, what teaching for social justice means, what gender roles might be attached to the profession of teaching, and how they might navigate their chosen profession as women, we will engage in the practice of Magis, seeking opportunities to grow while we learn new ideas and innovative solutions to empower us moving forward.

4. Why is this project important? Does it address a gap within existing University programs?

The work of women supporting women in solidarity is important work. Within our University, it fills a needed gap of providing a co-curricular activity that builds a community of and for women to speak broadly of women, women leadership, and women in the teaching profession. More specifically, the following points speak to the vital nature of these conversations as women enter the teaching profession:

- This work is not covered by accreditation requirements that shape the teacher education department curriculum and assessments - yet indirectly connects to questions of ethics and professionalism (OSTPs).
- Although there are offerings in Xavier’s Core Curriculum that “examine[s] the social, economic, political, psychological, and cultural experiences and positions of individuals and groups characterized by differing gender, race, sexual orientation, ethnicity, socioeconomic class, age, religion, and physical/mental abilities” (Xavier website), the curriculum does not explicitly address gender and identity in a comprehensive way for our young women, including our female pre-service and practicing teachers.
- Book clubs, book groups, literature circles, and many other activities have long been a part of research in literacy and in feminism; however, there is a niche in research to be filled for scholarship that seeks to trouble and uncover both women’s roles broadly and women’s roles in the gendered and hierarchical profession of teaching.

5. What is the expected outcome of your project? How many people (faculty, staff, students) will be engaged in your project? If the project will continue beyond the Grant timeline, what are your plans for future funding?

The expected outcome of the project is 1-2 scholarly presentations and 1-2 scholarly publications analyzing the collective and individual learning in the book group. We hope that by engaging in and then producing scholarship about women in teaching, both teacher preparation programs and the university as a whole can learn how to better engage our women in honest and critical conversations around the gendered profession of teaching.

There will be eight Xavier students – both undergraduate and graduate—and one faculty member from Xavier and one faculty member from University of Dayton.

This project will end in June 2023, and no further funding will be needed.

6. How will you measure the success of your project, if funded? What are the qualitative and quantitative measures that you will use to assess impact and effectiveness?

We will measure the success of this project using the qualitative method of interpretive inquiry. All meetings will be recorded and then with the support of the grant – they will be transcribed. We will analyze the transcriptions, post-project reflections from participants, and journal entries from the investigators for patterns and themes in the conversations. The analysis will show demonstrated learning of the participants as well.

7. If your project is funded, how will the WOX Giving Circle be recognized as having played a role in the success / completion of your project? Give specific examples.

The Women of Excellence logo and name will be placed on all print materials distributed and equipment purchased. The Women of Excellence Grant will be introduced and thanked at the beginning and conclusion of every meeting and presentation. Additionally, the Women of Excellence will be credited for grant support in all scholarly presentations and submitted and published scholarship.

8. If you are applying for a 2-year grant, please explain why a 2-year award is important to the success of your project. (**Note: these are projects that will take 2 years to complete, not for 2 years of funding for the same project.**)

NA

BUDGET

What is the amount of funding requested?

This proposal requests a total of \$2,287.26. See attached for detailed, itemized budget.

Below please provide a **detailed** budget with justification/need for each itemized expense.

- If your project requires students to be paid, that payment must be included as an itemized expense. For example, if your project requires 2 student coordinators, the role needs to be specified and included as an itemized expense. [i.e. Student workers: 2 students*\$8.10/hr*10 hrs/week*12 weeks= \$1,944; Student worker fringe benefits - \$1,944*1%(stated fringe benefits rate for full-time students) = \$19.44]. Note: Students must be paid as an employee and cannot be given stipends.
- If more than 25% of your budget is allocated toward food and incentives, specific detailed rationale and explanation for these expenses should be provided.
- Include a detailed list of supplies and equipment necessary to complete your project.
- If your project's total budget is greater than \$10,000 per year, other sources of support must be stated and appropriate documentation from other funding partners must be provided.
- All costs, including student pay rates, must follow University policy. Your budget for these items should take this into account. Please contact Shari Howell (howells3@xavier.edu) to discuss budget questions.

Expense	Amount	Justification
3 texts for 10 book club members:	\$631.00	The texts are the primary element around which our study will occur. Providing the texts to the participants is vital for the project to commence.

Text 1: \$7.95*10 members = \$79.50 Text 2: \$18.50*10 members = \$185.00 Text 3: \$36.65*10 members = \$366.50		
Rev Transcription Service 6 meetings*90 minutes*\$1.25/minute = \$675	\$675.00	Using a transcription service will be vital to the project, as the meetings will produce approximately 540 minutes of recorded data. Using a transcription service will allow the researchers to produce scholarship in a more timely manner.
Meals 6 meetings*10 attendees*\$15.00/meal = \$900	\$900	Meals are approximately 40% of our proposed budget. As stated throughout this proposal, creating an environment that fosters solidarity and critical conversations can be supported by sharing in a meal. Sharing meals has traditionally been an act of community, specifically for women. Additionally, when asking the young women of this study to share their time with us, outside of their academic and professional obligations, we want to signal that their time is valuable. By providing a meal during this time together, we inherently acknowledge this belief. Finally, women are disproportionately burdened by unpaid labor. As researchers, we are going to benefit from them spending time with us. Although we will not pay them to participate, this is one of the ways that we are living a feminist belief. Women's thoughts and time have value. Providing a meal is the least we can do to signal this belief.
<u>1 Omnidirectional microphone</u> 1 microphone*\$37.27	\$37.27	A quality microphone will enable quality transcription for this project. The foundation of this project is conversation between participants. It is vital we capture it.
<u>1 recording device</u> 1 recording device*\$43.99	\$43.99	A quality recording device will also enable quality transcription for this project. The foundation of this project is conversation between participants. It is vital we capture it.
Total	\$2287.26	

References

- Clifford, G. J. (2014). *Those good Gertrudes: A social history of women teachers in America*. Johns Hopkins University Press.
- hooks, b. (2000). *Feminism is for everybody: Passionate politics*. Routledge
- Jones, S. & Woglom, J. F. (2016). From where do you read the world? A graphic expansion of literacies for teacher education, *Journal of Adolescent & Adult Literacy*, 59(4), 443-473.
- Owenz, M. (2020). Analyzing a memoir of disability: Utilizing a group writing assignment to increase applicability and comprehension of course material, *The Prompt Journal*(4) 1, 50-59.
- Willard, J., & Buddie, A. (2019). Enhancing empathy and reading for pleasure in psychology of gender. *Psychology of Women Quarterly*, 43(3), 398-403. <https://doi-org.libproxy.udayton.edu/10.1177/0361684319845616>