

VITA

MARGARET A. EISENHART

University Distinguished Professor
Bob and Judy Charles Endowed Chair of Education

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Personal and Professional Data

Academic Training

B.A. Emory University, 1972, French

M.A. University of North Carolina-Chapel Hill, 1975, Anthropology

Ph.D. University of North Carolina-Chapel Hill, 1980, Anthropology

Honors and Awards

Phi Beta Kappa, 1972

Phi Delta Kappa, 1980

Certificate of Teaching Excellence (Virginia Tech), 1984

Phi Delta Kappa Outstanding Research Award (Virginia Tech), 1987

Dean's Outstanding Research Award (Virginia Tech), 1987

Outstanding Article of the Year, Journal for Research in Mathematics Education, 1988

Faculty Teaching Fellowship (Colorado), 1989-90

Three of my former students have won prizes for their dissertation work under my supervision:

Beatrice Naff-Cain received a 1988 Promising Young Researcher Award from the National Council of Teachers of English for her application of ethnographic techniques to research in English education and the 1990 Richard Meade Award for an article about this work.

M. Elizabeth Graue won a 1991 Outstanding Dissertation Award from the American Educational Research Association for her application of ethnographic methods to the study of kindergarten readiness.

Karen Tonso received two 1998 Outstanding Dissertation Awards: one for Research

on Women in Education from the American Educational Research Association, and one for Qualitative Research in Education from the American Educational Research Association.

Fellow, American Anthropological Association, 1992

Scholar-in-Residence, University of Arizona, April, 1992

Outstanding Article of the Year, Journal for Research in Mathematics Education, 1992

Finalist, Presidential Teaching Scholar (Colorado), 1993

Winner, Elizabeth Gee Award (University of Colorado) for Outstanding Contributions to Women in Research, Teaching, and Service, 2001

Winner, Distinguished Research Lectureship, the highest annual award given to a faculty member at the University of Colorado, 2003

Named Bob and Judy Charles Endowed Chair of Education, 2004

Elected to the National Academy of Education, 2004

Named University Distinguished Professor, 2004

Visiting Scholar, University of Melbourne, Melbourne, Australia, 2006

Finalist, Maria Mitchell Award for Women in Science, 2008

Resident Fellow, Center for Advanced Study in the Behavioral Sciences at Stanford University, 2008-09

CU Women That Matter Award, Chancellor's Committee on Women, 2010

Professional Memberships

American Anthropological Association
American Educational Research Association
Council on Anthropology and Education
Society for Applied Anthropology

Occupational Record

2004 to present	University Distinguished Professor
2004 to present	Bob and Judy Charles Endowed Chair in Education
1999 to 2004	Director, Center for Youth in Science, Culture, and NewMedia (Cy.Scan), University of Colorado, Boulder
1992 to present	Professor, School of Education, and Adjunct in the Department of Anthropology, University of Colorado, Boulder, Colorado (Courses: Introduction to Disciplined Inquiry (i.e., Research Methods); Anthropology and Education; Ethnographic Research Methods; Women in Science and Education)
1995-98; 2001-03	Director of Graduate Studies, School of Education, University of Colorado

- 1987-92 Associate Professor, School of Education, and Adjunct in the Department of Anthropology, University of Colorado, Boulder.
- 1986-87 Visiting Scholar, University of North Carolina-Chapel Hill.
- 1985-87 Associate Professor, College of Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia (Courses: Education and Anthropology, Ethnographic Methods, Social Foundations of Education, Graduate Research Seminar, Introduction to Women's Studies).
- 1980-85 Assistant Professor, College of Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.
- 1979-80 Research Associate, Southern Regional Education Board, Atlanta, GA, "Distribution of Mental Health Professionals in the South."
- 1979-80 Research Associate, Policy Research and Planning Group, Inc., Chapel Hill, N.C. (Projects: Contract with the Government of American Samoa to survey outpatient services at L.B.J. Tropical Medical Center, Pago Pago, American Samoa; National Institute of Education Grant: "Women's Peer Groups and Choice of Career")
- 1979 Instructor, Department of Anthropology, University of North Carolina Chapel Hill (Courses: Anthropology and Education, General Anthropology).

Books Already Published

- Holland, D., & Eisenhart, M. (1990). Educated in romance: Women, achievement, and campus culture. Chicago: University of Chicago Press, 273 pages.
- Eisenhart, M., & Borko, H. (1993). Designing classroom research: Themes, issues, and struggles. Boston: Allyn & Bacon, 157 pages.
- Eisenhart, M., & Finkel, E. (1998). Women's science: Learning and succeeding from the margins. Chicago: University of Chicago Press, 272 pages.
- Levinson, B., with Borman, K., Eisenhart, M., Foster, M., Fox, A., and Sutton, M. (Eds.) (2000). Schooling the symbolic animal: Social and cultural dimensions of education. Lanham, MD: Rowman and Littlefield Publishers, 416 pages.

Articles Already Published

Anthropology and Education

- Clement, D., Eisenhart, M., & Wood, J. (1976). School desegregation and educational inequality: Trends in the literature, 1960-1975. In The desegregation literature: A critical appraisal (pp. 1-77). Washington, D.C.: National Institute of Education.
- Clement, D., Eisenhart, M., & Harding, J. (1979). The veneer of harmony: Social race relations in a southern desegregated school. In R.C. Rist (Ed.) Desegregated schools: Appraisals of an American experiment (pp. 15-64). New York: Academic Press.
- Eisenhart, M., & Holland, D. (1983). Learning gender from peers: The role of peer groups in the cultural transmission of gender. Human Organization, 42, 321-332.

- Crain, C., McLaughlin, J., & Eisenhart, M. (1983). The social and physical benefits of a ten-week dance program on educable mentally retarded adolescents. Education and Training of the Mentally Retarded, 18, 308-312.
- Borko, H., Eisenhart, M., Kello, M. & Vandett, N. (1984). Teachers as decision makers versus technicians. In J.A. Niles and L.A. Harris (Eds.) Changing perspectives in reading/language processing and instruction: Thirty-third yearbook of the national reading conference (pp.124-131). New York: The National Reading Conference.
- Eisenhart, M. (1985). Women choose their careers: A study of natural decision making. The Review of Higher Education, 8, 247-270.
- Borko, H., & Eisenhart, M. (1986). Students' conceptions of reading and their reading experiences in school. Elementary School Journal, 86, 589-611.
- Eisenhart, M., Cuthbert, A., Shrum, J., & Harding, J. (1988). Teacher beliefs about their work activities: Implications for educational policy. Theory into Practice, 27, 137-144.
- Eisenhart, M., Shrum, J., Harding, J., & Cuthbert, A. (1988). Teacher beliefs: Definitions, findings, and directions. Educational Policy, 2, 51-70.
- Holland, D., & Eisenhart, M. (1988). Moments of discontent: University women and the gender status quo. Anthropology and Education Quarterly, 19, 115-138.
- Reprinted in J. Glazer, E. Bensimon, and B. Townsend (Eds.) Women in higher education: A feminist perspective. Needham Heights, MA: Ginn Press, 1993.
- Reprinted in B. Levinson et al. (Eds.) Schooling the Symbolic Animal. Lanham, MD: Rowman and Littlefield. Publishers, 2000.
- Holland, D., & Eisenhart, M. (1988). Women's ways of going to school: Cultural reproduction of women's identities as workers. In L. Weis (Ed.) Class, race, and gender in American education (pp. 266-301). Albany, NY: S.U.N.Y. Press.
- Pitman, M., & Eisenhart, M. (1988). Experiences of gender: Studies of women and gender in schools and society. Anthropology and Education Quarterly, 19, 67-69.
- Borko, H. & Eisenhart, M. (1989). Reading groups as literacy communities. In D. Bloome (Ed.) Communities and literacy (pp.107-132). Norwood, NJ: ABLEX.
- Eisenhart, M. (1989). Reconsidering cultural differences in American schools. Educational Foundations, 3(2) 51-68.
- Holland, D. & Eisenhart, M. (1989). On the absence of women's gangs in two Southern universities. In H. Mathews (Ed.) Women in the South: An anthropological perspective (pp. 27-46). Athens, GA: University of Georgia Press.

- Eisenhart, M. (1990). Learning to romance: Cultural acquisition in college. Anthropology and Education Quarterly, 21(1), 19-40.
- Eisenhart, M. & Graue, M.E. (1990). Socially constructed readiness for school. International Journal of Qualitative Studies in Education, 3(3), 253-269.
- Eisenhart, M., Behm, L. & Romagnano, L. (1991). Learning to teach: Developing expertise or rite of passage? Journal of Education for Teaching, 17(1), 51-71.
- Eisenhart, M. & Cutts-Dougherty, K. (1991). Social and cultural constraints on students' access to school knowledge. In E. Hiebert (Ed.) Literacy for a diverse society: Perspectives, programs and policies (pp. 28-43). New York: Teachers College Press.
- Borko, H., Eisenhart, M., Underhill, R., Brown, C., Jones, D. & Agard, P. (1992). Learning to teach hard mathematics: Do novice teachers and their instructors give up too easily? Journal for Research in Mathematics Education, 23, 194-222.
- Eisenhart, M. & Holland, D. (1992). Gender constructs and career commitment: The influence of peer culture on women's commitments in college. In T. Whitehead and B. Reid (Eds.) Gender constructs and social issues (pp. 142-180). Champaign, IL: University of Illinois Press.
- Reprinted in Wyer, et al. (Eds.) Women, science, and technology. NY: Routledge, 2000.
- Eisenhart, M. & Graue, M.E. (1992). Constructing cultural difference and educational achievement in schools. In E. Jacob and C. Jordan (Eds.) Explaining the school performance of minority students: Anthropological perspectives (pp. 165-179). Norwood, NJ: ABLEX.
- Dougherty, K., Eisenhart, M., & Webley, P. (1992). The role of social representations and national identities in the development of territorial knowledge: A study of political socialization in Argentina and England. American Educational Research Journal, 29(4), 809-835.
- Eisenhart, M. (1992). A review of The first real job: A study of young workers (by Kathryn Borman). Anthropology and Education Quarterly, 23(4), 336-340.
- Eisenhart, M., Borko, H., Underhill, R., Brown, C., Jones, D., & Agard, P. (1993). Conceptual knowledge falls through the cracks: Complexities of learning to teach mathematics for understanding. Journal for Research in Mathematics Education, 24 (1), 8-40.
- Eisenhart, M. (1993). The influence of campus peer groups on women's commitment to career and family. Family Perspective, 26 (4), 517-531.
- Eisenhart, M., & Lawrence, N. (1994). Anita Hill, Clarence Thomas, and the culture of romance. Genders, 19, 94-121.
- Eisenhart, M. (1994). Women scientists and the norm of gender neutrality. Journal of Women and Minorities in Science and Engineering, 1(3), 193-207.

- Eisenhart, M. (1995). The fax, the jazz player, and the self-story teller: How *do* people learn culture? Anthropology and Education Quarterly, 26(1), 3-26.
- Reprinted in B. Levinson et al. (Eds.) Schooling the Symbolic Animal. Lanham, MD: Rowman and Littlefield. Publishers, 2000.
- Eisenhart, M. (1995). Learning as movement in networks of knowledge and power. A review of Jan Nesper's Learning in motion: Space, time and curriculum in undergraduate physics and management. Educational Researcher, 24(7), 35-36.
- Eisenhart, M. (1995). Promises and puzzles of culturally-sensitive teaching. Practicing Anthropology, 17(3), 22-25.
- Eisenhart, M. (1996). Contemporary college women's career plans. In K. Borman and P. Dubeck (Eds.) Women and work: A handbook (pp. 232-235). New York: Garland Press.
- Eisenhart, M. (1996). The production of biologists at school and work: Making scientists, conservationists, or flowery bone-heads? In B. Levinson, D. Foley & D. Holland (Eds.) The cultural production of the educated person: Critical ethnographies of schooling and local practice. (pp. 169-185). Albany: State University of New York Press.
- Eisenhart, M., Finkel, E., & Marion, S. (1996). Creating the conditions for scientific literacy: A reconsideration. American Educational Research Journal, 33(2), 261-295.
- Eisenhart, M. (1997). Review of Julia Evert=s Gender and career in science and engineering. International Journal of Qualitative Studies in Education, 10(2), 260-262.
- Eisenhart, M. (1998). Review of Elaine Seymour and Nancy Hewitt ' s Talking about leaving: Why undergraduates leave the sciences. American Scientist, (July-August), 395-396.
- Eisenhart, M. (1998). An equivocal standard for women in science and engineering. Anthropology Newsletter, 39 (4), 10-11.
- Eisenhart, M. (1999). Reflections on educational intervention in light of postmodernism. Anthropology and Education Quarterly, 30(4), 462-465.
- Eisenhart, M. (2000). New directions and approaches to culture, learning, and education. In B. Levinson et al. (Eds.) Schooling the symbolic animal: Social and cultural dimensions of education (pp. 317-326). Lanham, MD: Roman and Littlefield Publishers.
- Eisenhart, M. (2000). Review of George and Louise Spindler ' s Fifty years of anthropology and education, 1950-2000: A Spindler anthology. Anthropology and Education Quarterly. Published on line at www.aaanet.org/cae/aeq/br/index.htm on November 22, 2000.
- Eisenhart, M. (2000). Boundaries and selves in the making of "science." Research in Science Education, 30 (1), 43-55.

- Eisenhart, M. (2001). Moving women from school to work in science: Curriculum demands, adult identities, and life transitions. Journal of Women and Minorities in Science and Engineering, 7, 199-213.
- Lawrence, N., & Eisenhart, M. (2002). The language of science and the meaning of abortion. In W-M. Roth & J. Désautels (Eds.) Science education as/for sociopolitical action (pp. 185-206). New York: Peter Lang.
- Eisenhart, M. (2003). The aims of education for women and others in science. In M. Benson & J. Lesko (Eds.), Child and adolescent learning in math and science: Parents, teachers and communities working together (pp. 66-72). Proceedings of the NSF Research Tomorrow Conference, Blacksburg, VA: Virginia Tech.
- Eisenhart, M. & Edwards, L. (2004). Red-eared sliders and neighborhood dogs: Creating third spaces to support ethnic girls' interest in technological and scientific expertise. Children, Youth, and Environment, 14 (2), 156-177.
- Brickhouse, N., Eisenhart, M. & Tonso, K. (2006). Identity politics in science and science education. Cultural Studies in Science Education, 1, 309-324.
- Eisenhart, M. (2008). Globalization and science education in a community-based after-school program. Cultural studies of science education, 3, 73-95.

Educational Research & Methodology

- Crain, C., Eisenhart, M., & McLaughlin, J. (1984). The application of a multiple measurement approach to investigate the effects of a dance program on educable mentally retarded adolescents. Research Quarterly for Exercise and Sport, 55, 231-236.
- Eisenhart, M. (1988). The ethnographic research tradition and mathematics education research. Journal for Research in Mathematics Education, 19, 99-114.
- Reprinted in Mathematics education, vol. 4, pp. 197-211. Routledge: London. 2010.
- Eisenhart, M. (1989). Some ideas for incorporating qualitative methods into introductory educational research courses. In J. Allen and J. Goetz (Eds.) Teaching and learning qualitative traditions (pp. 56-67). Athens, GA: University of Georgia Press.
- Howe, K. & Eisenhart, M. (1990). Standards for qualitative (and quantitative) research: A prolegomenon. Educational Researcher, 19, 2-9.
- Reprinted in Journal of the Anthropological Study of Human Movement, vol. 11, no. 3, 2001.
- Eisenhart, M. & Borko, H. (1991). In search of an interdisciplinary collaborative design for studying teacher education. Teaching and Teacher Education, 7(2), 137-157.

- Eisenhart, M. (1991). Conceptual frameworks for research circa 1991: Ideas from a cultural anthropologist; Implications for mathematics education researchers. Proceedings of the thirteenth annual meeting of psychology of mathematics education - North America (pp. 202-219). Blacksburg, VA: Psychology of Mathematics Education.
- Eisenhart, M. & Howe, K. (1992). Validity in educational research. In M. LeCompte, W. Millroy & J. Preissle (Eds.) The handbook of qualitative research in education (pp. 642-680). San Diego: Academic Press.
- Eisenhart, M. (1995). Letter: A response to Cizek. Educational Researcher, 24(9), 32-33.
- Eisenhart, M. (1995). Whither credibility in research on reading? A response to Anderson and West. Reading Research Quarterly, 30(3), 570-572.
- Eisenhart, M. (1998). On the subject of interpretive reviews. Review of Educational Research, 68 (4), 389-397.
- Eisenhart, M. (2001). Changing conceptions of culture and ethnographic methodology: Recent thematic shifts and their implications for research on teaching. In V. Richardson (Ed.) Handbook of research on teaching. 4th Edition (pp. 209-225). Washington, DC: American Educational Research Association.
- Eisenhart, M. (2001). Educational ethnography past, present, and future: Ideas to think with. Educational Researcher, 30 (8), 16-27.
- Howe, K., Eisenhart, M. & Betebenner, D. (2001). A crucible of school choice. Phi Delta Kappan, 83 (2), 137-146.
- Committee on Scientific Principles for Educational Research (2002). Scientific research in education. Washington, DC: National Academies Press. (I was a member of the NRC committee that prepared this report.)
- Howe, K., Eisenhart, M. & Betebenner, D. (2002). The price of public school choice. Educational Leadership, 59 (7), 20-24.
- Eisenhart, M. (2002). The paradox of peer review: Admitting too much or allowing too little? Research in Science Education, 32, 241-255.
- Eisenhart, M. & Towne, L. (2003). Contestation and change in national policy on “scientifically based” educational research. Educational Researcher, 32, (7), 31-38.
- Committee on Research in Education (2004). Implementing randomized field trials in education: A report of a workshop. Washington, DC: National Academies Press. (I was a member of the NRC committee that prepared this report.)
- Committee on Research in Education (2004). Strengthening peer review in federal agencies that support education research. Washington, DC: National Academies Press. (I was a member

of the NRC committee that prepared this report.)

Committee on Research in Education (2004). Advancing scientific research in education. Washington, DC: National Academies Press. (I was a member of the NRC committee that prepared this report.)

Eisenhart, M. (2005). Reforming the doctoral program in education research at the University of Colorado-Boulder. In Essays on the role and nature of research within the PhD program in education, P. Paul & C. Hancock, eds. (pp. 166-186). Columbus, OH: The Ohio State University.

Eisenhart, M. (2005). Science plus: A response to the responses to *Scientific Research in Education*. Teachers College Record, 107 (1), 52-58.

Eisenhart, M. (2005). Hammers and saws for the improvement of education research. Educational Theory, 55(3), 245-261.

Eisenhart, M. & DeHaan, R. (2005). Doctoral preparation of scientifically based educational researchers. Educational Researcher, 34(4), 3-13.

AERA Task Force on Reporting of Research Methods in AERA Publications. (2006). Standards for reporting on empirical social science research in AERA publications. Educational Researcher, 35(6), 33-40. (I was a member of the committee that produced this document.)

Eisenhart, M. (2006). Qualitative science in experimental time. International Journal of Qualitative Studies in Education, 19(6), 697-707.

Eisenhart, M. (2006). Representing qualitative data. In J. Green, G. Camilli, & P. Elmore (Eds.) Complementary methods for research in education. Third edition (pp. 567-581). Washington, DC: American Educational Research Association.

Goodman, B. Eisenhart, M., DeHaan, R., Kemm, R., Rodenbaugh, D., & Pelaez, N. (2007). Scientific principles of education research. Advances in Physiology Education, 31, 374-376 (meeting report).

Eisenhart, M. (2008). Educational ethnography. In A. Van Zanten (Ed.) Dictionary of education (pp. 661-663). Paris: University Press of France (to be published in English and French).

Eisenhart, M. (2008). Generalization from qualitative inquiry. K. Ercikan & W-M. Roth (Eds.), Generalizing from educational research: Beyond the qualitative and quantitative polarization (pp. 51-66). New York: Routledge Press.

Other Applied Anthropology (not focused on education)

Eisenhart, M., & Ruff, T. (1983). The meaning of doing a good job: Findings from a study of rural and urban mental health centers in the South. Journal of Community Psychology, 11, 48-57.

Eisenhart, M., & Ruff, T. (1984). Doing mental health work in rural vs. urban places: Differences in the organization and meaning of work. In J. Gumpert (Ed.) Toward clarifying the context of rural practice. Proceedings of the fifth national institute on social work in rural areas (pp. 33-49). Lexington, MA: Ginn Publishing.

Works in Press

Eisenhart, M. & Jurow, S. (in press). Teaching qualitative research. In N. Denzin & Y. Lincoln, (Eds.), Handbook of qualitative research, 4th edition. Thousand Oaks, CA: Sage Publications.

Works in Preparation

Jurow, S. & Eisenhart, M. Learning to be a qualitative researcher in education. Journal manuscript in preparation.

Eisenhart, M., Teplitzky, M., & Valdiviezo, M. New American girls. Documentary film in preparation.

Eisenhart, M. Stolen promise: The making and unmaking of minority girls in engineering. Book manuscript in preparation.

Eisenhart, M. Civic engagement in the lives of urban working class American girls. Article in preparation.

Eisenhart, M. "We can't get there from here": High school girls consider engineering. Article in preparation.

Eisenhart, M. & Allaman, E. Circulating figured worlds of school, romance and family. Article in preparation.

Hanson, J., Allaman, E., & Eisenhart, M. Educational policy for girls and women in STEM, 1978-2010. Article in preparation.

Papers Presented (*invited)

Eisenhart, M., & Harding, J. (1977, March). Separating words: Social race terms in interethnic interaction. Paper presented to the Southern Anthropological Society; Miami, Florida.

Eisenhart, M. (1977, December). Maintaining control: Teacher competence in the classroom. Paper presented to the American Anthropological Association; Houston, Texas.

Clement, D., Eisenhart, M., & Harding, J. (1978, March). Teacher socialization of black/white relations in a southern desegregated school: Pressures and adaptations. Paper presented to the American Educational Research Association; Toronto, Canada.

- Eisenhart, M. (1978, December). Rule competence: Rules and what children learn about them in school. Paper presented to the American Anthropological Association; Los Angeles, California.
- Clement, D., & Eisenhart, M. (1979, February). Learning about gender: The enculturation of institutional and interpersonal aspects of gender roles in an elementary school. Paper presented to the Southern Anthropological Society; Memphis, Tennessee.
- *Eisenhart, M. (1979, February). Learning by gender. Paper presented at an invited symposium, University of North Carolina, School of Education.
- *Eisenhart, M., & Clement, D. (1979, May). Informal channeling of learning in an elementary school. Paper presented to the American Educational Research Association Division G Regional Conference; Hampton, Virginia.
- *Eisenhart, M., & Ruff, T. (1981, April). Are retention and recruitment of mental health staff affected by patterns of staff organization and utilization? Paper presented to the National Council of Mental Health Centers; Dallas, Texas.
- Harding, J., & Eisenhart, M. (1981, April). Distribution of mental health professionals: Issues and action. Paper presented to the Society for Applied Anthropology; Edinburgh, Scotland.
- Eisenhart, M. (1981, December). Pathways to adulthood: Women and their career choices. Paper presented to the American Anthropological Association; Los Angeles, California.
- *Eisenhart, M. (1982, March). Socialization into adult roles: What is the actor's perspective? Paper presented to an invited symposium of the American Educational Research Association; New York, New York.
- Eisenhart, M. (1982, December). In pursuit of learning: Where to look, what to learn. Paper presented to the American Anthropological Association; Washington, D.C.
- Borko, H., & Eisenhart, M. (1983, April). Students thoughts about learning to read and descriptions of good vs. poor readers. Paper presented to the American Educational Research Association; Montreal, Quebec.
- Eisenhart, M. (1983, April). Critical incidents in the negotiation of classroom participation structures. Paper presented to the American Educational Research Association; Montreal, Quebec.
- Kello, M., Vandett, N., Eisenhart, M., & Borko, H. (1983, April). The effects of teachers' perceptions of external constraints on teacher decision making. Paper presented to the American Educational Research Association; Montreal, Quebec.
- Holland, D., & Eisenhart, M. (1983, November). Peer groups and the metaphor of cultural transmission. Paper presented to the American Anthropological Association; Chicago, IL.

- Eisenhart, M., & Borko, H. (1984, April). What makes a difference in whether students learn to read in school? Paper presented to the American Educational Research Association; New Orleans, Louisiana.
- Eisenhart, M. (1984, November). Dilemmas of an anthropologist in a college of education. Paper presented to the American Anthropological Association; Denver, Colorado.
- *Eisenhart, M. (1985, March). Social differentiation and cultural creation of mainstream students in school settings. Paper presented to the Society for Applied Anthropology; Washington, D.C.
- Eisenhart, M. (1985, April). Becoming a teacher: Fieldwork in the university classroom. Paper presented to the American Educational Research Association; Chicago, Illinois.
- Eisenhart, M., & Shrum, J. (1985, April). Teaching as a complex beliefs system: Implications for teachers, teacher education, and educational reform. Paper presented to the American Educational Research Association; Chicago, Illinois.
- *Eisenhart, M. (1985, April). Anthropological perspectives on research in math education. Speech delivered to the Research Council on Diagnostic and Prescriptive Mathematics; Austin, Texas.
- Eisenhart, M. (1985, December). Setting the stage for adulthood: Cultural pathways of career and gender. Paper presented to the American Anthropological Association; Washington, D.C.
- Eisenhart, M., Borko, H., & Hoover, N. (1986, April). Structural, interactional, and cognitive contributions to student success in second grade reading at one elementary school. Paper presented to the American Educational Research Association; San Francisco, California.
- Eisenhart, M. (1986, December). Women's response to college: Understandings of work and gender. Paper presented to the American Anthropological Association; Philadelphia, Pennsylvania.
- *Holland, D., & Eisenhart, M. (1987, March). On the absence of women's gangs in two southern universities. Paper presented in the Key Symposium of the Southern Anthropological Society; Atlanta, Georgia.
- Eisenhart, M. (1988, April). Women's responses to college and work: A case of cultural reproduction. Paper presented to the American Educational Research Association; New Orleans, Louisiana.
- *Eisenhart, M. (1988, April). The role of anthropology in educational reform. Paper presented to the High Plains Society for Applied Anthropology; Broomfield, Colorado.
- Eisenhart, M. (1988, November). Ideas for the study of cultural acquisition. Paper presented to

- the American Anthropological Association; Phoenix, Arizona.
- *Eisenhart, M. (1989, January). Incorporating naturalistic designs into introductory educational research courses. Paper presented to the Second Annual Conference on Ethnography in Education; Athens, Georgia.
- Howe, K. & Eisenhart, M. (1989, March). Standards in qualitative research. Paper presented to the American Educational Research Association; San Francisco, California.
- Eisenhart, M. (1989, March). Conceptual issues in the design of classroom research: Contributions from educational anthropology. Paper presented to the American Educational Research Association; San Francisco, California.
- *Eisenhart, M. (1989, April). Social and cultural dimensions of access to literacy. Paper presented to the Conference on Literacy and Diversity, University of Colorado; Boulder, CO.
- *Eisenhart, M. & Graue, M.E. (1989, September). Socially constructed readiness for school. Paper presented to the conference, "Qualitative Studies in Early Childhood Settings," Knoxville, TN.
- Underhill, R., Eisenhart, M., Jones, D., Brown, C., Borko, H. & Agard, P. (1989, September). Journey from research questions to data collection strategies. Paper presented to the conference of Psychology of Mathematics Education-North America, Princeton, NJ.
- *Eisenhart, M. & Goetz, J. (1989, November). Studying the cultures of science in American education and society. Paper presented to the American Anthropological Association, Washington, DC.
- Graue, M.E. & Eisenhart, M.A. (1990, March). Readiness for school as a social construction. Paper presented to the Ethnography in Education Forum, University of Pennsylvania, Philadelphia, PA.
- *Eisenhart, M. & Holland, D. (1990, March). Gender and college women's career commitments. Paper presented to the Society for Applied Anthropology, York, England.
- Howe, K. & Eisenhart, M. (1990, April). Validity in qualitative research. Paper presented to the American Educational Research Association, Boston, MA.
- *Eisenhart, M. (1990, April). Research on science curriculum reform. Paper presented to the National Association for Research in Science Teaching, Atlanta, GA.
- *Borko, H. Eisenhart, M., Brown, C. & Underhill, R. (1990, October). Dilemmas of learning to teach mathematics. Paper presented to the National Science Foundation, Washington, DC.
- Eisenhart, M. (1991, April). Complexities of learning to teach: The influence of the teacher

- education program. Paper presented to the American Educational Research Association, Chicago, IL.
- Eisenhart, M., Borko, H., Underhill, R., Brown, C., Agard, P., & Jones, D. (1991, April). Learning to teach: Dilemmas and resolutions. Paper presented to American Educational Research Association, Chicago, IL.
- *Eisenhart, M. (1991, April). Issues and questions related to science curriculum reform. Panel discussant at the annual meeting of the National Association for Research in Science Teaching, Lake Geneva, WI.
- *Eisenhart, M. (1991, October). Conceptual frameworks for research circa 1991: Ideas from a cultural anthropologist; implications for mathematics education researchers. Plenary address to the annual meeting of Psychology of Mathematics Education-North America, Blacksburg, VA.
- *Eisenhart, M. (1991, November). Schooling, romance, and the gender status quo. Invited speaker to the School of Education. University of Wisconsin, Madison, WI.
- *Eisenhart, M. (1992, February). Schooling, romance, and resistance. Keynote address to the Minnesota Commission on the Status of Women, Minneapolis, MN.
- *Eisenhart, M. (1992, February). Standards for qualitative (and quantitative) research. Invited speaker to the School of Education, Colorado State University, Ft. Collins, CO.
- *Eisenhart, M. (1992, February). Gender and science. Invited speaker to the Boulder Valley School District, Boulder, CO.
- *Eisenhart, M. (1992, March). The influences of campus peer groups on women's commitment to career and family. Plenary address to the annual conference of the Center for Studies of the Family, Brigham Young University, Provo, UT.
- Eisenhart, M. (1992, March). Patriarchy and the culture of campus life. Paper presented at the meeting of the Society for Applied Anthropology, Memphis, TN.
- Eisenhart, M. & Borko, H. (1992, April). Developing teacher expertise: Two theories and a study. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Borko, H. & Eisenhart, M. (1992, April). Patterns across the profiles: A critical look at theories of learning to teach. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Eisenhart, M. (1993, April). Situated science learning in non-school groups: Issues and methodology. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Eisenhart, M. (1993, April). Science, gender, and the business of conservation. Paper presented

- at the annual meeting of the American Educational Research Association, Atlanta, GA.
- *Eisenhart, M. (1993, April). Using anthropological techniques in educational research. Invited presentation at the annual meeting of the American Educational Research Association, Atlanta, GA.
- *Eisenhart, M. (1993, April). Feminist approaches to research in education. Invited panelist at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Eisenhart, M. (1993, November). The fax, and jazz player, and the self-joining story: How do people "organize" culture? Paper presented at the annual meeting of the American Anthropological Association, Washington, DC.
- Eisenhart, M. (1994, April). Situated science learning at work: Organization and identity in a non-profit conservation corporation. Paper presented at the American Educational Research Association, New Orleans, LA.
- Eisenhart, M. (1994, April). The cultural production of women and scientists at work. Paper presented at the Society for Applied Anthropology, Cancun, Quintana Roo, Mexico.
- Eisenhart, M. (1994, October). The cultural production of women scientists at work: Are they facing a glass ceiling or a blinding light? Paper presented at the Society for the Social Study of Science, New Orleans, LA.
- *Eisenhart, M. (1994, November). Gender equity in scientific work. Paper presented to the conference, "Studies in Success," of the Women's College Coalition, Mt. Holyoke College, South Hadley, MA.
- Eisenhart, M. (1994, December). Stories that launch identity in the transition from school to work. Paper presented at the American Anthropological Association, Atlanta, GA.
- Eisenhart, M. (1995, April). Women who learn science and engineering. Paper presented at the American Educational Research Association, San Francisco, CA.
- *Eisenhart, M. (1995, October). Technical discourse and gender in the social practice of science and engineering. Paper presented to the National Academy of Education, Cambridge, MA.
- Eisenhart, M. (1995, November). Situated science learning in a non-profit work place. Paper presented at the American Anthropological Association, Washington, DC.
- *Eisenhart, M. (1997, March). What is an interpretive review? Paper presented at the American Educational Research Association, Chicago, IL.
- *Eisenhart, M. (1997, October). Curriculum demands, student identities and the transition to work: The case of college women. Paper presented at the invited conference, "School-to-work transitions," @ Portland, OR.

- Eisenhart, M. (1997, November). Cultures of science and womanhood in four sites of scientific practice. Paper presented at the American Anthropological Association, Washington, DC.
- Eisenhart, M. (1998, April). Changing conceptions of culture and ethnography. Paper presented at the American Educational Research Association, San Diego, CA.
- *Eisenhart, M. (1998, October). Interpretive Anthropology and Ethnography: The Case in Education. Featured Speaker for the Research Series: Transitions in Qualitative Inquiry: Preparing for a new Century of Research. University of Northern Colorado, October 30, 1998.
- *Eisenhart, M. (1998, December). Whither interpretive/critical anthropology and ethnography in research on education. Invited paper presented at the American Anthropological Association, Philadelphia, PA.
- *Eisenhart, M. (1999, March). Ideas to think with: Educational ethnography in the next generation. Keynote Address, University of Pennsylvania Ethnography in Education Forum, Philadelphia, PA.
- *Eisenhart, M. (1999, November). Cultures of science and educational reform in the U.S. Paper presented at the American Anthropological Association, Chicago, IL.
- *Eisenhart, M. (2000, April). What do we really mean when we talk about culture in schools? Invited presentation, American Educational Research Association, New Orleans, LA.
- Eisenhart, M. and Edwards, L. (2000, April). The burden of gaining respect and attention: African-American girls in an urban after-school program. Paper presented at the Urban Girls Conference, Buffalo, NY.
- Edwards, L. and Eisenhart, M. (2000, April). Culturally-open moments: Using reformulation in an after-school program to teach science. Paper presented at the National Association of Research on Science Teaching, New Orleans, LA.
- Edwards, L. and Eisenhart, M. (2000, November). Using multimedia to investigate meanings of urban places. Paper presented at the American Anthropological Association, San Francisco, CA.
- *Eisenhart, M. (2000, November) Educational ethnography past, present, and future: Ideas to think with. Invited presentation, American Anthropological Association, San Francisco, CA.
- *Eisenhart, M. (2001, March) Applied ethnography in education and other service professions. Invited presentation, Clemson University, Clemson, SC.
- *Eisenhart, M. (2001, September) The meaning of culture in the practice of educational research in the U.S. and England. Invited presentation at the VIIIe Congrès International de

I=Association pour la Recherche Interculturelle, Geneva, Switzerland.

- *Eisenhart, M. (2001, October) When women pursue science. Invited presentation, Health Sciences Center, University of Colorado, Denver, CO.
- *Eisenhart, M. & Edwards, L. (2001, November) Teen gender identity meets technological expertise in an urban after-school program. Invited presentation at the conference, AA New Girl Order? Young Women and the Future of Feminist Inquiry, @ Monash University, London, England.
- *Eisenhart, M. (2001, December) Anthropology and ethnography: Their uses and future in education. Invited Distinguished Lecture, University of Colorado at Denver, Denver, CO.
- Edwards, L. & Eisenhart, M. (2001, December) Grabbing the interest of girls: Middle school Latina gender identity and science. Paper presented at the American Anthropological Association, Washington, DC.
- Eisenhart, M. & Edwards, L. (2002, April) Engaging middle-school Latinas with science and technology. Paper presented at the American Educational Research Association, New Orleans, LA.
- *Eisenhart, M. (2002, November). Science-based research in education: A place for anthropology? Paper presented at the American Anthropological Association, New Orleans, LA.
- *Eisenhart, M. (2003, January). Designing Projects that Yield Scientifically Rigorous Results. Invited Presentation, American Association of Colleges for Teacher Education, New Orleans, LA.
- *Eisenhart, M. (2003, April). How can cultural anthropology contribute to a quality education in an era of accountability? Invited Presentation, American Educational Research Association, Chicago, IL.
- *Eisenhart, M. (2003, April). Yes it is science: A response to the NRC report, Scientific Research in Education. Invited Presentation, American Educational Research Association, Chicago, IL.
- *Eisenhart, M. (2003, April). The NRC's Strategic Education Research Partnership. Invited Presentation, American Educational Research Association, Chicago, IL.
- *Eisenhart, M. (2003, June). Girls' Ethnic Identity Meets Technological Expertise in an Urban After-school Program. Invited Presentation, William T. Grant Foundation Annual Scholars Retreat, Charlottesville, VA.
- *Eisenhart, M. (2003, October). The Meaning of Scientific Research in Education. Ellis A. Joseph Invited Lecture, University of Dayton, Dayton, OH.

- *Eisenhart, M. (2003, November). The Meaning of Culture in Contemporary Multicultural Spaces. Invited Presentation, University of British Columbia, Vancouver, Canada.
- *Eisenhart, M. (2004, February). Anthropology and Education in America: A Life of Three-sided Rooms. University of Colorado-Boulder Distinguished Research Lecture, Boulder, CO.
- *Eisenhart, M. (2004, April). Representing Qualitative Data. Invited Presentation, American Educational Research Association, San Diego, CA.
- *Eisenhart, M. (2004, April). The New Doctoral Program at the University of Colorado, Boulder. American Educational Research Association, San Diego, CA.
- *Eisenhart, M. (2004, April). The Quality of Qualitative Research in Education. American Educational Research Association, San Diego, CA.
- *Eisenhart, M. (2004, October). Standards for Qualitative Research in Education. Educational Testing Service, Princeton, NJ.
- *Eisenhart, M. (2004, October). Ethnographic and Case Study Designs in Education Research. Educational Testing Service, Princeton, NJ.
- *Eisenhart, M. (2004, December). Hammers and Saws for the Improvement of Education Research. Keynote Speaker, Iowa Educational Research and Evaluation Association, Waterloo, Iowa.
- *Eisenhart, M. (2005, April). On Using Qualitative Data Analysis Software to Represent Culture. Keynote Speaker, Conference on Teaching Qualitative Methods with QSR Software, Madison, WI.
- *Eisenhart, M. (2005, April). Representing Qualitative Data. Invited Presentation, American Educational Research Association, Montreal, Ont.
- *Eisenhart, M. (2005, April). Enhancing Professional Development in Education Research. Invited Presentation, American Educational Research Association, Montreal, Ont.
- *Eisenhart, M. (2005, April.) Scientific Principles for Education Research. Keynote Address, School of Education, University of South Dakota, Vermillion, SD.
- *Eisenhart, M. (2006, February.) Scientifically-based Research in Education. Keynote Address, School of Education Research Symposium, Virginia Tech, Blacksburg, VA.
- *Eisenhart, M. (2006, April.) Where has all the Quantitative Research Gone? Finding Relevance in a Quantitative Zeitgeist. Invited Presentation, American Educational Research Association, San Francisco, CA.
- *Eisenhart, M. (2006, April.) The Status of Women and the Culture of Romance. Invited Presentation, Radcliffe Institute for Advanced Study, Cambridge, MA.

- *Eisenhart, M. (2006, April.) The Culture of Science in Schools of Education. Invited Presentation, American Educational Research Association, San Francisco, CA.
- *Eisenhart, M. (2006, September.) Diverse Learners in Nonformal Education. Invited presentation to the National Research Council Committee on Learning Science in Informal Environments, Washington, DC.
- Eisenhart, M. (2006, October.) Women in Science: Middle and High School Girls. Presentation to the National Academy of Education, Boulder, CO.
- *Eisenhart, M. (2006, November.) Scientifically-based Research in the U.S. Context. Invited Presentation to the Centre for Education Research, University of Melbourne, Melbourne, Australia.
- *Eisenhart, M. (2006, November.) The Co-developing Link between Social Identification and Academic Learning. Centre for Education in Early Childhood, University of Melbourne, Melbourne, Australia.
- *Eisenhart, M. (2007, February.) Science and Technology for Middle School Girls in Five Points: The Simply the Best! Program. American Association of University Women, Keynote Address, Ft. Collins, CO.
- *Eisenhart, M. (2007, April.) Science Education in an Era of Globalization. Invited presentation at the Springer Forum on Cultural Studies in Science Education, Chicago, IL.
- Eisenhart, M., Jackson, K., & Woodrow, K. (2007, April.) Knowledge of Science and the Identity of Scientist. Presentation, American Educational Research Association, Chicago, IL.
- *Eisenhart, M. (2007, April.) Experimental and Non-experimental Scientific Research in Education. Invited presentation, American Physiological Society, Washington, DC.
- *Eisenhart, M. (2008, January.) Justifying methodological choices. Presentation, National Academy of Education, Washington, DC.
- Eisenhart, M. (2008, April.) Generalizing from qualitative inquiry. Presentation, American Educational Research Association, New York, NY.
- Bruning, M., Eisenhart, M., Bystydzienski, J., & Nilakanta, R. (2008, May.) Teens, technology, career exploration and PAR. Presentation, International Congress of Qualitative Inquiry, University of Illinois, Champaign-Urbana, IL.
- *Eisenhart, M. (2008, October.) “We can’t get there from here”: High school girls consider engineering. Invited presentation, Women in Engineering Professions Network (WEPAN), National webcast.
- *Eisenhart, M. (2008, November.) Learning to position oneself as an engineer (or maybe not).

- Invited presentation, Department of Psychology, University of California, Santa Cruz.
- Eisenhart, M. (2008, November.) Civic engagement in the lives of urban working class American girls. Presentation, American Anthropological Association, San Francisco, CA.
- Eisenhart, M. (2008, December.) Stolen promise: The making and unmaking of minority girls in engineering. Presentation, Center for Advanced Study in the Behavioral Sciences, Stanford, CA.
- Eisenhart, M., Morris, T., Kantor, J., Prosser, R., & Turpen, C. (2009, April.) Empty choice: Can girls “want” engineering if they don’t know what it is? Presentation, American Educational Research Association, San Diego, CA.
- Eisenhart, M. (2009, April.) Civic engagement as history in person in the lives of high school girls. Presentation, American Educational Research Association, San Diego, CA.
- *Eisenhart, M. ((2009, April.) Practical insights from the study of anthropology and education. Invited Presentation, Society for Psychological Anthropology, Monterey, CA.
- *Eisenhart, M. (2010, January.) “We can’t get there from here:” The meaning of high school girls’ disinterest in engineering. Invited Keynote Lecture, Curry School of Education, University of Virginia, Charlottesville, VA.
- Bruning, M., Bystyzienski, J. & Eisenhart, M. (2010, April.) Female recruits explore engineering project. Paper presented at WEPAN Conference, Baltimore, MD.
- Eisenhart, M. (2010, May.) The meaning of “interest” in engineering. Paper presented at the American Educational Research Association, Denver, CO.
- Eisenhart, M. (2010, May.) Teaching for “real” research. Paper presented at the American Educational Research Association, Denver, CO.
- Eisenhart, M. & Allaman, E. (2010, November.) Circulating figured worlds of school, romance, and family in teenage girls’ mobile communications. Paper presented at the American Anthropological Association, New Orleans, LA.
- *Eisenhart, M. (2010, November.) Qualitative research since SRE. Presentation in Plenary Session of the National Academy of Education, Washington, DC.

Grants and Contracts

Completed

- 6/01/79: "Women's Peer Groups and Choice of Career," National Institute of Education, \$97,000 (M. Eisenhart, co-principal investigator with D. Holland)

- 7/01/80: "Distribution of Mental Health Professionals" (Supplemental Grant), National Institute of Mental Health, \$40,000 (M. Eisenhart, principal investigator)
- 3/01/84: "Women's Educational and Career Profiles," Virginia Tech Supplemental Grant, \$1,000 (M. Eisenhart, principal investigator)
- 6/01/84: "Student Teaching Action Research," Virginia Tech Supplemental Grant, \$900 (H. Borko, M. Eisenhart, R. Lalik, M. A. Lewis, and J. Shrum, co-principal investigators)
- 6/15/84: "An Interlocking Approach to Improving High School Environments for Learning Math," Virginia Department of Education, \$8,000 (written by M. Eisenhart and E. Adams for Pulaski County, VA, School Division)
- 6/01/85: "Making the Transition from Education to Work," ED/WORK Project, Vocational and Technical Education Division, Virginia Tech, release time and graduate assistance (M. Eisenhart, principal investigator)
- 6/01/85: "Student Teaching Action Research," Virginia Tech Supplemental Grant, \$930 (M. A. Lewis, J. Shrum, H. Borko, and M. Eisenhart, co-principal investigators).
- 6/15/85: "Ethnographic Evaluation of the School-based Gifted and Talented Program," Fairfax County, Virginia, Public Schools, \$8,900 (M. Eisenhart, co-principal investigator with J. Shrum).
- 8/01/86: "Teaching and Learning Reading: Presenting and Acquiring Knowledge in the Social Nexus of Classroom Life," \$5,000 (written by H. Borko, M. Eisenhart, N. Hoover, and J. Niles). This project was approved for support by the National Institute of Education in FY 1982 (for \$70,000) but could not be funded because of federal cutbacks. Drs. Eisenhart and Borko, with some support from the Division of Curriculum and Instruction, College of Education Minigrants, and a Supplemental Grant from Virginia Tech's Educational Fund, were able to conduct the data collection phase of the study during the 1981-82 school year and to complete analysis in 1986.
- 12/31/92: "Learning How to Teach Mathematics: The Evolution of Novice Teachers' Instructional Decisions and Actions," National Science Foundation, \$400,000 (H. Borko, C.

- Brown, M. Eisenhart, and R. Underhill, co-principal investigators).
- 12/15/93: "The Construction of Scientific Knowledge Outside School." The Spencer Foundation, \$6,700 (M. Eisenhart, principal investigator).
- 9/1/93: "Gender Equity in Scientific Work: What does it mean; What might it be?" The Women's College Coalition, \$7,000 (M. Eisenhart, principal investigator).
- 9/1/99: "Open Enrollment in BVSD Schools." Boulder Valley School District, \$30,000 (K. Howe and M. Eisenhart, co-principal investigators).
- 11/1/99 "School Choice and Democratic Deliberation." The Spencer Foundation, \$34,550 (K. Howe and M. Eisenhart, co-principal investigators).
- 5/31/02 Graduate Student Mentorship Program. The Spencer Foundation, \$50,000. (K. Howe & M. Eisenhart, co-principal investigators).
- 5/31/02 One School District 's Response to a Critical Study of their School Choice Policy, The Spencer Foundation, \$35,000 (K. Howe and M. Eisenhart, co-principal investigators).
- 9/1/05 Cardiovascular Health Education Alliance for Denver Schools, National Institutes of Health, \$900,000 (M. Eisenhart, collaborating investigator).
- 8/1/09 Science and Technology for Urban Girls in Five Points (Denver), The Women ' s Foundation, \$32,000, (M. Eisenhart, principal investigator).
- 8/1/09 Science and Technology for Urban Girls in Five Points, University of Colorado Outreach Grants, \$4,500 (M. Eisenhart, principal investigator).
- 8/1/09 Dissemination and Professional Development Workshops for Program Directors of Front Range IT Outreach Programs for Girls, University of Colorado, Outreach Grants, \$5,000 (M. Eisenhart, principal investigator).
- 8/1/09 Science and Technology for Urban Girls in Five Points, The Denver Foundation, \$40,000, (M. Eisenhart, principal investigator).
- 8/1/09 Science and Technology for Urban Girls in Five Points, The Daniels Fund, \$60,000, (M. Eisenhart, principal investigator).
- 8/1/09 Science and Technology for Urban Girls in Five Points, The Rose Foundation, \$15,000, (M. Eisenhart, principal investigator).

- 8/1/09 Science and Technology for Urban Girls in Five Points, The Temple Hoyne Buell Foundation, \$5,000 (M. Eisenhart, principal investigator).
- 7/31/10 Potential Recruits to Engineering: A Longitudinal Study of Diverse Academically-able Young Women's View of Engineering as a Career, National Science Foundation, \$500,000 (M. Eisenhart, Co-PI).
- 7/31/10 Supplemental Grant--Potential Recruits to Engineering: A Longitudinal Study of Diverse Academically-able Young Women's View of Engineering as a Career, National Science Foundation, \$55,000 (M. Eisenhart, Co-PI).

In progress

Urban High School Opportunity Structures, Figured Worlds of STEM, and Choice of Major and College Destination, National Science Foundation (REESE), \$1.5 million (M. Eisenhart, PI), 2010-2013.

Diverse Young Women Traveling Pathways to STEM. National Science Foundation (GSE), \$400,000 (M. Eisenhart, PI), 2010-2013.

New American girls: A film documentary of Mexican-American girls growing up in Denver. Paul Robson Fund for Film, \$6000 (M. Eisenhart, Co-PI), 2010

New American girls: A film documentary of Mexican-American girls growing up in Denver. Latino Public Broadcasting, \$15,000 (M. Eisenhart, Co-PI), 2010-2011.

Other Creative Work

Research Reports to Sponsor

Clement, D., Eisenhart, M., Harding, J., & Livesay, M. (1978). Moving Closer: An Ethnography of a Southern Desegregated School. Final Report. Washington, D.C.: National Institute of Education.

Clement, D., & Eisenhart, M. (1979). Learning Gender Roles in a Southern Elementary School. Final Report. Chapel Hill, NC: Spencer Foundation.

Harding, J., & Eisenhart, M. (1979). Utilization and Service Patterns of the Outpatient Department, Lyndon B. Johnson Tropical Medical Center, Pago Pago, American Samoa. Final Report. Chapel Hill, NC: Policy Research and Planning Group.

Eisenhart, M. (1979). Retention and Recruitment of Staff in Rural and Urban Mental Health Facilities in the South. Final Report. Atlanta, GA: Southern Regional Education Board.

Holland, D., & Eisenhart, M. (1981). Women's Peer Groups and Choice of Career. Final Report. Washington, D.C.: National Institute of Education.

- Eisenhart, M., & Ruff, T. (1982). Staff retention and recruitment. Implications of staff organization and utilization in rural and urban mental health facilities in the South. Atlanta, GA: Southern Regional Education Board.
- Eisenhart, M. (1985). Making the transition from school to work: Profiles of selected students. Year 1. Project Report 1. Blacksburg, VA: College of Education, Virginia Tech.
- Eisenhart, M., Shrum, J., Harding, J., & Regelbrugge, L. (1985). Evaluation of the School-Based Gifted and Talented Program in Elementary Schools. Interim Report. Falls Church, VA: Fairfax County Public Schools.
- Eisenhart, M., & Nelson, S. (1988). Assessment of District Support for School Improvement. Final Report. Northglenn, CO: Adams County School District 12.
- Jones, D., Agard, P., Borko, H., Brown, C., Eisenhart, M., & Underhill, R. (1989). Learning to Teach Mathematics. Progress Report, Year 1. Washington, DC: National Science Foundation.
- Borko, H., Brown, C., Underhill, R., Eisenhart, M., Jones, D., & Agard, P. (1990). Learning to Teach Mathematics. Progress Report, Year 2. Washington, DC: National Science Foundation.
- Borko, H., Brown, C., Eisenhart, M., Underhill, R., Jones, D., & Agard, P. (1992). Learning How to Teach Mathematics. Final Report. Washington, DC: National Science Foundation.
- Eisenhart, M. (1993). The Construction of Scientific Knowledge Outside School. Final Report. Chicago: The Spencer Foundation.
- Eisenhart, M. (1994). Gender Equity in Scientific Work: What Does It Mean, What Might It Be? Final Report. Washington, DC: The Women's College Coalition.
- Howe, K. and Eisenhart, M. (2000). A Study of Boulder Valley School District=s Open Enrollment System. Technical Report. Boulder, CO: Boulder Valley School District.
- Martinez, K. & Eisenhart, M. (2004). Literature Review of Best Practices in College Physics and Best Practices for Women in College Physics. Final Report to the LEAP Project (P. Rankin, PI).
- Eisenhart, M. & Woodrow, K. (2005). The Cultural Responsiveness of the CardioHEADS Curriculum: An Interview Study. Interim Report to the CardioHEADS project (L. Leinwand, PI).
- Eisenhart, M., Bystyzienski, J. & Bruning, M. (2010). Female Recruits Explore Engineering. Final Report. Washington, DC: National Science Foundation.

Service

Professional (Selected)

- 1981-86: Board of Directors, Council on Anthropology and Education
- 1982-83: Program Chair, 1982 and 1983 annual meetings, Council on Anthropology and Education of the American Anthropological Association
- 1983-86: Secretary/Treasurer, Council on Anthropology and Education
- 1984: Reviewer of candidates for the Willystine Goodsell Award of the Committee on the Role and Status of Women in Educational Research and Development, American Educational Research Association
- 1985: Invited to organize and chair a special session on anthropology and education for the meeting of the Society for Applied Anthropology
- 1988: Co-editor of a special issue of the Anthropology and Education Quarterly devoted to women, culture, and schools
- 1988: Director of Pre-session Workshop on Ethnographic Research in Education at the annual meetings of the American Educational Research Association, April 3-5
- 1988: Program Co-chair for Division D, American Educational Research Association.
- 1989: Program Chair for Division D, American Educational Research Association.
- 1981 to present: Reviewer of paper proposals for presentation at annual meetings, American Educational Research Association
- 1981 to present: Reviewer of papers for publication in American Anthropologist, American Educational Research Journal, Anthropology and Education Quarterly, Journal of Contemporary Ethnography, Educational Researcher, Educational Foundations, Human Organization, Urban Education, Journal of Higher Education, Review of Higher Education, International Journal of Qualitative Studies in Education, Journal for Research in Mathematics Education, Early Childhood Research Quarterly, Teaching and Teacher Education, Review of Educational Research, International Journal of Educational Policy, Research and Practice, Science Education.
- 1988-92: Editorial Board for the Research on Teaching Series, Longman Publishing.
- 1989-92: Reviewer of book manuscripts for Longman Publishing and JRME Monograph Series.
- 1989-92: Editorial Board, American Educational Research Journal
- 1990-96: Editorial Board, Teaching and Teacher Education
- 1990-98: Reviewer, Office of Educational Research and Improvement (OERI) Field-initiated

- Grants
- 1990-98: Reviewer, National Science Foundation Grants in Mathematics and Science Education.
- 1993-95: Editorial Board, Educational Foundations.
- 1994: Critics's Choice Panel, American Educational Studies Association.
- 1994-2006: Reviewer, National Science Foundation Grants in Social and Cultural Anthropology
- 1994-99: Editorial Board, Handbook of Research on Teaching (4th Edition)
- 1995-98: AERA/Spencer Fellowship Committee
- 1995-98: AERA/Spencer Summer Institute Faculty
- 1996: AERA/Spencer Fellowship Committee - Mentor Coordinator
- 1996: Member, Ad Hoc Committee on the future of the Anthropology and Education Quarterly
- 1996-99: Editorial Board, International Journal of Qualitative Studies in Education.
- 1996-98: AERA Outstanding Book Award Committee
- 1999: Program Chair, AERA/Spencer Summer Institute
- 1999-00: Program Chair, AERA Annual Meeting
- 2000: External reviewer for tenure and promotion of faculty members at Indiana University and the University of Texas
- 2000: Spencer Foundation Advanced Studies Seminar contributor
- 2000-01: Member, National Academy of Sciences Committee on Scientific Principles in Educational Research
- 2001: Judge, 2001 Praxis Award (for outstanding contribution to applied anthropology)
- 2001: Invited Discussion Leader, Spencer Foundation Dissertation Fellows Forum
- 2001: Reviewer, Handbook of Research in Multicultural Education
- 2002: Invited Pre-session Workshop Leader, Using qualitative data analysis software to enhance research, American Educational Research Association.
- 2002-03: Advisory Board Member, Statewide Status Committee, Women's Foundation of Colorado
- 2002-06: Lead Partner, Carnegie Initiative on the Doctorate

- 2002-04: Member and Subcommittee Chair, National Academy of Sciences Committee on Research in Education
- 2004: Manuscript reviewer, Cornell University Press
- 2004: External reviewer for promotion and tenure case, University of Montreal
- 2004-06: Member, National Academy Education Research Advisory Committee
- 2004-05: Member, Palmer O. Johnson Award Committee, American Educational Research Association
- 2004 to present: Social Science Network (Advisory Board) Member, National Center for Women in Technology
- 2004-06: Faculty Mentor for Abbe Herzig (Univ of Albany), NSF CAREER Award winner
- 2005: External Reviewer for NAE/Spencer Postdoctoral Fellowships
- 2005-06: Member, AERA Task Force on Reporting Research
- 2006: Reviewer, Spencer Foundation Large Grants Program
- 2006: Journal manuscript reviewer, Science, Technology, and Human Values; Educational Research; International Journal of Qualitative Studies in Education, Anthropology and Education Quarterly
- 2006: Invited Presenter. “Ways of Knowing” Conference, Teacher’s College, Columbia University, New York, NY.
- 2006: Invited Presenter. David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy (sponsored by the University Council for Educational Administration, AERA Divisions A and L, and Corwin Press). San Francisco, CA.
- 2006: Delegation Leader, People-to-People Ambassadors Program (cultural exchange) on Girls in Science and Technology in Beijing, Guilin, and Shanghai, China.
- 2006: Organizer, “Women in Science” Session, National Academy of Education annual meeting, Boulder, CO.
- 2006 to 2010: Member, NAEd/Spencer Postdoctoral Fellowship Selection Committee
- 2006-08: Editorial Board, Anthropology and Education Quarterly
- 2007: External Evaluator for Promotion to Research Educationist Step I, Graduate School of Education, UCLA.

- 2007: Delegation Leader, People-to-People Ambassadors Program on Educational Research in Beijing, Xi'an, and Kunming, China.
- 2007: Delegation Leader, People-to-People Ambassadors Program on Educational Equity in Cairo, Egypt.
- 2007
to present: Academic Advisory Council, Purdue University Department of Engineering Education (the nation's first academic department dedicated to engineering education).
- 2007-10: Co-chair, Social Science Advisory Board of the National Center for Women in Information Technology
- 2008: Chapter Reviewer, AERA Handbook on Education Policy
- 2008
to present: Manuscript and Series Reviewer, University of Chicago Press
- 2008
to present: Proposal Reviewer, Spencer Foundation
- 2008: Advisory Board Member, AAUW project, Diffusion of Research-based Innovation
- 2008
to present: Editorial Board, Journal of Ethnographic and Qualitative Research
- 2008
to present: Research Mentor, NSF CAREER grant to Dr. Heidi Carlone (University of North Carolina, Greensboro)
- 2009 - 2010: Advisory Board Member, AAUW report, "Why So Few? Girls and Women in STEM. Published March, 2010.
- 2010: Tenure and Chairperson Review, OISE, University of Toronto
- 2010
to present: Mentor, AERA Early Career Scholars
- 2010
to present: Advisory Board Member, The New Civics Initiative of the Spencer Foundation
- 2010
to present: NEXT External Advisory Board, Arizona State University
- 2010
to present: Member, AERA Division D Early Career Award Committee

2010

to present: Editorial Board, Sense Publishers Book Series: Praxis of Research Methods

University and Public (Selected)

- 1980-87: Numerous university, college, and division committees while a faculty member at Virginia Tech, including promotion & tenure, curriculum revision, women's studies; numerous presentations, speeches, and in-service workshops for local and state education groups
- 1988: Conducted an assessment of the School Improvement Program for Adams County (CO) School District 12, March and April
- 1988: Invited speaker, University of Colorado's School and University Partnership Conference, April 21
- 1988: Invited speaker, CU Department of Anthropology's Colloquium Series, "Gender Theory and Application in Anthropology," April 27
- 1988: Invited speaker, Denver Public Schools (Bilingual Education) Inservice, August 18
- 1989: Invited speaker, International Women's Week, CU-Boulder, March 3
- 1989: Invited speaker, School of Education Colloquium Series, March 8
- 1989: Invited speaker, University of Colorado's School and University Partnership Conference, April 21
- 1989: Invited speaker, 13th Regional Conference on the History and Philosophy of Science, April 28
- 1989: Invited speaker, University of Arizona Women Faculty Colloquium Series, October 9
- 1990: Guest speaker, Women's Work in Progress, CU campus, February 9
- 1990: Guest Speaker, Peter Pan Preschool, Boulder, March 22
- 1990: Guest Speaker, Women in Science, CU campus, October 19
- 1990: Guest Speaker, Phi Delta Kappa Initiation, CU campus, October 24
- 1990: Guest Speaker, Introduction to Women's Studies, CU campus, November 8
- 1987-95: Chair, Educational Foundations, Policy, and Practice Program Area, CU School of Education.
- 1988: Chair, Search Committee for Sociologist of Education, CU School of Education
- 1989: Chair, Faculty Reappointment Review Committee, CU School of Education

- 1990: Member, School of Education Self-Study Committee
- 1990-92: Member, Program Area Chairs Committee, CU School of Education
- 1989-91: Member, University Standing Committee on Research Misconduct
- 1990-91: Member, Inquiry Committee of the University Standing Committee on Research Misconduct
- 1992: Invited speaker, Department of Psychology, CU Campus, Feb. 26 & April 29
- 1992: Invited speaker, Graduate School Symposium, "Survival and Success for Women Faculty on the Boulder Campus," February 29.
- 1992: Invited panelist, Graduate School Symposium, "Ethical Issues in Research," April 15.
- 1991-92: Chair, University Standing Committee on Research Misconduct
- 1993: Member, Search Committee for Department Chair, Department of Anthropology
- 1993-94: Chair, Tenure Review Committee, School of Education
- 1993-94: Member, Search Committee for Feminist Scholar, Department of Anthropology
- 1994: Member, Reappointment Review Committee, School of Education
- 1994-95: Co-chair, Search Committee for Bilingual and English-as-a-Second-Language Positions, School of Education.
- 1995: Invited speaker, CU Women in Science, "Gender Issues in Practicing Science Outside of Schools," March 15.
- 1995-96: Member, Faculty Promotion Committee, School of Education
- 1995-96: Member, Salary Equity Committee, School of Education
- 1995-96: Member, Faculty Promotion Committee, Department of English
- 1995-97: Member, Executive Advisory Council of the Graduate School
- 1995-97: Member, Fellowship Committee of the Graduate School
- 1995-98: Director of Graduate Studies, School of Education

- 1995-98: Member, Boulder Campus Program Review Panel
- 1996-97: Member, Faculty Promotion Committee, Department of Communication
- 1996-97: Member, Dean Search Committee, School of Education
- 1996-98: Member, Program Review Committee, School of Education
- 1996-98: Member, Dean's Advisory Committee, School of Education
- 1997: Keynote Address, Boulder County YWCA Girls First! Kickoff Program, January 25.
- 1997: Speaker, Talking across Disciplines: An Interdisciplinary Feminist Symposium, @ February 15.
- 1997: Chair, Faculty Promotion Committee, School of Education
- 1997-98: Member, Social Studies Educator Search Committee, School of Education
- 1997-98: Member, Graduate School Rules and Procedures Committee, Boulder Campus
- 1997-99: Advisory Board, Boulder County YWCA Girls' Empowerment Program
- 1997-00: Chair, Salary Committee, School of Education
- 1998: Chair, Faculty Promotion Committee, School of Education
- 1998-99: Member, Evaluation/Policy Search Committee, School of Education
- 1998: Invited Speaker, Interpretive Anthropology and Ethnography, Department of Anthropology Colloquium Series, November 16.
- 1999: Chair, Faculty Promotion Committee, School of Education
- 1999-00: Member, Science Education Search Committee, School of Education
- 1999-00: Chair and Monitor, Faculty Promotion Committee, Program in Film Studies
- 1999 to 2009: Director, Center for Science, Culture, and NewMedia, School of Education
- 2001-02: Chair, Faculty Promotion Committee, School of Education
- 2001-02: Member, Research and Evaluation Search Committee, School of Education
- 2002: Chair, Faculty Reappointment Committee (1)
- 2002: Member, Faculty Reappointment Committee (2)

- 2002: Invited Speaker, Girls and women in science and technology, University of Colorado, Boulder (Sewell Residence Hall); University of Colorado, Colorado Springs (Women's Studies); Colorado College (Dept. of Chemistry, Women's Studies)
- 2002-03 Member, ETAC (Ed Tech Committee)
- 2002-04: Member, Elizabeth Gee Award Selection Committee, CU-System
- 2002-04: Collaborator, LEAP Project (NSF), CU-Boulder (Physics)
- 2002-04: Member, UCB Committee on Gender and Information Technology
- 2003-04: Advisory Board Member, Information Technology Magnet Program (ATLAS)
- 2003-04: Chair, Faculty Promotion Committee
- 2002-05: Chair, Graduate Program Revision Committee, School of Education
- 2003-05: Chair, Carnegie Initiative for the Doctorate (partner department)
- 2004-05: Chair, Faculty Promotion Committee
- 2004-05: Member, CRCW Award Committee
- 2003-06: Member, Science Education Search Committee
- 2002 to present: Advisory Board Member, Hughes Biological Sciences Initiative, CU-Boulder (MCDB)
- 2004 to present: Organizer, Charles Colloquium Series on Education Research
- 2005 to present: Advisory Board Member, Children, Youth, and Environments Center, CU College of Architecture and Urban Planning
- 2006-07: Chair, Faculty Promotion Committee
- 2006-07: Member, Vice-Chancellor for Research and Dean of the Graduate School Search Committee
- 2007: Chair/Liaison, Doctoral Program Evaluation Advisory Committee
- 2007: Member, Literacy Search Committee
- 2007: Member, Distinguished Professor Selection Committee (system level)
- 2007: Co-chair, Science Education Search Committee

- 2007-08: Member, Associate Dean for Research Search Committee
- 2007-08: Member, English Education Search Committee
- 2009-10: Member, Learning Sciences Search Committee
- 2010: Member, Education ATC Search Committee
- 2010: Member, Reappointment Committee
- 2010: Chair, Promotion and Tenure Committee
- 2010: Member, Canvassing Committee for Honorary Degrees, University Medals, and Distinguished Service Award

Consultancies

Virginia State Department of Education (Teacher Education), 1985

Policy, Research, and Planning Group (a non-profit research corporation), 1979-1983

Virginia Tech NSF project, "Learning How to Teach Mathematics," 1987-90

University Hill Elementary School, Boulder, CO, 1990-91

Washington State University's NSF Project - "A Study of Classroom Discourse as a Mediator of Beliefs and Understanding in Middle School Mathematics," 1991-94

University of Colorado's OERI Project - "Curriculum Reform Project in Science, Mathematics, and Critical Thinking," 1993-94

Educational Development Center, Newton, MA, 1994-00

Metropolitan State University's NSF Project "Interactive Mathematics" - 1996-2000

Purdue University's NSF Project – "Small Group Mathematical Modeling Approaches to Improved Gender Equity in Engineering" - 2001-02

William T. Grant Foundation, New York, New York, 2003

Franklin (PA) Institute's NSF Project – "The Impact of Informal Science on Girls' Interest, Engagement, and Participation in Science Communities, Hobbies, and Careers" – 2004 to present

National Science Foundation 2-day Workshop—"Qualitative Methods in Educational Research," 2009.