

National Park System Advisory Board
Committee on Recognizing Women's History

DRAFT Interim Recommendations
in Response to Executive Order 14121

December 2024

Introduction

Since before the Nation’s founding, women have been active participants in our society and cultural life, although they have often been subject to legal constraints and social barriers. Instead of revealing a singular “womanhood,” women’s history makes the diversity of the American experience more visible. The realities of women’s lives and accomplishments have never been neatly confined to the “domestic” spaces of home and family. Women’s accomplishments—as intellectuals, innovators, scientists, conservationists and more—influence every facet of our lives today. However, those accomplishments are not yet fully recognized in the public sphere.

Americans have, through their elected officials and public institutions, in some instances, commemorated women’s specific contributions through the designation of national park units or national historic landmarks (e.g., Women’s Rights National Historical Park, Mary McLeod Bethune Council House National Historic Site, Rosie the Riveter WWII Home Front National Historical Park, Clara Barton National Historic Site, Maggie L. Walker National Historic Site). Yet, many of women’s nationally significant achievements remain unheralded, little known, or even attributed to others. Sites related specifically to the contributions of women are underrepresented within the National Park System.

National Park Service (NPS) studies show that women’s history is significantly underrepresented in all categories of national park units and other Federal lands. For example, only 140 of the 2,600 National Historic Landmarks (NHLs) have a connection to women’s history. There are no monuments to individual women on the National Mall in Washington D.C., but the Mall boasts 22 monuments to individual men. Of the 431 national park sites, only 13, or approximately three percent, are designated for the purpose of recognizing women’s history.

Due to underrepresentation, women and girls have fewer opportunities to see themselves as significant contributors to the American story. Women are underrepresented in the parks and Federal lands landscape, and by extension, it’s likely that they’re also underrepresented in the programmatic landscape. Underrepresentation is erasure: but women are not erased equally. When the focus has been on women in American history, it has overrepresented the contributions of white women. National park units and other Federal lands erase women of diverse backgrounds and communities, Indigenous women, members of the LGBTQ+ community, and women from low socioeconomic backgrounds to a greater degree.

“The National Park Service is entrusted with using the power of place to tell the story of our country,” said the Honorable Chuck Sams III, Director of the National Park Service. “[We are] committed to sharing a fuller and more inclusive account of our nation’s history, a history that is not complete until all voices are represented” ([link](#)).

The NPS has made strategic investments to uplift the stories of women and girls. It has “invested more than \$19 million in infrastructure and preservation projects for parks commemorating women across the nation. These funds are supported by the NPS Centennial Challenge, the Federal Lands Recreation Enhancement Act, and the Great American Outdoors Act. Additionally, the Department has awarded \$2.1 million in Historic Preservation Fund grants for sites that are

helping tell women’s history through the following grant programs: History of Equal Rights, Underrepresented Communities, Saving America’s Treasures, and African American Civil Rights.”¹

There is a tremendous amount of work to be done.

[Executive Order 14121](#) (EO) on Recognizing and Honoring Women’s History was issued on March 27, 2024. The purpose of the EO was to undertake studies and advance recommendations to improve the recognition of the contributions of women and girls throughout our Nation’s history. As directed by the EO, the National Park System Advisory Board (NPSAB) created the Committee on Recognizing Women’s History (Committee) to provide recommendations to direct the actions of the Secretary of the Interior, and agencies operating within the Department of the Interior, for the next 10 years.

The Committee will issue recommendations pursuant to section 3(b)(iii) of the EO:

To inform relevant actions the Department of the Interior will take over the next 10 years, the Secretary of the Interior shall request recommendations from the National Park System Advisory Board on ways to improve the recognition of women’s history across Federal parks, lands, and programs, including through historic designations and national monument designations. The Secretary of the Interior shall request that the National Park System Advisory Board produce interim recommendations to the Secretary within 270 days of the date of this order and produce final recommendations within 1 year of the date of this order.

Based on the timeline outlined in the EO, the Committee’s work will occur from May 2024, when the NPSAB officially established the Committee and appointed co-chairs, through March 2025, when final recommendations are due. Committee members with expertise in women’s history, interpretation, and education were appointed to serve on the Committee. Appendix A contains a full list of Committee members.

Since August 2024, the Committee has held bi-weekly meetings to conduct administrative work and engage with subject matter experts including current and retired NPS leaders, nonprofit leaders, historians, and scholars. Appendix B contains a full list of subject matter experts who spoke to the Committee.

Consistent with the EO, the Committee frames the history of women and girls broadly. We recognize the importance of:

- “Addressing prominent women and girls in key periods of United States history, such as pre-European contact, Colonial America, the American Revolution, the abolition and suffrage movements, the Civil War and Reconstruction, the Progressive Era, the Great Depression and New Deal, World War II and post-war, the civil rights and women’s rights movements, and contemporary America, among other topics.”

¹ See the Department of the Interior’s [Women’s History Month Fact Sheet](#) for more information.

- “Highlighting women and girl leaders in advocacy and social movements, defense, diplomacy, education, law, medicine, the sciences, conservation and environmental protection, sports, the arts, or other professions and disciplines, as appropriate.”
- Engaging “the histories of Latino Americans; Asian Americans and Pacific Islanders; African Americans; people of Indigenous descent; and lesbian, gay, bisexual, transgender, queer, and intersex Americans; as well as American civil rights and labor histories.”
- “Adopting an intersectional approach by including women from diverse backgrounds and communities, including factors such as gender, race, sexual orientation, gender identity, ethnicity, religion, Tribal affiliation, disability, age, geography, income, and socioeconomic status.”

As a Committee, we have had important, substantive discussions about how best to engage the experiences of diverse women in U.S. history. We acknowledge the inherent challenges of elevating ALL women’s voices as part of this process. This work is meant to build on previous work, and in turn to serve as a building block for others. We strive in these interim recommendations to convey the diversity of women’s lived experiences, and we will continue to address this aspect of our Committee charge en route to our final recommendations and report.

The Committee developed interim recommendations grouped under five strategies:

- Strategy 1** Identify Untold, Lesser-told, or Purposefully Excluded Stories of Women and Girls
- Strategy 2** Provide Place-based, Audience-Centered Experiences that Convey the Full Story of Women’s History
- Strategy 3** Establish New Sites to Expand Representation of Women’s History
- Strategy 4** Engage Communities and Partners to Highlight Women’s History and Contributions
- Strategy 5** Activate Leadership and Enhance Accountability to Achieve Women’s History Goals

The EO states that, “By honoring the women leaders of the past, we tell a more complete story of America and help build a more equal and equitable present and future.” The Committee hopes that these interim recommendations provide a path toward a more equitable present and future that is activated by efforts to tell a more complete story of America’s past—a story that recognizes and honors the contributions of women and girls.

Strategy 1

Identify Untold, Lesser-told, or Purposefully Excluded Stories of Women and Girls

Conduct a Story Audit

- Conduct an audit of the stories of women and girls that are being told across national park units and other Federal lands.² Alternatively, use recently compiled data, if they provide a comprehensive audit of the stories of women and girls that are being told across national park units and other Federal lands.
- Specifically, task Federal managers at individual sites, and regional and national offices to assess and document how history is presented at sites about women and girls with regards to the diversity of settings, employment sectors, storylines, and the qualities demonstrated by women with different roles/responsibilities.
 - Do these stories suggest an inaccurate assumption about uniformity in women's lived experiences? Do they show women responding to needs and leading change?
 - Do they convey complex narratives where women disagree, change tactics, overcome obstacles, collaborate over extended timeframes, or transform culture and/or their spheres of influence in ways that have a lasting effect on people's lives?
 - Do they avoid stereotypes about women's work, their roles in the family, marketplace and society, and gender conformity?
 - Do they foreground women, especially women from diverse backgrounds and communities, where they have been instrumental but invisible?
 - Do they contextualize women's lived experiences including across all relevant demographics?
- Create a story audit map that identifies which stories are being told where, with narrative text, images, and videos integrated in digital maps to highlight women's history sites; identify story clusters for potential networking and across-site collaboration; and pinpoint places where gender-specific narratives are over- or under-represented.
- Convene a panel to review, aggregate, and summarize audit results for decision makers at all levels of the NPS and other Federal land management agencies.

Conduct Research that Generates and Compiles New Stories of Women and Girls

- Conduct research to surface untold, lesser-told, or purposefully excluded stories of women and girls.
- Conduct research, as needed, to ensure that every national park unit and other Federal lands provide an opportunity for girls to see themselves in site stories so that parks and Federal lands showcase role models who inspire girls and enlarge their sense of what's possible.
- Utilize and expand NPS resources, such as NPS Special History Studies, Historical Research Studies, and Long Range Interpretive Plans to ensure the role of women and their accomplishments are fully represented in the National Park System; and before NPS sites develop new women's history programs, they should have a completed NPS Administrative History as a reference document.
 - Add these new stories to the story audit map.

² For comparison purposes, consider doing the same thing for the stories of men and boys.

- Convene a panel to review, aggregate, and summarize research findings for decision makers at all levels of national park units and Federal land management.

NOTE: During audit, research, and mapping efforts, pay particular attention to this fact: Prior to settler colonialism, all of North America was Indigenous land. Every national park unit and Federal land site represents layers of Indigenous women’s lived experiences and their contributions to Indigenous (and settler-colonial) culture and society. Subject matter experts advised the Committee *not to* recommend new Federal sites that commemorate Indigenous women. Thus, it was suggested that the Department of the Interior Federal land managers go back to every national park unit and Federal land site and examine how to tell a more accurate and complete story of the past, recognizing that Indigenous women’s stories are central to that inquiry.

Use Story Audit and Research Results to Address Strategies 2 – 5

- Task administrators at the site, region, and national levels to prepare unit, region, or national level reports, respectively, that detail audit results and research findings relevant to their work; and require an explanation when administrators deem audit results or research findings as not relevant to their work.
- Use audit results and research findings to inform national park unit and Federal land interpretation and education efforts (see Strategy 2).
- Use audit results and research findings to propose and establish new sites (see Strategy 3).
- Use audit results and research findings to guide collaboration and partnership development efforts (see Strategy 4).
- Task superintendents, regional directors, and Federal agency directors to generate planning documents that (a) outline their goals and objectives to engage audiences in a more robust and complete account of women’s history, and (b) specify the actions they will take to respond to audit results, incorporate research findings, and implement goals and objectives; and evaluate administrators on the basis of plan implementation and outcomes (*see Strategy 5*).

Strategy 2

Provide Place-based, Audience-Centered Experiences that Convey the Full Story of Women's History

Create and Maintain a Balanced Approach to Interpretation and Education

- Review comprehensive interpretive plans and other park or Federal site planning documents (e.g., foundation documents, design concept plans, annual implementation plans); and assess alignment with audit results and research findings (see Strategy 1).
- Assess current interpretation and education offerings to determine where women and girls are foregrounded and where they play a supporting role; and identify strategies to weave women's history into existing interpretation and education goals, objectives, and themes. Alternatively, create new or revised interpretive goals, objectives, and themes that center the stories of women and girls from all backgrounds and walks of life.
- Revise existing and develop and implement new interpretive programs, products, or services to strengthen program relevance for target audiences.
- Revise existing and develop and implement new curriculum-based education programs, products, or services to ensure alignment with interpretive plans and strengthen program relevance.
- Offer for sale at national park units and other Federal sites an expanded inventory of items that feature the lived experiences of women and girls and honor their contributions.
- By 2030, ensure that women and girls are centered in 30-50% of interpretation and education programs, products, and services at every national park unit and Federal land site. It is expected that some sites, e.g., Women's Rights National Historical Park, will center women in more than 50% of their programming. En route to this goal, adopt this principle: For every interpretive program or blog post, for example, that features a man/men's history, do another one that features a woman/women's history.

Revitalize Narratives, Engage Target Audiences

- Recognize that even national park units and Federal land sites that were established with a focus on a singular man or activities that emphasize men's work/male leadership can meaningfully integrate women's stories into their programs, products, and services.
- Create events, campaigns, and educational/themed materials that can be used in conjunction with national commemorations like the NPS Centennial or America250 to collect diverse stories of women and girls and elevate those stories in parks and public lands.
- Revitalize narratives by focusing on youth, community, and digital engagement where target audiences are part of the development and implementation of the programming.

Youth Engagement

- Ensure that every national park unit or Federal land site tells a robust story of one or more trailblazing women that young people can look up to.
- Weave place-based interdisciplinary learning opportunities that focus on women and girls into curriculum-based programs for school-age audiences.
- Take advantage of existing online content oriented to women's history topics for interpretive and curriculum-based programs, such as Women and the American Story! (curriculum-based content compiled by The New York Historical that's applicable

nationwide) and the Gilder Lehrman Institute of American History’s teacher institutes and online resources.

- Implement a national leadership development program like those offered at various presidential sites or at places like Little Rock Central High School National Historic Site to develop girls’ leadership capacities and support their achievements.
- Develop and/or support curriculum-based programs that engage youth in historical inquiry, primary source research, or oral history research that explore women and girls’ experiences and contributions—at the local level or beyond; and harness the creative capacity for youth to serve as knowledge makers.
- Promote engagement with young women’s organizations, such as the YWCA, Girl Scouts, Girls Inc., and others to research, identify, develop, and share untold women’s stories, and potential historical sites.

Community Engagement

- Develop a learning protocol that supports ‘deep engagements’ among youth, community members (including practitioners of historic trades/skills, Indigenous people, members of descendent communities, youth, elders, etc.), and public historians.
- Implement the learning protocol by exploring archival material, oral histories, and stories about the lived experiences of women and girls; and support learners as they document their learning journeys in various formats.
- Create a program to connect emerging scholars to NPS sites to surface/explore ways to tell women’s stories in a more complete form.
- Engage teachers and students in K-12 and higher education, emerging scholars, and community members in writing and performing “one-woman plays” or other audiovisual performances.

Digital Engagement

- Elevate the use of social and digital media, as appropriate, to recognize women’s history and uncover new stories that center the contributions of women and girls.
- Identify existing interactive maps that link nuanced, multi-dimensional, and visually engaging stories of women’s history across a network of parks, Federal sites, and community contexts, e.g., story maps that focus on suffrage history or Black women’s history, and use these maps to engage youth and adults. Alternatively, create new story maps that reveal thematic linkages across parks, Federal sites, and community contexts.
- Train interpreters and educators to use social media appropriately to engage diverse audiences in place-based, audience-centered digitally mediated experiences; and work with technology and learning innovators like those profiled on Tech & Learning’s “Best Women’s History Month Lessons and Activities” blog posting to customize women’s history topics to national park units and other Federal lands.
- Contextualize interpretation and education by highlighting place-specific references to the contributions of women and girls; also highlight instances where the lived experiences and contributions of women and girls have been erased—don’t hide it.

Strategy 3

Establish New Sites to Expand Representation of Women's History

- Support locating the Women's Suffrage National Monument (authorized by Public Law 116-217) in Constitution Gardens on the National Mall to symbolically bridge the 56 men who signed the Declaration of Independence and the women who advocated for and extended these same declarations to women. Note: Requires Congressional action.
- Approve additional National Historic Landmark sites (NHLs) identified via a theme study review process (to be completed in 2025) that was undertaken to expand the representation of women's history at NHLs.
- Evaluate the potential of nationally significant individuals, events, sites, buildings, and landmarks related to women's history for inclusion in the National Park System. For example, consider new sites that commemorate remarkable women, including scientists, entrepreneurs, activists, educators, and women organizers and leaders, like Ida B. Wells or Fannie Lou Hamer, or groups of women like Jane Addams, Dr. Alice Hamilton, Ellen Gates Starr, Florence Kelley, and others who ran the Hull House Settlement in Chicago to serve immigrant workers and their families. Also consider sites that address the significance of major historical legal cases related to women's rights, e.g., *Craig v. Boren*, *Frontiero v. Richardson*, *United States v. Virginia*, *Reed v. Reed*, *Cobell v. Salazar*.
- Convene regional councils that engage Federal, State, local, and community participants, especially women and girls, to recommend new sites and identify ways to align existing sites into cohesive networks.
- Based on the summary report of audit results and research findings (see Strategy 1), and efforts taken pursuant to the above recommendations, request the NPS Director to prepare a prioritized list of sites for new and/or elevated NPS designation; and ensure that the list is broadly representative of women's lived experiences and addresses gaps in women's representation in national park units and other Federal lands. Note: In Strategy 5, this action segues to a recommendation related to reconnaissance studies.
- Create a logo, certification or designation that would specifically mark a site that highlights women's history.

Strategy 4

Engage Communities and Partners to Highlight Women's History and Contributions

Work Together to Gather, Share, and Elevate the Stories of Women and Girls

- Partner with entities like StoryCorps, public radio, university women's studies programs, local and national women's organizations, sororities, religious organizations, and State and local historical societies to collect and promote stories about the lived experiences and contributions of women and girls; and incorporate these stories into historical archives and public programming.
- Create collaborative partnerships with Tribal Nations.
- Co-create campaigns that support Women's History Month, that celebrate women's history and achievements, and that share relevant content while also gathering stories and anecdotes from visitors and community members; and ensure that the campaigns occur both onsite and digitally. For example, create an NPS-wide or Department of the Interior-wide campaign like the NPS-National Park Foundation's "Find Your Park" initiative to help women and girls see themselves in history or the #writeout campaign co-created with the National Writing Project.
- With reference to the summary report of audit results and research findings (see Strategy 1), and efforts to propose potential new NPS sites (see Strategy 3), convene an NPS committee, or similar, to identify entities, groups, organizations, societies, etc., that have expertise and are developing content related to high priority women's history topics Also identify groups that are eager to work with Federal agencies and sites on shared priorities at the local level. Build robust partnerships and networks with these entities at appropriate scales.
- Create partnerships with Presidential libraries and the Presidential Sites Summit Panel to unearth and tell the stories of women and girls in Presidential families; and highlight stories of how these women and girls supported positive social change.
- Create partnerships with State historic agencies to exchange information and co-create interpretation and education programs related to women's history.
- Partner with local entities like "friends groups" and nonprofit boards that can provide financial and in-kind support to honor and recognize women and girls.
- Create a partnership with the National History Day organization to weave women and girls' history into annual contest themes. Begin with the 2025 Contest which has the theme of *Rights and Responsibilities in History*.

Harness the Potential of America's Largest Classroom by Bridging Parks and Schools

- Partner with State education associations, school districts, local schools, and community-based organizations that support student learning to co-create and co-implement educational opportunities that (a) engage a broad range of women's history topics, and (b) meet required State standards of learning (SOLs).
- Work with partners to explore how to tell unexpected women's history stories in unexpected ways at unexpected locations.
- Create a network to support teacher professional development related to women's history in national park units and on Federal lands; host teacher institutes and/or partner with entities that offer teacher professional development and online resources; and help teachers tell stories about remarkable women, including scientists, entrepreneurs,

activists, etc., recognizing that different stories will benefit from different storytelling approaches.

- Create curriculum that demonstrates the importance understanding and valuing women's stories.
- Develop high school or college history classes in which students do archival research, conduct oral history interviews, and work at a historical site for a semester(s).
- Take advantage of online curriculum like Women and the American Story! (curriculum-based content compiled by The New York Historical that's applicable nationwide) to support education programs in national park units and other Federal lands.
- Work with diverse partners to develop programming that conveys complex and difficult topics in meaningful ways, is age-appropriate, and is culturally responsive/culturally sustaining. Acknowledge that the stories of women and girls encompass horrific events, for example, the stories of those interred at Manzanar, the stories of those who lost their lives in massacres, and the stories of communities that have had to rebuild in the aftermath.
- Provide strong support for a 50/50 representation of women in the K-12 education curriculum. Note: Responding to Executive Order 14121, the NPS learned that the *National Women's History Museum (2017) examined how much women's history is taught in public schools. Out of 737 historical figures referred to in K-12 social studies education standards nationwide, only 178 were women (24%) compared to 559 men (76%).*

Build Professional Networks and Strengthen Collective Impact

- Based on audit report and research findings (see Strategy 1), and efforts to propose potential new NPS sites (see Strategy 3), encourage national park units and Federal sites to work with existing professional networks, or lead in the formation of a new professional network, for example, a Network of Women's History Interpreters, comprised of interpreters, educators, and public historians at the national, regional, and local level.
- Support the Network of Women's History Interpreters (or similar) to: (a) share best practices; (b) coordinate approaches to elevating women's stories; (c) foster authentic programming by contextualizing women's stories to place; (d) facilitate opportunities for informal peer review/workshopping for interpretive programs, curriculum, exhibits, and related content; (e) provide ongoing professional development to enhance women's history programming, and (f) set achievement benchmarks and hold each other accountable to agreed-upon elements of effective practice.

Strategy 5

Activate Leadership and Enhance Accountability to Achieve Women’s History Goals

Mobilize Department of the Interior Leadership to Elevate Women’s History

- Task the Secretary of the Interior to identify sites that tell important and compelling stories of the contributions of women and girls in U.S. history and recommend these sites to the President of the United States for possible designation as national monuments under the Antiquities Act.
- Task the NPS with authorizing and conducting 25 Reconnaissance Studies with the goal of expanding the National Park System to tell a more complete story of the contributions of women and girls in U.S. history; and task other Federal land management agencies with the same responsibility.
- Develop a matrix that quantifies and accounts for the critical importance of diverse stories and representation (including existing and planned projects) to be used in the further development of NPS sites and monuments.

Ensure that Women’s History Goals are Achieved at Site, Regional and National Levels

- Revise the annual evaluation process for NPS superintendents to assess *in what ways* and *to what extent* they have:
 - Identified and documented the histories of women and girls that are “broadly relevant” to their site.
 - Expanded site programming to recognize and honor the contributions of women and girls while also providing accurate accounts of the challenges and complexity of the lives of women and girls.
 - Moved their site programming beyond a default emphasis on the contributions of women and girls to domestic life.
 - Elevated untold, lesser told, or purposefully excluded stories of women and girls from diverse backgrounds and communities.
 - Partnered with other NPS/public land sites to create a network approach to telling the story of women’s history.
 - Partnered with communities and nonprofit organizations to engage diverse audiences in programs that surface, acknowledge, and celebrate the contributions of women and girls.
- Revise the annual evaluation process for other Federal land management unit leaders so that they too are responsible for the above goals and performance metrics.
- Task the Interpretation, Education and Volunteers (IEV) Directorate within the NPS with leadership and oversight related to maintaining a systemwide, up-to-date inventory of untold, lesser told, and purposefully excluded stories of the achievements of women and girls; and task appropriate offices within other Federal land management agencies with the same responsibility.
- Task IEV with leadership and oversight related to developing an action plan to commemorate the achievements of women and girls across all national park units and to support plan implementation at NPS sites nationwide; and task appropriate offices within other Federal land management agencies with the same responsibility.
- Task IEV with tracking annual progress toward the goal that, by 2030, women and girls are centered in 30-50% of interpretation and education programs, products, and services

at every national park site; and task appropriate offices within other Federal land management agencies with the same responsibility.

- Within IEV, create a new position that focuses on women's history interpretation and serves as the NPS lead for the (proposed) Network of Women's History Interpreters. Within other Federal land management agencies, create new positions as described above or re-allocate FTE to accommodate agency leadership in this area.

Build Agency Capacity, Support Equity and Inclusion

- Ensure equitable representation of women across all divisions and levels of leadership in national park units and Federal land sites.
- Hire diverse employees and strengthen employee retention: "If you have diverse employees, you have diverse stories"; and provide information and training sessions to assist women in applying to Federal jobs to increase gender representation in the government workforce.
- The NPS should invite diverse people in to tell their own stories. Self-representation of storytelling is essential.

Appendix A: Committee on Recognizing Women's History – Committee Members

Breece Robertson, NPSAB Member and Committee Co-Chair
Principal, Breece Robertson Consulting

Theresa Coble, Ph.D., NPSAB Member and Committee Co-Chair
E. Desmond Lee Endowed Professor of Experiential Education, University of Missouri – St. Louis

heather ahtone, Ph.D., Committee Member
Director of Curatorial Affairs, First Americans Museum (FAM) in Oklahoma City

Tanya Baker, Committee Member
Executive Director, National Writing Project

Aja DeCoteau, NPSAB Member and Committee Member
Executive Director, Columbia River Intertribal Fish Commission

Paula Giddings, Committee Member
Elizabeth A. Woodson Professor Emerita of Africana Studies, Smith College

Anna Danziger Halperin, Ph.D., Committee Member
Associate Director, Center for Women's History at The New York Historical

Stephanie Hull, Ph.D., Committee Member
President and CEO, Girls Inc.

Robert Keiter, J.D., NPSAB Member and Committee Member
Founding Director of the Wallace Stegner Center for Land, Resources and the Environment in the S.J. Quinney College of Law, University of Utah

Arlisha Norwood, Ph.D., Committee Member
Assistant Professor of History, University of Maryland Eastern Shore

Lindsay Robertson, J.D. and Ph.D., NPSAB Member and Ex-Officio Committee Member
Chickasaw Nation Endowed Chair Emeritus in Native American Law and Professor Emeritus of Law, History, and Native American Studies, University of Oklahoma

Rose Stremlau, Committee Member
Charles A. Dana Associate Professor of History and Gender and Sexuality Studies, Davidson College

Judy Wu, Committee Member
Professor of History and Asian American Studies and the Director of the Center for Liberation, Anti-Racism, and Belonging, University of California – Irvine

Appendix B: Subject Matter Experts

The Committee engaged with the following subject matter experts:

Joy Beasley

Associate Director, Cultural Resources, Partnerships, and Science, National Park Service

Serena Bellew

Deputy Associate Director, Cultural Resources, Partnerships and Science, National Park Service

Keisha N. Blain, Ph.D.

Professor of Africana Studies and History, Brown University

Kimberly Brown Pellum, Ph.D.

Assistant Professor of History, Florida A&M University

Ellen Carlson

Legislative Affairs Specialist, Interior Region 1, National Park Service

Lisa Davidson

Program Manager, National Historic Landmarks, National Park Service

Lauren Toho-Murrow Haupt

Indigenous Anthropologist, Native American Studies Graduate Program, University of New Mexico

Anna Laymon

President and Chief Executive Officer, Women's Suffrage National Monument Foundation

Kerry Olson

Deputy Associate Director, Interpretation, Education, and Volunteers, National Park Service

Barbara Perry, Ph.D.

J. Wilson Newman Professor of Governance, Miller Center, University of Virginia

Vicki Ruiz, Ph.D.

Distinguished Professor of History and Chicano/Latino Studies, University of California, Irvine

Bob Stanton

Director (Retired), National Park Service