

Curriculum Vitae

THURSTON DOMINA

School of Education

University of North Carolina, Chapel Hill

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T: (919) 962-9197

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ACADEMIC POSITIONS:

2021-2024 Robert Wendell Eaves Distinguished Term Professor in Educational Leadership, School of Education, University of North Carolina, Chapel Hill

2019- Professor of Educational Policy and Organizational Leadership, School of Education and Department of Public Policy (by courtesy), University of North Carolina, Chapel Hill

2015-2019 Associate Professor of Educational Policy and Sociology, School of Education, and Department of Public Policy (by courtesy), University of North Carolina, Chapel Hill

2015- Visiting Associate Researcher, School of Education, University of California, Irvine

2014-2015 Visiting Scholar, Institute of Higher Education, University of Georgia

2013-2015 Associate Professor, Departments of Education and Sociology (by courtesy), University of California, Irvine.

Faculty affiliate of the Master of Public Policy Program; the Center for Demographic and Social Analysis; the Irvine Network on Interventions in Development.

2007-2013 Assistant Professor, Department of Education, University of California, Irvine

2006-2007 Postdoctoral Research Associate, Office of Population Research, Princeton University

EDUCATION:

2000-2006 Graduate School and University Center, City University of New York
Ph.D., Sociology

Fields of specialization: Sociology of Education; Education Policy;

Social, Economic, and Spatial Stratification

Dissertation title: “Brain Drain and Brain Gain: Educational Segregation in the United States.”

May 1997 Wesleyan University, Middletown, CT
B.A., College of Social Studies, High Honors

JOURNAL ARTICLES (graduate student co-authors underlined):

Hwang, N., Penner, E., Davison, M., Sanabria, T., Hanselman, P., Domina, T., Penner, A. (2022). “Reining in Punitive Discipline: Recent Trends in Exclusionary School Discipline Disparities.” *Socius*.
<https://journals.sagepub.com/doi/full/10.1177/23780231221103044>

Hanselman, P., Domina, T., & Hwang, N. (2022). Educational Inequality Regimes amid Algebra-for-All: The Provision and Allocation of Expanding Educational Opportunities. *Social Forces*, 100(4), 1722-1751.

Domina, T., Akos, P., Bastian, K. C., & Godwin, J. (2022). The Impact of School Counselor Resources in Elementary and Middle Grades. *Professional School Counseling*, 172.

Domina, T., Carlson, D., Carter, J., Lenard, M., McEachin, A., Perera, R. (2021). “The Kids on the Bus: The Academic Consequences of Diversity-Driven School Reassignments.” *Journal of Policy Analysis and Management*. 40 (4), 1197-1229.

Bitler, M. Corcoran, S., Domina, T., Penner, E. (2021). “Teacher Effects on Student Achievement and Height: A Cautionary Tale.” *Journal of Research on Educational Effectiveness*. <https://www.tandfonline.com/doi/full/10.1080/19345747.2021.1917025>

Davis-Kean, P., Ellis, A.G., Kuhfeld, M., Gershoff, L., Domina, T. (2021). “It Matters How You Start: Early Numeracy Mastery Predicts High School Math Course-Taking and College Attendance.” *Infant and Child Development*.

Kearney, C., Akos, P., Domina, T., Young, Z., (2021). “Student-to-School Counselor Ratios: A Meta-Analytic Review of the Evidence.” *Journal of Counseling and Development*.

Domina, T., Renzulli, L., Murray, B., Garza, A. N., Perez, L. (2021). “Remote but Resilient: Predicting Successful Engagement with Online Learning During COVID-19.” *Socius*.
<https://journals.sagepub.com/doi/full/10.1177/2378023120988200>.

Boylan, R., Renzulli, L., Petts, A., Murray, B., & Domina, T. (2021). “Practicing Parental Involvement: Heterogeneity in Parent Involvement Structures in Charter and Traditional Public Schools.” *Educational Administration Quarterly*.
<https://journals.sagepub.com/doi/full/10.1177/0013161X21990431>

- Hwang, N., & Domina, T. (2021). Peer Disruption and Learning: Links between Suspensions and the Educational Achievement of Non-Suspended Students. *Education Finance and Policy*, 16 (3), 443-463. <https://direct.mit.edu/edfp/article/16/3/443/97124/Peer-Disruption-and-Learning-Links-between>
- Curran, F. C., Little, M. H., Cohen-Vogel, L., & Domina, T. (2020). School Readiness Assessments for Class Placements and Academic Sorting in Kindergarten. *Educational Policy*, 34(3), 518-547.
- Murray, B., Domina, T., Petts, A., Renzulli, L., & Boylan, R. (2020). “We’re in This Together”: Bridging and Bonding Social Capital in Elementary School PTOs. *American Educational Research Journal*, 0002831220908848.
- McEachin, A., Domina, T., & Penner, A. M. (2020). “Heterogeneous Effects of Early Algebra across California Middle Schools.” *Journal of Policy Analysis and Management*.
- Sanabria, T., Penner, A., & Domina, T. (2020). Failing at Remediation? College Remedial Coursetaking, Failure and Long-Term Student Outcomes. *Research in Higher Education*, 1-26.
- Bastian, K., Akos, P., Domina, T., & Griffard, M. (2019). “Understanding the Allocation of Student Support Personnel in Public Schools.” *AERA Open* 5(4), 2332858419890322.
- Akos, P., Bastian, K. C., Domina, T., & de Luna, L. M. M. (2019). Recognized ASCA Model Program (RAMP) and Student Outcomes in Elementary and Middle Schools. *Professional School Counseling*, 22(1), 2156759X19869933.
- Kuhfeld, M., Domina, T., & Hanselman, P. (2019.) "Validating the SEDA Measures of District Educational Opportunities via a Common Assessment" *AERA Open*.
- Domina, T., McEachin, A., Hanselman, P., Agarwal, P., Hwang, N., & Lewis, R. (2019.) Beyond tracking and detracking: The dimensions of organizational differentiation in schools. *Sociology of Education*.
- Murray, B., Domina, T., Renzulli, L., & Boylan, R. (2019.) “Civil Society Goes To School: Parent Teacher Associations and the Equality of Educational Opportunity.” *RSF: The Russell Sage Foundation Journal of the Social Sciences*. 5(3).
- Reyes, M., & Domina, T. (2019). A mixed-methods study: Districts’ implementation of language classification policies and the implications for male, Hispanic, and low-income middle school students. *Education Policy Analysis Archives*, 27, 30.
- Carpenter, C.S., Bruckner, T. A., Domina, T., Gerlinger, J., Wakefield, S. (2019.) “Effects of state education requirements for substance use prevention.” *Health Economics*.

- Domina, T., Pharris-Ciurej, N., Penner, A., Penner, E., Brummet, Q., Porter, S. R., & Sanabria, T. (2018.) Is free and reduced-price lunch a valid measure of educational disadvantage? *Education Researcher*.
- Curran, F. C., Little, M. H., Cohen-Vogel, L. & Domina, T. (2018.) School Readiness Assessments for Class Placements and Academic Sorting in Kindergarten. *Educational Policy*.
- Duncan, G. J., & Jenkins, J. M. Auger, A., Bitler, M., Domina, T., & Burchinal, M. (2018.) Boosting School Readiness: Should Preschools Target Skills or the Whole Child. *Economics of Education Review*.
- Domina, T., Penner, A., & Penner, E. (2017). Categorical Inequality: Schools As Sorting Machines. *Annual Review of Sociology*, 43, 311-330.
- Reyes, M., & Domina, T. (2017). Track Placement and the Motivational Predictors of Math Course Enrollment. *Teachers College Record*, 119(12), n12.
- Hwang, N., & Domina, T. (2017). The Links Between Youth Employment and Educational Attainment Across Racial Groups. *Journal of Research on Adolescence*, 27(2), 312-327.
- Bailey, D. H., Nguyen, T., Jenkins, J. M., Domina, T., Clements, D. H., & Sarama, J. S. (2016). Fadeout in an early mathematics intervention: Constraining content or preexisting differences?. *Developmental psychology*, 52(9), 1457.
- Domina, T., Hanselman, P., Hwang, N., & McEachin, A. (2016). Detracking and Tracking Up: Mathematics Course Placements in California Middle Schools, 2003–2013. *American Educational Research Journal*, 53(4), 1229-1266.
- Reimer, L. C., Schenke, K., Nguyen, T., O'Dowd, D. K., Domina, T., & Warschauer, M. (2016). Evaluating promising practices in undergraduate STEM lecture courses. *RSF*.
- Thurston, D., Penner, A. M., & Penner, E. K. (2016). 'Membership Has Its Privileges': Status Incentives and Categorical Inequality in Education. *Sociological science*, 3, 264-295.
- Simzar, R., Domina, T., & Tran, C. (2016). Eighth-Grade Algebra course placement and student motivation for Mathematics. *AERA Open*, 2(1), 2332858415625227.
- Domina, T., Lewis, R., Agarwal, P., & Hanselman, P. (2015). Professional sense-makers: Instructional specialists in contemporary schooling. *Educational Researcher*, 44(6), 359-364.
- Carpenter, C. S., Bruckner, T. A., Domina, T., Gerlinger, J., & Wakefield, S. (2015). State Education Standards for Tobacco Prevention and Classroom Instruction. *Health Behavior and Policy Review*, 2(5), 352-361.

- Simzar, R. M., Martinez, M., Rutherford, T., Domina, T., & Conley, A. M. (2015). Raising the stakes: How students' motivation for mathematics associates with high-and low-stakes test achievement. *Learning and individual differences*, 39, 49-63.
- Penner, A. M., Domina, T., Penner, E. K., & Conley, A. (2015). Curricular policy as a collective effects problem: A distributional approach. *Social science research*, 52, 627-641.
- Domina, T., McEachin, A., Penner, A., & Penner, E. (2015). Aiming high and falling short: California's eighth-grade algebra-for-all effort. *Educational Evaluation and Policy Analysis*, 37(3), 275-295.
- Bitler, M., Domina, T., Penner, E., & Hoynes, H. (2015). Distributional analysis in educational evaluation: A case study from the New York City voucher program. *Journal of research on educational effectiveness*, 8(3), 419-450.
- Ruzek, E. A., Domina, T., Conley, A. M., Duncan, G. J., & Karabenick, S. A. (2015). Using value-added models to measure teacher effects on students' motivation and achievement. *The Journal of Early Adolescence*, 35(5-6), 852-882.
- Domina, T. (2014). The link between middle school mathematics course placement and achievement. *Child development*, 85(5), 1948-1964.
- Bruckner, T. A., Domina, T., Hwang, J. K., Gerlinger, J., Carpenter, C., & Wakefield, S. (2014). State-level education standards for substance use prevention programs in schools: a systematic content analysis. *Journal of Adolescent Health*, 54(4), 467-473.
- Domina, T., Penner, A. M., Penner, E. K., & Conley, A. (2014). Algebra for All: California's eighth-grade Algebra initiative as constrained curricula. *Teachers College record (1970)*, 116(8), 1.
- Woods, C. S., & Domina, T. (2014). The School Counselor Caseload and the High School-to-College Pipeline. *Teachers College Record*, 116(10), n10.
- Domina, T. (2014). Does merit aid program design matter? A cross-cohort analysis. *Research in Higher Education*, 55(1), 1-26.
- Domina, T., & Roksa, J. (2012). Should Mom go back to school? Post-natal educational attainment and parenting practices. *Social Science Research*, 41(3), 695-708.
- Domina, T., & Saldana, J. (2012). Does raising the bar level the playing field? Mathematics curricular intensification and inequality in American high schools, 1982–2004. *American Educational Research Journal*, 49(4), 685-708.
- Keys, T. D., Conley, A. M., Duncan, G. J., & Domina, T. (2012). The role of goal orientations for adolescent mathematics achievement. *Contemporary Educational Psychology*, 37(1), 47-54.

- Domina, T., & Ruzek, E. (2012). Paving the way: K-16 partnerships for higher education diversity and high school reform. *Educational Policy*, 26(2), 243-267.
- Attewell, P., & Domina, T. (2011). Educational imposters and fake degrees. *Research in Social Stratification and Mobility*, 29(1), 57-69.
- Domina, T., Conley, A., & Farkas, G. (2011). The link between educational expectations and effort in the college-for-all era. *Sociology of Education*, 84(2), 93-112.
- Domina, T., Conley, A., & Farkas, G. (2011). The case for dreaming big. *Sociology of Education*, 84(2), 118-121.
- Domina, T., Ghosh-Dastidar, B., & Tienda, M. (2010). Students left behind: Measuring 10th to 12th grade student persistence rates in Texas high schools. *Educational evaluation and policy analysis*, 32(2), 324-346.
- Alon, S., Domina, T., & Tienda, M. (2010). Stymied mobility or temporary lull? The puzzle of lagging Hispanic college degree attainment. *Social Forces*, 88(4), 1807-1832.
- Massey, D. S., Rothwell, J., & Domina, T. (2009). The changing bases of segregation in the United States. *The Annals of the American Academy of Political and Social Science*, 626(1), 74-90.
- Domina, T. (2009). What works in college outreach: Assessing targeted and schoolwide interventions for disadvantaged students. *Educational Evaluation and Policy Analysis*, 31(2), 127-152.
- Attewell, P., & Domina, T. (2008). Raising the bar: Curricular intensity and academic performance. *Educational Evaluation and Policy Analysis*, 30(1), 51-71.
- Domina, T. (2007). Higher education policy as secondary school reform: Texas public high schools after Hopwood. *Educational Evaluation and Policy Analysis*, 29(3), 200-217.
- Domina, T. (2006). Brain drain and brain gain: Rising educational segregation in the United States, 1940–2000. *City & Community*, 5(4), 387-407.
- Domina, T. (2006). What clean break?: Education and nonmetropolitan migration patterns, 1989–2004. *Rural Sociology*, 71(3), 373-398.
- Attewell, P., Lavin, D., Domina, T., & Levey, T. (2006). New evidence on college remediation. *The Journal of Higher Education*, 77(5), 886-924.
- Domina, T. (2005). Leveling the home advantage: Assessing the effectiveness of parental involvement in elementary school. *Sociology of education*, 78(3), 233-249.

- Attewell, P., Domina, T., Lavin, D., & Levey, T. (2004). The black middle class: progress, prospects, and puzzles. *Journal of African American Studies*, 8(1-2), 6-19.
- Reprinted in *Free At Last? Black America in the 21st Century*. (Juan Battle, Michael Bennett, and Anthony Lemelle, eds.) Somerset, NJ: Transaction Press.

BOOKS:

Domina, T., Gibbs, B., Nunn, L., & Penner, A. (2019). *Education & Society: An Introduction to Key Issues in the Sociology of Education*. Berkeley, CA: University of California Press.

- Attewell, P., Lavin, D., Domina, T., & Levey, T. (2007). *Passing the torch*. New York: Russell Sage Foundation. American Sociological Association Rose Monographs Series.
- Honorable Mention, AERA Postsecondary Education Section 2008 Book Prize
 - AERA Outstanding Book Award, 2009

Domina, T., Penner, A., & Penner, E. (Under Contract.) *Schooled & Sorted: How Our Most Egalitarian Institutions Produce Inequality*. New York: Russell Sage Foundation.

PEER REVIEWED BOOK CHAPTERS:

Reimer, L., Nili, A., Nguyen, T., Warschauer, M., & Domina, T. (2015). Clickers in the wild: A campus-wide study of student response systems. *Trascience orming institutions: Undergraduate STEM education for the 21st century*, 383-398.

Simzar, R., & Domina, T. (2014). Attending to Student Motivation through Critical Practice: A Recommendation for Improving Accelerated Mathematical Learning. In *Critical Practice in P-12 Education: Transformative Teaching and Learning* (pp. 66-116). IGI Global.

OTHER PUBLICATIONS:

Thurston Domina, Ayesha Hashim, Caitlin Kearney, Lam Pham, and Cole Smith. (2022). COVID-19 and the System Resilience of Public Education: A View from North Carolina.” Urban Institute Learning Curve Essay Series.
<https://www.urban.org/sites/default/files/2022-04/COVID-19%20and%20the%20System%20Resilience%20of%20Public%20Education%20A%20View%20from%20North%20Carolina.pdf>

Thurston Domina, Caitlin Kearney, Ayesha Hashim, Dana Griffin, and Cole Smith. (2022). “An Early Look at the Pandemic’s Consequences for North Carolina Schools.” Carolina Across 100. <https://carolinaacross100.unc.edu/an-early-look-at-the-pandemics-consequences-for-north-carolina-schools/>

Thurston Domina, Deven Carlson, James Carter III, Matthew Lenard, Andrew McEachin, and Rachel Perera. (2021). “Student reassignments achievement diversity without academic adversity.” Brookings Brown Center Chalkboard.
<https://www.brookings.edu/blog/brown-center-chalkboard/2021/09/01/student-reassignments-achieve-diversity-without-academic-adversity/>

- Dana N. Thomson-Dorsey, Thurston Domina, June Ahn, Andrew McEachin, and Sarah L. Woulfin. (2020). "A letter from the editors: Reflections on Generative, Cross-Cutting, Transformative, and Timely Education Research." *Educational Researcher*.
<https://journals.sagepub.com/stoken/default+domain/FCKKSC8FZRJDGRJFZYMM/fu>
[ll](#)
- Thurston Domina. (2020). "America's poorest children won't get nutritious meals with school cafeterias closed due to the coronavirus." *The Conversation*.
<https://theconversation.com/americas-poorest-children-wont-get-nutritious-meals-with-school-cafeterias-closed-due-to-the-coronavirus-133341>
- Marianne Bitler, Sean Corcoran, Thurston Domina, and Emily Penner. (2020). "Can a teacher really impact student height? A cautionary tale on value-added models." Brookings Brown Center Chalkboard. <https://www.brookings.edu/blog/brown-center-chalkboard/2020/01/21/can-a-teacher-really-impact-student-height-a-cautionary-tale-on-value-added-models/>
- Brittany Murray, Thurston Domina, and Andrew McEachin (2018). Coleman Report. In *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. Thousand Oaks, CA: Sage Publications.
- Thurston Domina, (March 7, 2017.) "NC should learn from other states – let local districts set class size." *The News & Observer*. <http://www.newsobserver.com/opinion/oped/article137047808.html#storylink=cpy>
- Thurston Domina, Marianne Bitler, Andrew Penner, Emily Penner. 2015. "Quantile Regression." *Encyclopedia of Education Economics and Finance* (Dominic J. Brewer & Lawrence O. Picus, eds.) Thousand Oaks, CA: Sage.
- Thurston Domina. 2015. "Tracking in Education." *Encyclopedia of Education Economics and Finance* (Dominic J. Brewer & Lawrence O. Picus, eds.) Thousand Oaks, CA: Sage.
- Thurston Domina. 2014. An education in politics: The origins and evolution of No Child Left Behind. *Contemporary Sociology: A Journal of Reviews*.
- Thurston Domina. 2013. "Writing in Practice: Quantitative Sociology." *Writing for Emerging Sociologists: A Practical Approach* (Alia Tyner and Angelique Harris, eds.) Thousand Oaks, CA: Sage.
- Thurston Domina. 2009. "Parental Involvement." *Encyclopedia of the Life Course and Human Development*. (Edited by Deborah Carr, Robert Crosnoe, M.E. Hughes, and Amy Pienta.) Farmington Hills, MI: Gale.
- Thurston Domina. October 12, 2007. "How Higher Ed Can Fix K-12" *Inside Higher Ed*.

<http://www.insidehighered.com/views/2007/10/12/domina>)

Thurston Domina. January 22, 2007. "The Geography of Educational Segregation."
Inside Higher Ed. (<http://www.insidehighered.com/views/2007/01/19/domina>)

GRANTS:

- 2022- Co-Principal Investigate, "Pandemic Priorities: An Analysis of ESSER Budgeting Across North Carolina," NC Policy Collaboratory. (\$750,000)
- 2021-2024 Co-Principal Investigator, "Equitable Rostering Solution: A Project on Evidence-Based Student-Teacher Assignment," Institute of Education Sciences. (\$1,800,000)
- 2021 Principal Investigator, "The COVID-19 Pandemic and North Carolina Schools: A Mixed-Methods Analysis," NC Policy Collaboratory. (\$150,000)
- 2021-2024 Principal Investigator, "School family nexus and educational differences during the Covid-19 pandemic and beyond," National Science Foundation. (\$380,000)
- 2020-2022 Principal Investigator, "A statewide analysis of the relationships between school based health centers and academic outcomes," Spencer Foundation. (\$499,257.33)
- 2019-2021 Coordinator, "Innovations in Graduate Education," The Graduate School, University of North Carolina, Chapel Hill. (\$25,000)
- 2018-2023 Research Associate, "National Center for Research on Education Access and Choice (REACH)," Institute of Education Sciences. (\$10,000,000)
- 2018-2020 Principal Investigator, "Schools, Neighborhoods, and the Transition to Adulthood: A Policy Lab with the Wake County Public Schools," Smith Richardson Foundation. (\$400,000)
- 2018-2023 Co-Principal Investigator, "Educational Contexts and Health Transitions to Adulthood (R01)," National Institutes of Health. (\$3,863,955)
- 2017 Co-Principal Investigator, "The School Counselor Ratio and Student Success." American School Counselor Association. (\$8000).
- 2016-2021 Co-Principal Investigator, "Solving the Equation: Recruiting, Hiring, and Retaining Math and Science Teachers," National Science Foundation. (\$999,496)
- 2016-2018 Principal Investigator, "Parent-Teacher Organizations and the Distribution of Learning Opportunities," National Science Foundation. (\$459,561)
- 2014-2017 Co-Principal Investigator, "Is Algebra Algebra? Student Opportunity to Learn in Middle School Mathematics," W.T. Grant Foundation. (\$503,612)

- 2014-2017 Principal Investigator, “Evaluating the Quality of Universal Algebra Learning (EQUAL),” Spencer Foundation. (\$393,532)
- 2012-2014 Co-Principal Investigator, “Documenting Instructional Practices in STEM Lecture Courses,” National Science Foundation WIDER. (\$300,000)
- 2011-2016 Co-Principal Investigator, “Human Capital Interventions Across Childhood and Adolescence,” National Institutes of Health P-01. (\$4,667,050)
- 2008-2009 American Education Research Association, National Science Foundation, and National Center for Education Statistics Research Grant Program (\$20,000).
- 2008 CORCRL Cultural Diversity Grant, University of California, Irvine (\$3,000).
- 2005-2006 Mario Capelloni Dissertation Year Fellowship, Graduate School and University Center, City University of New York (\$19,420).
- 2005-2006 National Science Foundation Dissertation Award in Sociology (\$4,200)
- 2005-2006 Horowitz Foundation for Social Policy research grant (\$3,500)
- 2003-2004 Pre-dissertation Fellowship, American Education Research Association/Spencer Foundation (\$24,000).
- 2001-2003 Graduate Fellow, The Spencer Foundation Social Justice and Social Development in Educational Studies Training Grant, Co-directed by Colette Daiute and Michelle Fine (\$10,000/year).
- 2000-2001 Sociology Department Fellowship (\$10,000).

AWARDS:

- 2021 Raymond Vernon Memorial Award, Association for Policy Analysis. Awarded for the best publication in the *Journal of Policy Analysis and Management*.
- 2020 Outstanding Reviewer Award, AERA Journal Publications Committee and *American Educational Research Journal*.
- 2011 Outstanding Reviewer Award, AERA Journal Publications Committee and *Educational Evaluation and Policy Analysis*.
- 2011 Dean’s Honoree Award for Excellence in Undergraduate Teaching, University of California, Irvine.

TEACHING:

- 2015- School of Education, University of North Carolina, Chapel Hill
Undergraduate:
EDUC 506 “Politics, Policy, and Schools.”
Doctoral:
EDUC 805A “Proseminar in Academic Writing”
EDUC 841 “Developing a Research Proposal”
EDUC 886 “Policy to Practice”
EDUC 871 “Sociology of School Improvement”
EDUC 871 “Multilevel Modeling”
EDUC 871 “Causal Inference in Education Research”
- 2007-2014 Department of Education, University of California Irvine
Undergraduate:
EDUC 50 “Origins, Purposes, and Central Issues in K-12 Education”
EDUC 175 “Foundations of Education”
Doctoral:
EDUC 261 “Social and Cultural Foundations of Education” (PhD seminar)
EDUC 251 “Educational Policy and Politics” (PhD seminar)
EDUC 287 “Data Analysis in Education” (PhD seminar)
- ACADEMIC SERVICE:**
- 2022- **Member:** Committee on Appointments, Promotions, and Tenure, University of North Carolina, Chapel Hill.
- 2022- **Program Coordinator:** PhD Program in Policy, Leadership, and School Improvement, School of Education, University of North Carolina, Chapel Hill.
- 2021-2022 **Faculty Board member:** Royster Society of Fellows, University of North Carolina, Chapel Hill
- 2020-2022 **Chair:** Faculty Executive Council, School of Education, University of North Carolina, Chapel Hill
- 2019-2020 **Inaugural Program Coordinator:** BA in Human Organizational Leadership and Development, University of North Carolina, Chapel Hill
- 2019-2022 **Co-Editor:** *Educational Researcher*.
- 2018-2019 **Area Chair:** Educational Policy, Organizations, and Leadership, School of Education, University of North Carolina, Chapel Hill.
- 2018-2019 **Chair, faculty search committee** in educational leadership and school improvement (2 positions), School of Education, University of North Carolina, Chapel Hill.

- 2017-2021 **Program Coordinator:** PhD Program in Policy, Leadership, and School Improvement, School of Education, University of North Carolina, Chapel Hill.
- 2017- **Co-Chair:** Faculty Committee on Appointments, Promotions, and Tenure, School of Education, University of North Carolina, Chapel Hill
- 2017-2019 **Editorial Board Member:** *Review of Educational Research*
- 2017-2019 **Editorial Board Member:** *American Educational Research Journal*
- 2017-2018 **Member, faculty search committee** in educational policy and leadership (2 positions) and quantitative methods (1 position), School of Education, University of North Carolina, Chapel Hill.
- 2017-2018 **Faculty Mentor:** “Yet & Still,” a student-initiated project to improve retention for first-generation African American men at UNC.
- 2017-2019 **Co-Chair:** Appointments, Promotion, and Tenure Sub-committee. School of Education, University of North Carolina, Chapel Hill
- 2016-2019 **Deputy Editor:** *Sociology of Education*.
- 2016-2018 **Technical Review Panel Member:** Baccalaureate and Beyond, National Center for Education Statistics.
- 2016-2017 **Scholarships Committee Member:** School of Education and Graduate School, University of North Carolina, Chapel Hill
- 2017 **Training Grant Peer Review Panel Member:** Institute of Education Sciences, Post-doctoral Training Program.
- 2016- **Co-Director:** Carolina Seminar on Education and Inequality
- 2015 **Research Grant Peer Review Panel Member:** Institute of Education Sciences, Evaluation of State Education Programs and Policies.
- 2015 **Program chair:** Sociology of Education Regular Sessions, American Sociological Association Annual Meeting.
- 2015 **Session Organizer:** Transitions for Youth, Society for Research on Educational Effectiveness Spring Meeting.
- 2014- **Editorial Board Member:** *AERA Open*.
- 2013-2014 **School Representative, Faculty Senate Committee on Committees:**

University of California, Irvine.

- 2013-2014 **A-G Faculty Review Workgroup.** University of California Office of the President.
- 2013-2014 **Chair, Committee on Measurement of Ph.D. Program Learning Outcomes:** Department of Education, University of California, Irvine.
- 2013-2014 **Member, Undergraduate Major Development Committee:** Department of Education, University of California, Irvine.
- 2013-2014 **Chair, Ad Hoc Software Committee:** Department of Education, University of California, Irvine.
- 2013-2015 **Editorial Board Member:** *Sociology of Education*
- 2011-2012 **Chair, Faculty Hiring Committee in Higher Education:** Department of Education, University of California, Irvine
- 2010 **Faculty Chair:** PhD Recruitment Committee, Department of Education, University of California, Irvine
- 2008-2010 **Council on Research Computing and Libraries:** University of California, Irvine
- 2008-2009 **PhD Admissions Committee in Educational Policy and Social Context:** Department of Education, University of California, Irvine
- 2008 **Advisor and lecturer:** Compton Regional Transfer Collaborative
- 2007-2008 **Faculty Hiring Committee in Educational Policy and Social Context:** Department of Education, University of California Irvine
- 2005-2007 **On-site researcher.** Bureau of Labor Statistics, National Longitudinal Survey of Youth 1979.
- 2004-2005 **Graduate Student Editor.** *Contexts Magazine.* American Sociological Association.

PEER REVIEWER:

American Educational Research Journal
American Journal of Sociology *American Sociological Review*
Child Development
Educational Evaluation and Policy Analysis
Education Researcher

Journal of Policy Analysis and Management Policy

Sociology of Education

Social Problems

Social Forces

Social Science Research

Sociological Forum

Sociological Quarterly

American Education Research Association, Conference presentation proposals: Division L,
Section 5 (Educational Policy and Politics, Accountability Policy)

Society for Research on Educational Effectiveness

What Works Clearinghouse, U.S. Department of Education

PROFESSIONAL ASSOCIATIONS:

American Educational Research Association

American Sociological Association

American Education Finance & Policy

Society for Research on Educational Effectiveness