

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.

Davis-Kean, P., Ellis, A.G., Kuhfeld, M., Gershoff, L., Domina, T. (2022). “It Matters How You Start: Early Numeracy Mastery Predicts High School Math Course-Taking and College Attendance.” *Infant and Child Development*. 31(2), e2281.

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>

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*.
- 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., Penner, A., & Penner, E. (Forthcoming, 2023). *Schooled and Sorted: How Educational Categories Create Inequality*. New York, NY: Russell Sage Foundation.

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/op-ed/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 “Multilevel Modeling”

EDUC 871 “Causal Inference in Education Research”

EDUC 902 “Sociology of School Improvement”

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- **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