

## **Richard O. Welsh**

Peabody College of Education and Human Development  
Vanderbilt University  
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### **CURRENT APPOINTMENT**

August 2022 – present      Associate Professor of Education and Public Policy, Peabody College of Education and Human Development, Department of Leadership, Policy and Organizations, Vanderbilt University, Nashville, TN

### **AREAS OF SPECIALIZATION**

K-12 education policy; Urban education; School discipline; Student mobility; Politics of education; Research-practice partnerships; Economics of education; Educational equity

### **EDUCATION**

2011 – 2015      Ph.D., Urban Education Policy, University of Southern California  
2011 – 2013      M.A., Economics, University of Southern California  
2007 – 2008      M.A., Latin American Studies, Stanford University  
2003 – 2007      B.A., Economics with Interdisciplinary Honors in Latin American Studies, Minor in Spanish, Stanford University

### **PROFESSIONAL EXPERIENCE**

August 2019 – July 2022      Assistant Professor of Educational Leadership and Policy Studies, Steinhardt School of Culture, Education, and Human Development, Department of Administration, Leadership and Technology, New York University, New York, NY  
October 2019 – July 2022      Faculty Affiliate, Research Alliance for New York City Schools, New York, NY

- October 2019 – July 2022 Faculty Affiliate, NYU Metropolitan Center for Research on Equity and the Transformation of Schools, New York, NY
- July 2020 – July 2022 Faculty Affiliate, Institute of Human Development and Social Change, New York, NY
- September 2020 – July 2022 Faculty Affiliate, Department of Education and Social Policy, New York University, New York, NY
- January 2018 – July 2019 District-wide Professor-in-Residence for Educational Policy, Equity and School Discipline, Clarke County School District, Athens, GA
- August 2015 – July 2019 Assistant Professor, Department of Lifelong Education, Administration, and Policy, University of Georgia, Athens, GA

## **HONORS AND AWARDS**

- 2021 Research Development Award, New York University
- 2021 Outstanding Reviewer for 2020, American Educational Research Association and *Educational Evaluation and Policy Analysis*
- 2020 The Goddard Junior Faculty Fellowship, New York University
- 2015 Student Community of Ph.D.'s in Education (SCOPE) Mentorship Award, University of Southern California
- 2014 Elected member, Phi Kappa Phi Honor Society
- 2014 Graduate School Doctoral Student Summer Institute Fellowship, University of Southern California (\$4,000)
- 2011 Dean's Graduate Assistantship Award in Urban Education Policy, University of California

## **PUBLICATIONS**

### **ARTICLES IN REFEREED JOURNALS (\*Student)**

- Welsh, R.O.,** Rodriguez, L. & Joseph, B\*. (accepted). Beating the School Discipline Odds: Conceptualizing and Examining Inclusive Disciplinary Schools in New York City. *School Effectiveness and School Improvement*.

- Welsh, R. O.** (accepted). Does rural mean not urban? Reconsidering the conceptualization and operationalization of rural school districts. *Urban Education*
- Welsh, R.O.** (accepted). Administering discipline: An examination of the factors shaping school discipline practices. *Education and Urban Society*
- Welsh, R. O. & Sobti, N\*.** (in press). Search for pathology or tough love? Examining Black school leaders, Black students and disparities in school discipline. *Journal of School Leadership*.
- Welsh, R. O. & Rodriguez, L.** (in press). The Plight of Persistently Disciplined Students: Examining Frequent Flyers and the Conversion of Office Discipline Referrals into Suspensions. *Educational Evaluation and Policy Analysis*
- Welsh, R.O.** (2023). Navigating Tensions in School Discipline: Examining School Leaders, Teachers, and the Conversion of Referrals into Suspensions. *American Journal of Education, 129(2)*,
- Welsh, R. O.** (2022). School discipline in the age of COVID-19: Exploring patterns, policy, and practice considerations. *Peabody Journal of Education, 97(3)*, 291-308.
- Rodriguez, L., & **Welsh, R.O.**, (2022). The dimensions of school discipline: Toward a comprehensive framework for measuring discipline patterns and outcomes in schools. *AERA Open, 8*
- Welsh, R. O.** (2022). Schooling levels and school discipline: Examining the variation in disciplinary infractions and consequences across elementary, middle, and high schools. *Journal of Education for Students Placed at Risk (JESPAR), 27(3)*, 270-295.
- Welsh, R.O., & Graham, J\*.** (2021). Why the Opportunity School District failed? An examination of coalitions and the politics of school improvement. *Educational Evaluation and Policy Analysis, 43(4)*, 688-712.
- Welsh, R. O.** (2021). Assessing the quality of education research through its relevance to practice: An integrative review of research-practice partnerships. *Review of Research in Education, 45(1)*, 170-194.
- Welsh, R.O, Williams, S., Bryant, K., & Berry, J.** (2021). Conceptualization and Challenges: Examining district and school leadership and schools as learning organizations. *The Learning Organization*
- Welsh, R.O.** (2020). Overlooked exclusionary discipline: Examining placement in alternative schools, expulsions, and referrals to hearing in an urban district. *Educational Policy*
- Welsh, R.O, & Swain, W. A.** (2020). (Re) Defining Urban Education: A conceptual review

and empirical exploration of the definition of Urban Education. *Educational Researcher*, 49(2), 90-100.

**Welsh, R.O.**, Williams, S., Little, S\*, & Graham, J\*. (2019). Examining the Narrative: An analysis of the racial discourse embedded in state takeover. *Equity & Excellence in Education*, 52(4), 502-526.

**Welsh, R.O.** (2019). Ebbs and flows: Revisiting the relationship between student mobility, segregation and neighborhoods. *Peabody Journal of Education*, 94(5), 493-520.

**Welsh, R.O.** (2019). The path to prosperity? Exploring the educational governance and equity implications of alternative models of public education. *Education Law and Policy Review*, 5, 144-163.

**Welsh, R.O.**, Graham, J\*, & Williams, S. (2019). Acing the test: An examination of teachers' perceptions of and responses to the threat of state takeover. *Educational Assessment, Evaluation and Accountability*, 31(3), 315-347.

Little, S\* & **Welsh, R.O.** (2019). Rac(e)ing to Punishment? Applying theory to racial disparities in disciplinary outcomes. *Race Ethnicity in Education*, 1-21.

**Welsh, R.O.** (2019). Recovery, Achievement and Opportunity: A comparative analysis of state takeover districts in Louisiana, Tennessee and Georgia. *Urban Education*, 54(3), 311-338.

**Welsh, R.O.** (2019). Intra-district student mobility, school discipline and gender: Evidence from Clark County, Nevada. *Education and Urban Society*, 51(9), 1217-1244.

**Welsh, R.O.**, Williams, S., Little, S\* & Graham, J\*. (2019). Right Cause, Wrong Method? Examining the politics of state takeover in Georgia. *Urban Affairs Review*, 55(3), 703-742.

**Welsh, R.O.**, & Little, S\*. (2018). Caste and control in schools: An examination of the pathways, rates and correlates of exclusion due to school discipline. *Children and Youth Services Review*, 94, 315-339.

**Welsh, R.O.**, & Williams, S. (2018). Incentivizing improvement or imposition? An examination of the response to gubernatorial school takeover and statewide turnaround districts. *Education Policy Analysis Archives*, 26, 124

**Welsh, R.O.**, & Little, S\*. (2018). The school discipline dilemma: A comprehensive review of disparities and alternative approaches. *Review of Educational Research*, 88(5), 752-794.

**Welsh, R.O.** (2018). Opposite sides of the same coin? Exploring the connections between school absenteeism and student mobility. *Journal of Education for Students Placed at Risk*, 23(1-2), 70-92.

- Welsh, R.O.** (2018). Student mobility, segregation and achievement gaps: Evidence from Clark County, Nevada. *Urban Education*, 53(1), 55-85.
- Williams, S & **Welsh, R.O.** (2017). ESSA and school improvement: Leader preparation and professional development in a new era of education policy. *Journal of School Leadership*, 27(5), 701-724.
- Welsh, R.O.,** & Hall, M. (2017). The Point of No Return? Interest Groups, School Board Elections and the Sustainment of the Portfolio Management Model in Post-Katrina New Orleans. *Teachers College Record*, 120 (7).
- Welsh, R.O.** (2017). School hopscotch: A comprehensive review of K-12 student mobility in the U.S. *Review of Educational Research*, 87(3). 475-511.
- McEachin, A., **Welsh, R.O.,** & Brewer, D. (2016). The variation in student achievement and behavior within a portfolio management model: Early results from New Orleans. *Educational Evaluation and Policy Analysis*, 38(4), 669-691.
- Welsh, R.O.,** Duque, M., & McEachin, A. (2016). School choice, student mobility and school quality: Evidence from post-Katrina New Orleans. *Education Finance and Policy*. 11(2). 150-176.
- Brewer, D., Killeen, K., & **Welsh, R.O.,** (2013). The role of politics and governance in educational accountability systems. *Education Finance and Policy*, 8(3), 378-393.
- Welsh, R.O.,** (2012). Overcoming smallness through education development: A comparative analysis of Jamaica and Singapore. *Current Issues in Comparative Education*, 15(1), 114-131.

## **BOOK CHAPTERS**

- Welsh, R.,** & Sobti, N\*. (in press). Disciplinary disparities and teaching in the United States. In *Encyclopedia of Social Justice in Education*, edited by Maisha Winn and Tony Winn.
- Welsh, R.** (2021). Economics of Urban Education: Race, resources, and control in schools. In *The Handbook of Urban Education*, edited by Rich Milner and Kofi Lomotey. (pp.50-63). Routledge
- Welsh, R.** (2019). Drifting from Equity: The relationship between academic drift, epistemic drift and the role of equity in principal preparation and professional development. In *Who Controls the Preparation of Education Administrators?*, edited by Arnold Danzig and William Black
- Welsh, R.,** & Little, S\*. (2019). Closing costs: Examining the impact of school closures on

African-American students' educational outcomes. In *Shuttered Schools, Race, Community, and School Closures in American Cities*, edited by Ebony M. Duncan. Information Age Publishing

**Welsh, R., & Banerjee, P\***. (2017). When the Borrowers become Lenders: A comparative analysis of policy borrowing and lending in math education policy and practices in Jamaica, Singapore and England. In *Is "small" always small and "big" always big? Re-reading Educational Policy and Practice in Small States?*, edited by Tavis D. Jules & Patrick Ressler. Frankfurt am Main: Peter Lang

**Welsh, R.** (2015). Credentialing. In *Encyclopedia of Economics and Society*, edited by F.F. Wherry. Thousand Oaks, CA: Sage Publications.

Brewer, D., & **Welsh, R.** (2014). Allocative Efficiency. In *Encyclopedia of Education Economics and Finance*, edited by D. J. Brewer & L. O. Picus. Thousand Oaks, CA: Sage Publications.

**Welsh, R., & Duque, M.** (2014). Compensating Differentials/ Hedonic Wage Model. In *Encyclopedia of Education Economics and Finance*, edited by D. J. Brewer & L. O. Picus. Thousand Oaks, CA: Sage Publications.

Brewer, D., & **Welsh, R.** (2014). Economic Cost. In *Encyclopedia of Education Economics and Finance*, edited by D. J. Brewer & L. O. Picus. Thousand Oaks, CA: Sage Publications.

Rolle, A., & **Welsh, R.** (2014). Economic Efficiency in Education. In *Encyclopedia of Education Economics and Finance*, edited by D. J. Brewer & L. O. Picus. Thousand Oaks, CA: Sage Publications.

Brewer, D., & **Welsh, R.** (2014). Economics of Education. In *Encyclopedia of Education Economics and Finance*, edited by D. J. Brewer & L. O. Picus. Thousand Oaks, CA: Sage Publications.

Brewer, D., & **Welsh, R.** (2014). Elasticity. In *Encyclopedia of Education Economics and Finance*, edited by D. J. Brewer & L. O. Picus. Thousand Oaks, CA: Sage Publications.

Brewer, D., & **Welsh, R.** (2014). Factor Prices. In *Encyclopedia of Education Economics and Finance*, edited by D. J. Brewer & L. O. Picus. Thousand Oaks, CA: Sage Publications.

Brewer, D., & **Welsh, R.** (2014). Theory of Markets. In *Encyclopedia of Education Economics and Finance*, edited by D. J. Brewer & L. O. Picus. Thousand Oaks, CA: Sage Publications.

## **REPORTS, REVIEWS AND OP-EDS**

**Welsh, R** (2022). Transforming School Discipline in Clarke County School District:

Understanding and Disrupting Racial Disparities in Exclusionary Discipline.

**Welsh, R** (2021). Facing Public Education Challenges in Clarke County: Situations and Solutions of the 2021-22 school year.

**Welsh, R** (2021, August 19). Why, Really, Are So Many Black Kids Suspended? No, it's not because they misbehave more. Education Week.  
[https://www.edweek.org/leadership/opinion-why-really-are-so-many-black-kids-suspended/2021/08?utm\\_source=nl&utm\\_medium=eml&utm\\_campaign=eu&M=62853419&U=2534782&UUID=a6282649d522b8687de42e941fc71c9a](https://www.edweek.org/leadership/opinion-why-really-are-so-many-black-kids-suspended/2021/08?utm_source=nl&utm_medium=eml&utm_campaign=eu&M=62853419&U=2534782&UUID=a6282649d522b8687de42e941fc71c9a)

**Welsh, R.** & Sobti, N\*. (2021). Equity Visits: A New Approach to Supporting Equity-Focused School and District Leadership. *Teachers College Record*.

**Welsh, R.** (2020). Suspending Suspensions: Time to Reexamine Discipline in Schools in the age of COVID-19. Op-Ed for the Metropolitan Center for Research on Equity and the Transformation of Schools. <https://steinhardt.nyu.edu/metrocenter/suspending-suspensions-time-reexamine-discipline-schools-age-covid-19>

**Welsh, R.** (2020). Student Discipline in Clarke County School District, Georgia: A Comprehensive Report.

**Welsh, R.** (2019). Student Discipline in Clarke County School District, Georgia: An Analysis of Trends and Disproportionalities in Disciplinary Infractions and Consequences, 2014-15 – 2017-18. Preliminary Report to the Clarke County Board of Education.

**Welsh, R.,** & Little, S\*. (2017). Assigning Blame: The Rhetoric of Education Reform. *Teachers College Record*.

**Welsh, R.,** & Banerjee, P\*. (2017). Education, culture, and the Singapore developmental state: “world-soul” lost and regained?. *History of Education*

**Welsh, R.** (2016). Comparisons and Systems Research of States’ Accountability Measures. A Preliminary Report presented to the Georgia Department of Education’s Every Student Succeeds Act (ESSA) Working Committees.

**Welsh, R.,** & Brewer, D. (2012). Recent Developments in California’s Educational Governance 2007-2011. In *Getting Down to Facts: Five Years Later*. Palo Alto, CA: Policy Analysis for California Education (PACE).

## **INVITED PRESENTATIONS**

Welsh, R & Klinenberg, J\*. (2023, January). The Causes of Absenteeism: An Overview of the Research Literature. Absenteeism Working Group, Nashville Partnership for Educational Equity Research, Nashville, TN

- Welsh, R (2022, October). Support, not Suspend: Empirical Evidence on School Discipline. Children’s Mental Health Advocacy Conference.
- Welsh, R. (2022, October). Understanding and Disrupting Inequality in School Discipline. Metro Nashville Public Schools Lunch and Learn series. Nashville, TN
- Welsh, R. (2022, August). Transforming School Discipline in Clarke County School District: Understanding and Disrupting Racial Disparities in Exclusionary Discipline. Clarke County School District Board of Education work session. Athens, GA.
- Welsh, R (2022, June). Just Education Policy 2022 (Staying the Course: Impact, Community, and Educational Research). Athens, GA
- Welsh, R. (2020, September). School Leadership and Discipline in the age of COVID-19. NYU COVID-19 Research Working Group. New York, NY.
- Welsh, R. (2020, June). School Discipline in Clarke County School District: A Comprehensive Report. Clarke County School District Board of Education work session. Athens, GA.
- Welsh, R. (2020, June). School Leadership and School Discipline in Clarke County School District. Clarke County School District Leadership Retreat (Discipline Training). Athens, GA
- Welsh, R. (2020, February). Rethinking School Discipline in CCSD. Clarke County School District Principals Professional Learning Communities. Athens, GA
- Welsh, R. (2020, February). Rethinking School Discipline in CCSD. Clarke County School District Assistant Principals Professional Learning Communities. Athens, GA
- Welsh, R. (2020, January). School Discipline and Learning. Disparities and the Need for Innovation. NYU EdD in Leadership and Innovation Residency. New York, NY
- Welsh, R. (2019, May). Student Discipline in Clarke County School District Trends and Disproportionalities in Disciplinary Infractions and Consequences 2014-15 – 2017-18. Clarke County School District Board of Education work session. Athens, GA.
- Welsh, R. (2019, April). Disparities and Interventions in Student Discipline. Superintendents Education Policy Advisory Group. Savannah, GA.
- Welsh, R. (2018, September). Solving the School Discipline Dilemma: An Examination of the Effectiveness of Emerging Alternatives to Exclusionary Disciplinary Approaches. The State of Education in Georgia annual conference. Athens, GA.
- Welsh, R. (2017, March). K-12 Education Policy in Georgia: Five Key Challenges in 2017. College of Education Retired Faculty Luncheon. Athens, GA.



Welsh, R. (2016, November). Comparisons and Systems Research of States' Accountability Measures: A Preliminary Report. Georgia Department of Education's Every Student Succeeds Act (ESSA) Accountability Working Committee. Atlanta, GA.

Welsh, R. (2016, October). The Opportunity School District, School Performance, and the Impact on School Leaders and Teachers. Superintendents Education Policy Advisory Group. Athens, GA.

Welsh, R. (2016, March). Lessons from the Portfolio Management Model in post-Katrina New Orleans. Superintendents Education Policy Advisory Group. Athens, Ga.

Welsh, R. (2015, September). Lessons from the Portfolio Management Model in post-Katrina New Orleans. The State of Education in Georgia annual conference. Athens, GA.

### **RECENT CONFERENCE PRESENTATIONS (PAST 5 YEARS)**

Sobti, N\*., & **Welsh, R.** (2022, November). Is it Because I'm Black? Examining the Manifestations of Anti-Blackness in School Discipline. Anti-Blackness Literature review. Paper presented at the University Council for Educational Administration conference, Seattle, WA.

Rodriguez, L, & **Welsh, R.**, (2022, April). Ties that Bind: Understanding the Relationship Between School-Family Ties and School Discipline Patterns in New York City. Paper presented at the American Educational Research Association. San Diego, CA.

**Welsh, R.**, & Sobti, N\*. (2022, April). Search for Pathology or Tough Love? Examining Black Educators, Black Students and Disparities in School Discipline. Paper presented at the American Educational Research Association. San Diego, CA.

Sobti, N\*., & **Welsh, R.** (2022, April). Examining the Manifestations of Anti-Blackness in School Discipline. Anti-Blackness Literature review. Paper presented at the American Educational Research Association. San Diego, CA.

**Welsh, R.**, Rodriguez, L, & Joseph, B\*., (2022, March). Poverty, Crime and Suspensions: Examining the Relationship between School Discipline and Neighborhoods. Paper presented at the Association for Education Finance and Policy conference. Denver, CO.

**Welsh, R.**, & Sobti, N\*. (2021, November). Search for Pathology or Tough Love? Examining Black Educators, Black Students and Disparities in School Discipline. Paper presented at the University Council for Educational Administration conference, Columbus, OH.

**Welsh, R.** (2021, November). School Leaders, School Discipline, and Antiracism: Examining

the Relationship between Racial Congruence and the Likelihood of Suspensions. Paper presented at the University Council for Educational Administration conference, Columbus, OH.

Rodriguez, L., **Welsh, R.**, & Daniels, C\*. (2021, October). School Climate, Teachers and School Discipline. Evidence from New York City. Improving Data for School Discipline Research conference, Gainesville, FL.

**Welsh, R.** (2021, April). School Leaders, School Discipline, and Antiracism: Examining the Relationship between Racial Congruence and the Likelihood of Suspensions. Paper presented at the American Educational Research Association.

Rodriguez, L., **Welsh, R.**, & Daniels, C\*. (2021, April). School Organizational Context, Teacher Characteristics, and School Discipline: Evidence from New York City. Paper presented at the American Educational Research Association.

Rodriguez, L., & **Welsh, R.** (2021, March). The Ties that Bind: Understanding the Relationship between School-Family Ties and School Discipline Patterns in New York City. Paper presented at the Association for Education Finance and Policy conference.

Toledo, W., Graham, J. & **Welsh, R.** (2020, April) Filling the Buckets: Preparing Educators to Lead Social and Emotional Learning American Educational Research Association conference. San Francisco, CA (Conference Canceled)

Graham, J. & **Welsh, R.** (2020, April) Who Gets Access to Social and Emotional Learning? American Educational Research Association conference. San Francisco, CA (Conference Canceled)

Rodriguez, L., & **Welsh, R.** (2020, March). Teachers' Perspectives on School Discipline: Evidence from New York City. Paper presented at the Association for Education Finance and Policy conference, Fort Worth, TX.

Graham, J., & **Welsh, R.** (2019, November). Educator Sorting: Who Gets Access to Social and Emotional Learning? University Council for Educational Administration conference. New Orleans, LA

Graham, J., Toledo., & **Welsh, R.** (2019, November). Filling the Buckets: Preparing Educators to Effectively Deliver Social and Emotional Learning. University Council for Educational Administration conference. New Orleans, LA.

**Welsh, R.**, & Little, S. (2019, April). Thoughts, Prayers, and Policies: Examining the Politics of School Discipline. Paper presented at the American Educational Research Association conference, Toronto, Canada.

Swain, W., & **Welsh, R.** (2019, April). Estimating the Impact of Charter Schools on Post-secondary and Labor Market Success: Policy and Equity Implications of Differential

Benefits. Paper presented at the American Educational Research Association conference, Toronto, Canada.

**Welsh, R., & Little, S.** (2019, April). Solving the School Discipline Dilemma: An Examination of the Effectiveness of Emerging Alternatives to Exclusionary Disciplinary Approaches. Paper presented at the American Educational Research Association conference, Toronto, Canada.

**Welsh, R., & Little, S.** (2019, March). Thoughts, Prayers, and Policies: Examining the Politics of School Discipline. Paper presented at the Association for Education Finance and Policy conference, Kansas City, MO.

Swain, W., & **Welsh, R.** (2019, March). Estimating the Impact of Charter Schools on Post-secondary and Labor Market Success: Policy and Equity Implications of Differential Benefits. Paper presented at the Association for Education Finance and Policy conference, Kansas City, MO.

**Welsh, R., & Little, S.** (2019, March). Solving the School Discipline Dilemma: An Examination of the Effectiveness of Emerging Alternatives to Exclusionary Disciplinary Approaches. Paper presented at the National Youth-at-Risk conference, Savannah, GA.

**Welsh, R., & Little, S.** (2018, September). The School Discipline Gap: An Examination of the Factors Contributing to Discipline Disparities. The State of Education in Georgia annual conference. Athens, GA.

**Welsh, R., Williams, S., Little, S & Graham, J.** (2018, April). Examining the Narrative: An Analysis of The Discourse of State Takeover. Paper presented at the American Educational Research Association conference, New York, NY.

**Welsh, R., Williams, S., Little, S & Graham, J.** (2018, April). Right Cause, Wrong Method? Examining the Politics of State Takeover in Georgia. Paper presented at the American Educational Research Association conference, New York, NY.

**Welsh, R., & Williams, S.** (2018, April). Incentivizing improvement or imposition? An examination of the response to gubernatorial school takeover and statewide turnaround districts. Paper presented at the American Educational Research Association conference, New York, NY.

**Welsh, R., & Cooper, E.** (2018, April). Winning the School Improvement Lottery: An examination of the selection of schools for state takeover. Paper presented at the American Educational Research Association conference, New York, NY.

**Welsh, R., & Graham, J.** (2018, April). Why the Opportunity School District Failed? An examination of the politics of school improvement. Paper presented at the American Educational Research Association conference, New York, NY.

**Welsh, R., & Graham, J.** (2018, March). Why the Opportunity School District Failed? An examination of the politics of school improvement. Paper presented at the Association for Education Finance and Policy conference, Portland, OR.

**Welsh, R.** (2018, March). Early Movers: Examining the prevalence, frequency and timing of student mobility in untested grades in elementary schools. Paper presented at the Association for Education Finance and Policy conference, Portland, OR.

## **GRANTS**

### **Under Review**

- 2023            Research-Practice Partnerships and Racial Equity in Districts: A Mixed Methods Exploration of Strategies and Mechanisms. WT Grant Foundation, Principal Investigator, invited to revise and resubmit full proposal due 4/23
- 2022            Disrupting Inequalities Along the Path to College and Career: A Partnership between Metro Nashville Public Schools and Vanderbilt University. W.T. Grant Foundation Institutional Challenge Grant, Mid-Career Fellow

### **Funded**

- 2022            *Formulating Interventions to Reduce Discipline Disparities in Clarke County School District*, Clarke County School District. Principal Investigator, funded (\$38,647)
- 2021            *Understanding Educator Perspective on School Discipline Disparities in New York City*. New York University Research Challenge Fund. Co- Principal Investigator (Co-PI: Luis Rodriguez), funded, (\$9,000)
- 2021            *Understanding Stakeholder Perspectives of Student Discipline in New York City*. Steinhardt Faculty Challenge Grant. Co- Principal Investigator (Co-PI: Luis Rodriguez), funded, (\$9,000)
- 2021            *Formulating Interventions to Reduce Discipline Disparities in Clarke County School District*, Clarke County School District. Principal Investigator, funded (\$39,279)
- 2020            *Examining Social Emotional Learning pre and post COVID-19*. RAND Corporation American Educators Panel Fellowship, Principal Investigator, funded, (\$5,000)
- 2020            *Developing Equity-Centered Leadership: A Literature Review*. Wallace Foundation. Co-Investigator (PIs: Mark Gooden, Muhammad Khalifa), funded, (\$137,178)

- 2020 *It Takes a Village: Understanding the Interactive Roles of Families, Schools, and Communities in the Student Discipline Process.* Institute of Human Development and Social Change (IHDSC), New York University. Co- Principal Investigator (Co-PI: Luis Rodriguez), funded, (\$15,000)
- 2019 *Examining School Discipline Disparities in Clarke County School District.* Clarke County School District. Principal Investigator, funded (\$52, 620)
- 2018 *It takes a system to dismantle disproportionality: Examining the contribution and interaction of students', schools, teachers', and school leaders' characteristics to the rates of and disparities in disciplinary outcomes.* Clarke County School District. Principal Investigator, funded (\$46, 354)
- 2017 AERA 2017 Division L Travel Grant, funded, (\$500)
- 2016 *Evaluating Georgia's College and Career Ready Performance Index.* Georgia Department of Education. Principal investigator, funded (\$46, 543)
- 2016 *Explaining Disparities in School Discipline Outcomes: Evidence from Georgia.* University of Georgia, College of Education Maymester Innovations in Diversity Grant. Principal investigator, funded (\$5,000)

### **Submitted but Not Funded**

- 2022 Research-Practice Partnerships and Racial Equity in School Discipline: A Mixed Methods Exploration of Equity-Centered RPPs and Strategies to Improve the Use of Research Evidence. Scaling Success 2022-2023 Grant (Vanderbilt University), Principal Investigator, unfunded, (\$48,962)
- 2021 Transforming school discipline through improving school climate: Exploring the effects of Restorative Justice on school climate and students' disciplinary and academic outcomes in New York City. Institute of Education Sciences. Principal Investigator (Co-PI: Luis Rodriguez), unfunded, (\$1,474,611)
- 2021 Disrupting Racial Inequality in School Discipline: An Examination of the Diversity of School Personnel and School Discipline Practices in New York City. Spencer Foundation, Principal Investigator (Co-PI: Luis Rodriguez), unfunded, (\$74,976)
- 2021 School Discipline in the Age of COVID-19: Examining the Influence of the Pandemic on Educators' Disciplinary Practices and School Discipline Patterns. Spencer Foundation, Principal Investigator, unfunded, (\$74,530)

- 2021 Disrupting Racial Inequality in School Discipline: An Examination of Inclusive Disciplinary Schools in New York City. William T. Grant Foundation, Co-Principal Investigator, unfunded, (\$49,740)
- 2020 An Integrative Examination of School Discipline, School Personnel, and Social and Educational Inequality Among Students in New York City. Russell Sage Foundation, Co-Principal Investigator, unfunded, (\$30,000)
- 2020 School Discipline and Social Distancing: Examining the Influence of COVID-19 on Educators' Disciplinary Practices. Spencer Foundation. Principal Investigator, unfunded, (\$49,964)
- 2019 Charter High Schools: A Statewide Analysis of Differential Access and Long-Term Outcomes in response to Institute of Educational Sciences CFDA 84.305A, Co-Principal Investigator, unfunded, (\$560,634)
- 2019 School Leaders, Teachers, and School Discipline: Relating Roles, Interactions, and Turnover to Rates and Disparities. Russell Sage Foundation. Principal Investigator, unfunded, (\$29,967)
- 2019 Enhancing Equity by Reducing Disciplinary Infractions and Disparities: A Research-Practice Partnership with Clarke County School District. Spencer Foundation. Principal Investigator, unfunded, (\$395,870).
- 2019 Enhancing equity and mental health by addressing trauma in schools and communities in response to 2019 UGA President's Interdisciplinary Seed Grant Program, co-Principal Investigator, unfunded, (\$150,000)
- 2018 The Transforming School Discipline Partnership in response to Institute of Educational Sciences CFDA 84.305H, Principal Investigator, unfunded, (\$392,665)
- 2018 Estimating the Impact of Charter Schools on Post-Secondary and Labor Market Success: Policy & Equity Implications of Differential Benefits in response to Institute of Educational Sciences CFDA 84.305A, Co-Principal Investigator, unfunded, (\$693,796)
- 2018 Charter Schools and Educational Equity: A Statewide Analysis of the Relationships among Charter Schools and, Student Mobility, School Discipline and Absenteeism in response to the Association for Education Research (AERA) Grants Program, Principal Investigator, under review, unfunded, (\$25,000)
- 2017 National Research and Development (R&D) Center on School Choice and Educational Equity in response to Institute of Educational Sciences CFDA 84.305C (\$9,977,362). Subaward for Estimating the Impact of School Choice on

Post-Secondary and Labor Market Success, Co-Principal Investigator, unfunded, (\$660,000)

2017 It takes a system to dismantle disproportionality: Examining the contribution and interaction of students', schools, teachers', and school leaders' characteristics to the rates of and disparities in disciplinary outcomes. Spencer Foundation (Small Research Grants). Principal investigator, unfunded, (\$50,000)

2015 Lifting All Boats? Evaluating the impact of state start-up charter schools in Georgia on student achievement in traditional public schools, the overall district performance and student mobility patterns. State Charter Schools Commission. Principal investigator, unfunded (\$75,000)

## **TEACHING**

<b>Institution</b>	<b>Course Level and Development</b>	<b>Course Title</b>	<b>Semester/Year</b>	<b>Average Enrollment</b>
Vanderbilt University	Graduate (Revised and Adopted)	Economics of Education	Spring 2023	12.0
Vanderbilt University	Undergraduate (Revised and Adopted)	Education Policy Analysis Methods	Fall 2022	18.0
New York University	Graduate (Revised and Adopted)	Professional Seminar in Educational Leadership and Policy Studies II	Fall 2021	9.0
New York University	Graduate (Revised and Adopted)	Professional Seminar in Educational Leadership and Policy Studies I	Fall 2020	8.0
New York University	Graduate (Revised and Adopted)	Education Finance	Spring 2020	12.0
New York University	Graduate (Revised and Adopted)	Educational Policy Analysis	Spring 2020; Fall 2021	18.0
University of Georgia	Graduate (Revised and Adopted)	Education Finance and Policy	Fall 2015; Fall 2016; Fall 2017; Fall 2018	12.0
University of Georgia	Graduate (Revised and Adopted)	Research Methods in Educational Administration and Policy	Fall 2015; Spring 2016; Fall 2017	10.0

University of Georgia	Graduate (New design; <i>online course</i> )	Research and Data Analysis for Professional Practice	Summer 2017; Summer 2018; Summer 2019	12.0
University of Georgia	Graduate (Revised and Adopted)	Educational Policy Analysis	Spring 2018	15.0
University of Georgia	Graduate (New design)	Market-based reforms in K-12 education: Theory versus Empirical Evidence	Spring 2018; Spring 2019	6.0

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### **PROFESSIONAL MEMBERSHIPS**

American Educational Research Association  
 Association for Education Finance and Policy  
 Association for Public Policy Analysis and Management  
 University Council for Educational Administration

### **EDITORIAL BOARDS**

*Urban Education*, 2017– present  
*Educational Evaluation and Policy Analysis*, 2020 – present  
*Educational Researcher*, 2022 – present  
*Sociology of Education*, 2023 – present

### **REVIEWER**

*Urban Education*, 2017 – present  
*Sociology of Education*, 2017 – present  
*Educational Researcher*, 2017 – present  
*Journal of School Leadership*, 2017 – present  
*Education Finance and Policy*, 2017 – present  
*American Journal of Education*, 2018 – present  
*Education Policy Analysis Archives*, 2019 – present  
*American Educational Research Journal*, 2019 – present  
*Educational Evaluation and Policy Analysis*, 2019 – present  
*Review of Educational Research*, 2019 – present  
*Children & Youth Services Review*, 2019 – present  
*Educational Policy*, 2019 – present



*The Learning Organization*, 2020 – present  
*Educational Administration Quarterly*, 2020 – present  
*Annals of the New York Academy of Sciences*, 2021 – present  
*AERA Open*, 2021 – present  
*Journal of Education for Students Placed at Risk*, 2021 – present  
*Social Problems*, 2021 – present  
*American Journal of Community Psychology*, 2022 – present  
*Child Development*, 2022 – present  
*Peabody Journal of Education*, 2022 – present

## **NATIONAL SERVICE**

2022	Chair-Designate, Outstanding Public Communication of Education Research Award Committee, American Educational Research Association
2022	Section Chair, Section 6, Human Capital and School Finance, Division L Program Committee, American Educational Research Association conference
2021	Section Chair, Human Capital and School Finance, Division L Program Committee, American Educational Research Association conference
2021	Session chair, <i>Family and Educational Outcomes</i> . Association for Education Finance and Policy annual conference (virtual).
2020	Program Committee, 2021 Association for Education Finance and Policy annual conference (virtual)
2020	At Large Candidate, Association for Education Finance and Policy, Board of Directors
2020 – 2022	University Council for Educational Administration (UCEA) Plenary Session Representative, NYU
2020	Session chair, <i>Discipline and Criminal Justice</i> . Association for Education Finance and Policy annual conference, Fort Worth, TX.
2020	Outstanding Policy Report Committee, Division L, American Educational Research Association conference, San Francisco, CA.
2017	Participant, Researcher Day on the Hill, Washington D.C.
2017	Reviewer, Division L: Section 1 (Governance, Politics, and Intergovernmental Relations), Section 4 (School Choice and Other School and District Reform), Section 8 (Social Policy and Education). Division A:

Section 3 (School Improvement). SIG: Politics in Education. American Educational Research Association conference, New York, NY.

- 2017 Session chair, *School Choice and Segregation: Evidence on Equity, Achievement, and Diversity*. American Educational Research Association annual conference, San Antonio, TX.
- 2016 Reviewer, National Youth At-Risk Conference. Savannah, GA.
- 2016 Reviewer, Division L: Section 1 (Governance, Politics, and Intergovernmental Relations), Section 4 (School Choice and Other School and District Reform), Section 8 (Social Policy and Education). Division A: Section 3 (School Improvement). SIG: Politics in Education. American Educational Research Association conference, San Antonio, TX.
- 2016 Discussant, *Variation in State Resources and School Quality and Economic Outcomes*. Association for Education Finance and Policy annual conference, Denver, CO.
- 2014 Session chair, *Academic and Economic Outcomes of “Promise” Scholarships*. Association for Education Finance and Policy annual conference, San Antonio, TX.

### **UNIVERSITY, COLLEGE AND DEPARTMENT SERVICE**

- 2023 – present Measuring equity working group, Nashville Partnership for Educational Equity Research, Nashville, TN
- 2023 – present Absenteeism working group, Nashville Partnership for Educational Equity Research, Nashville, TN
- 2022 – present Partnership planning group, Nashville Partnership for Educational Equity Research, Nashville, TN
- 2022 – present Faculty advisory committee, Nashville Partnership for Educational Equity Research, Nashville, TN
- 2022 – present Graduate committee, Department of Leadership, Policy and Organizations, Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN
- 2022 – present Early Post-Secondary Opportunity working group, Nashville Partnership for Educational Equity Research, Nashville, TN
- 2020 – 2022 NYU Strategies to Reduce Inequality Working Group, Cross-Cutting Initiative on Inequality. New York University, New York, NY
- 2020 – 2022 ALT/ASH Education Policy Degree Committee, Department of Administration, Leadership and Technology, New York University, New York, NY
- 2020 – 2022 NYU COVID-19 Research Working Group, Office of the Vice Provost for Research. New York University, New York, NY

2020 – 2022	NYU Blueprints for Progressive Change in Juvenile Justice, Institute of Human Development and Social Change (IHDSC) and Strategies to Reduce Inequality (SRI) initiative, New York University, New York, NY
2019 – 2022	Curriculum Committee, Department of Administration, Leadership and Technology, New York University, New York, NY
2019	Search Committee for Assistant Professor, Department of Nutrition and Food Studies, New York University, New York, NY
2019	Search Committee for Clinical Assistant Professor, Department of Administration, Leadership and Technology, New York University, New York, NY
2019	Alternative Education Task Force, Clarke County School District, Athens, Georgia
2018 – 2019	Task Force to Re-Envision the Office of (School) Engagement, College of Education, University of Georgia
2017 – 2019	State of Education Conference Planning Committee, College of Education, University of Georgia
2016 – 2017	Search Committee for Assistant Professor, Department of Lifelong Education, Administration and Policy, University of Georgia
2016 – 2018	Awards Committee, Department of Lifelong Education, Administration and Policy, University of Georgia
2016 – 2018	Alumni Awards Committee, College of Education, University of Georgia
2015 – 2017	Scholarship Committee, College of Education, University of Georgia
2015 – 2019	PhD Admissions Committee, Department of Lifelong Education, Administration and Policy, University of Georgia

### **SELECTED MEDIA COVERAGE OF RESEARCH**

- <https://www.edweek.org/leadership/the-ongoing-challenges-and-possible-solutions-to-improving-educational-equity/2023/01>
- <https://race.undark.org/articles/born-of-eugenics-can-standardized-testing-escape-its-past>
- <https://www.edweek.org/leadership/heres-how-the-pandemic-changed-school-discipline/2022/11>
- <https://news.vanderbilt.edu/2022/10/04/new-vanderbilt-peabody-college-faculty-thomas-smith-and-richard-welsh-address-school-equity-issues/>
- <https://www.edsurge.com/news/2022-08-11-there-s-still-time-to-do-school-discipline-differently-researcher-says>
- [https://www.the74million.org/article/new-study-black-special-needs-kids-punished-at-greater-rate-through-pandemic/?utm\\_source=The%2074%20Million%20Newsletter&utm\\_campaign=b47a196753-EMAIL\\_CAMPAIGN\\_2022\\_06\\_27\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_077b986842-b47a196753-176476803](https://www.the74million.org/article/new-study-black-special-needs-kids-punished-at-greater-rate-through-pandemic/?utm_source=The%2074%20Million%20Newsletter&utm_campaign=b47a196753-EMAIL_CAMPAIGN_2022_06_27_COPY_01&utm_medium=email&utm_term=0_077b986842-b47a196753-176476803)

- Media interview: ‘Growing Awareness’: Schools focus new policies on equity with students back in school. <https://www.nbcnews.com/news/us-news/growing-awareness-schools-focus-new-policies-equity-students-back-school-n1282578>
- Media interview: As schools hire teachers and counselors, a funding cliff looms. <https://www.chalkbeat.org/2021/8/6/22612719/stimulus-money-schools-staff-funding-cliff>
- Media interview: After enrollment dips, America’s schools hope for fall rebound <https://www.chalkbeat.org/2021/6/16/22529686/schools-student-enrollment-decline-white-hispanic-fall-2021>
- Media interview: As States Fall Short on Tracking Discipline, Concerns for Equity Grow - <https://www.edweek.org/leadership/as-states-fall-short-on-tracking-discipline-concerns-for-equity-grow/2021/05>
- Media interview: <https://www.dallasnews.com/news/education/2021/02/12/will-dallas-ban-school-out-of-school-suspensions-for-students/>
- Presentation to the Clarke County Board of Education: <https://www.onlineathens.com/news/20200615/clarke-county-rsquo-school-discipline-crisisrsquo-says-nyu-consultant>;
- <https://flagpole.com/news/city-dope/2020/06/10/ccsd-disproportionately-disciplines-black-male-students/>
- Front page of Athens Banner Herald covering presentation to the Clarke County Board of Education: <https://www.onlineathens.com/news/20190507/black-students-disproportionately-disciplined-in-clarke-schools>
- Summary of findings on AERA website: <https://www.aera.net/Newsroom/Want-to-Address-School-Discipline-Disparities-Dont-Ignore-Racial-and-Cultural-Differences-in-the-Classroom>
- Interviewed and featured in a joint project from Chalkbeat and Bridge Magazine on student mobility in Detroit. <https://chalkbeat.org/series/moving-costs/>
- Featured in the January 4, 2017 Flyer of the Georgia Association of Educational Leaders (GAEL). [http://gael.webvanta.com/uploads/weekly\\_flyer/1484684748-1b0757da894192694/gael-flyer%201-4.pdf](http://gael.webvanta.com/uploads/weekly_flyer/1484684748-1b0757da894192694/gael-flyer%201-4.pdf)
- Downey, M (2017, January 5). *Opportunity School District may be dead, but A-F rating system lives on*. The Atlanta Journal-Constitution
- Davis, D( 2017, January 5). Report Compares Georgia’s Accountability to Other States. Georgia School Boards Association. <https://gsba.com/news/report-compares-georgias-accountability-system-to-other-states/>
- Tygami, T (2017, January 6). *Report says Georgia’s school grading scale is “tougher” than other states’*. The Atlanta Journal-Constitution. <http://www.ajc.com/news/state--regional-education/report-says-georgia-school-grading-scale-tougher-than-other-states/c6LfCV15NfbRqQsxhjY3TM/>