2022 Section Annual Report: Part 1 for Sociology of Education

Introduction
Annual reports are used by the Sections Committee to assess the health of a Section, measure the Section’s vitality, and identify processes, programs, or initiatives that could serve as a model for other Sections. In addition, they serve to provide institutional memory, socialize new Section leaders, and promote transparency to Section members.

This annual report covers the period of Section activity from September 2021 to August 2022 and a fiscal year from January 2022 to December 2022. This portion of the report will be shared publicly.

Section Governance
Provide details of your Section’s governance activity during the period between September 2021 and August 2022.

Business Meeting
Copy and paste below (or attach separately) the agenda and draft/approved meeting minutes from the Section business meeting which include a count of members present and summary of decisions made at this meeting. Minutes are not a transcript of proceedings, but a listing of what discussions took place and official actions taken.

The business meeting agenda and notes are attached separately. We discussed election results and introduced our new Council members. We thanked Council members who were rotating off. We announced our new Award, the Anna Julia Cooper Award. We briefly recognized our annual award winners, noting that they would be properly celebrated at our reception/dinner. Our new chair, Natasha Warikoo, introduced herself and we solicited ideas for next year. One such idea was to have a preconference before next year’s annual meetings. This meeting was brief. We had a half an hour allotted for it on the schedule.

Council Meeting
Copy and paste below (or attach separately) the agenda and draft/approved meeting minutes of all council meetings. Minutes must include a list of council members present and a summary of decisions made. Minutes are not a transcript of proceedings, but a listing of what discussions took place and official actions taken.

Please see attachments for agendas and meeting minutes. We held three Council meetings this past year: one in the fall, one in the spring, and one (informal) meeting at the annual meetings. The first two meetings were on Zoom. Nearly all members participated for all or part of the Zoom meetings. Our in-person meeting became a discussion and not a meeting for decision-making because many members could not attend – either because they could not attend the annual meetings or because the meeting was held very early in the morning and it made it difficult to get there for some. Regardless, a summary of our discussion is attached.

Our fall meeting concentrated on section business like populating committees, encouraging volunteers, and improving our communication, particularly on social media. Initiatives we wanted to pursue over the year were also discussed – holding a panel for non-academic
sociologists to talk about their career paths and another spotlighting successful research-practice partnerships.

Our spring meeting was focused on preparing for the annual meeting: updates from award committees and section session planners, organizing the reception/dinner and planning for mentoring. We also talked about panels that may be of interest to members next year.

Our informal in-person meeting at the annual meetings largely focused on how to best use and moderate ASA Connect. We also further discussed the possibility of a preconference before next year’s annual meeting.

Awards
Provide a list of Section awards and awardees conferred in the past year.

**The Willard Waller Career Award**
Brian Powell, Indiana University

**Pierre Bourdieu Book Award**
Co-winners
_Broke: The Racial Consequences of Underfunding Public Universities_ (University of Chicago 2021) by Laura Hamilton (UC Merced) and Kelly Nielson (Cornell University) and
_Scripting the Moves: Culture and Control in a "No-Excuses" Charter School_ (Princeton University 2021), by Joanne Golann (Vanderbilt University)
**Runner up/Honorable Mention**
_Digital Divisions: How Schools Create Inequality in the Tech Era_ (University of Chicago 2020) by Matt Rafalow (Google and Stanford Ethnography Lab)

**James Coleman Best Paper Award**
**Winner**

**Runner Up / Honorable Mention**

**David Lee Stevenson Award Graduate Student Paper Award**
**Winner**
Peter Francis Harvey, University of Pennsylvania
"'She's a Real Bitch': How Teacher-Student Relationships Foster Race and Class Discrimination"

**Honorable Mention**
Shauna Dyer and Giovanni Román-Torres, University of Michigan
"Latina/o Postsecondary Education: Trends in Racial/Ethnic Education Gaps and the Role of Citizenship in Access to Higher Education"
2022 Finances
Provide a narrative on how the 2022 budget matched with actual expenses and income from 2022. Please account for any substantive differences.

Our 2022 budget included $7650 in expenditures, $3814 in estimated income, and a carryover balance of $9800 for an estimated end of year balance of $5964.

According to the August 2022 financial statement (the most recent available as of this writing), the section ended the year in a healthier financial position than anticipated. This position was thanks to a $5000 from the Center for Research on Educational Opportunity at Notre Dame. The donation defrayed the cost of the section’s reception at the annual meeting. In addition, the section’s Council did not have a lunch meeting at the annual meeting, an expense for which we had budgeted $450. All other expenditures were in line with budgeted expectations. Our net assets, as of August 31, 2022, are $14,224.

The Previous Year
Describe Section activities during the period between September 2021 and August 2022.

Section communications were primarily done by weekly listserv announcements, three newsletters (one in Fall, one in Spring, and one before the August meetings), and occasional postings to our website and Facebook group. Our newsletters are included as attachments.

Describe the Section’s diversity, equity, and inclusion goals. What steps were taken this year to achieve those goals?

We had four goals for diversity, equity, and inclusion this past year. The first was to emphasize the importance of diversity, equity, and inclusion work in our section through recognizing it with an annual award. This past year, we added the Anna Julia Cooper Award to our roster of awards through an amendment to our bylaws that was voted on and approved in May. This award alternates between early career and advanced career scholars and recognizes their work in diversity, equity, and inclusion research and/or service.

A second goal was to ensure our leadership positions and committee memberships were diverse in as many ways as possible. The Council for 2021-2022 included five women of color, two men of color, and three White women. The chair of the nominating committee for the section was a woman of color and all of the committees had racially and ethnically diverse membership, as well as some gender diversity (self-identified women are generally better represented in our section and were so on our committees).

A third goal was to spotlight research on diversity, equity, and inclusion. We did so in two of our newsletters. The first highlighted research on how Critical Race Theory was being manipulated for conservative agendas in schools. The second focused on recent research on first generation college students and showcased some of our first generation student members.
Our fourth goal was to expand the membership and inclusion into our section of non-academic sociologists of education. We spotlighted non-academic members in our section newsletters and held a Zoom panel of non-academic scholars in our field.

Provide an overview of the section’s programming at the annual meeting and include explanation of how this programming meets the goals and values of the section (e.g. intellectual exchange, professional networking, mentoring, inclusion).

Our events at the annual meeting included our allotted four sessions, roundtable sessions, our business meeting, mentor matching that occurred prior to the meeting, a dinner/reception, and an informal Council meeting. Our four sessions were titled “Organizations, Policies, and Educational Environments,” “Race, Ethnicity, and Education,” “Education and the Reproduction of Inequality,” and “Higher Education and Inequality.” In addition, we held 17 roundtable discussions. Mentor matching occurred prior to the meeting so that mentors could pair with their mentees at the meeting, and possibly attend the reception/dinner together.

The section sessions and roundtables provided robust intellectual exchange and seemed well-attended. Most sessions attracted more than 30 audience members and discussion seemed lively. The large number of roundtable sessions provided a less formal place for scholars to get feedback on their work, which may be particularly important for early career scholars. Section paper and roundtable sessions were also good spaces for researchers to get feedback and network with other researchers. Our section and roundtable sessions were diverse in their topics, with many devoted to issues surrounding diversity, equity, and inclusion; and they contained a robust mix of early and advanced careers scholars (including graduate students) and also international scholars.

Some of our mentoring and networking goals were met by our mentor-matching. Our mentoring committee matched 39 groups of scholars based on interests they identified when they signed up. Groups met in person at the meetings and/or over Zoom to discuss research, the process of attaining a postdoc or assistant professor job, the tenure process, publishing, integrating family and work, and many other topics. Overall, 97 section members participated in the mentor matching: 7 doctoral students in coursework; 38 doctoral students past coursework; 12 postdocs, lectures, adjuncts or independent scholars; 23 assistant professors; 11 associate professors; and 5 full professors. Each mentor group was assigned 1-3 mentees, with 9 matches having three mentees and the rest with one or two.

After sending our a Qualtrics survey (see attached), participants were matched based on rank (more senior with more junior scholars) and then by interest areas (writing, publishing, job market) and preferences for identity-based groups and institutional experiences (R1 universities, liberal arts colleges, etc.), as well as any other stated preferences. In future, the group would like to recruit more associate and full professors to be mentors, send out more explicit introductory emails, and check with mentees for conflicts/problems with the chosen mentor (though that did not appear to be a problem this year).

Our section dinner and reception was also planned to maximize opportunities for professional networking and mentoring, with an intention to be as inclusive as possible, particularly for early career members and graduate students. This year, we were fortunate enough to receive a cosponsorship from the Center for Research on Educational Opportunity (CREO) at Notre Dame.
University of $5000 that subsidized this dinner/reception. In addition, we held our dinner/reception at an outdoor patio at the Grand Central Market in Los Angeles. A this venue we could purchase $20 worth of food tickets for our attendees to use at various vendors throughout the market, and then sit to eat with other members in our outdoor space. This allowed us to keep costs low and accommodate many different food preferences and constraints. The cost of this event was $10 for graduate students and others, and $20 for faculty. It also helped with concerns members might have about COVID transmission. We hoped that the low cost and outdoor location might encourage members who might otherwise not go to attend. About 125 people attended this event.

Provide an overview of the Section’s programmatic activities outside of the Annual Meeting (e.g. webinars, networking events, mentoring initiatives, resources for dissemination) and include explanation of this programming meets the goals and values of the Section.

Our activities outside of the annual meetings included putting together three newsletters, and a Zoom panel on non-academic jobs.

Our first newsletter included features about recent research on “hot topics” like Critical Race Theory in school and the effects of COVID on schools. The newsletter spotlighted early career members (assistant professors, postdocs, graduate students, and some non-academic sociologists) and included announcements of new publications and news.

Our second newsletter focused on first generation students – research about them and profiles of first generation students among our members. Our intention was to increase visibility, which would hopefully lead to increased inclusivity. This newsletter featured a link to a podcast interview with authors of a new work on first-generation students in a privileged four-year institution. It then profiled some first generation members of our section.

Our third newsletter was intended to provide information to those who were attending the annual meetings. We particularly wanted to showcase those graduate students and postdoctoral scholars who were looking for academic jobs, perhaps to facilitate meetings with faculty from departments that were hiring. We also included details about our events, short excerpts about research in LA, and some recommendations for restaurants and places to see. We could not have put these newsletters together without our fabulous team of co-editors! The newsletters are included with our attachments.

Our Zoom panel on non-academic jobs featured five sociologists of education working in non-profit research and government institutes. These positions included a research fellow at Student Achievement Partners, the research director at the Education Law Center, a senior policy analyst at the Migration Policy Institute, a research associate at Research for Action, and the director of quantitative research at Research for Action. They discussed their current jobs, their experiences of finding non-academic employment, and how their graduate studies had prepared (or not prepared) them for these types of employment. About fifty people attended the meeting. The flyer for this event is attached.
I. Welcome (Kim Goyette) -- 3 minutes

II. Section Updates (Elizabeth Stearns) – 10 minutes
   Membership
   Finances

III. Bylaw Amendment Passed! (Anna Haskins or Kim) – 3 minutes

IV. Awards (Kim or Committee Chairs?): Just a quick announcement here. Awards will be given more time at our reception/dinner at 7:30. – 3 minutes

The Willard Waller Career Award
Brian Powell, Indiana University
Committee: Anna Haskins (chair), Susan Dumais, Maia Cucchiara, Emily Rauscher, Jennifer C. Lee, and Pamela Bennett

Pierre Bourdieu Book Award
Co-winners
Broke: The Racial Consequences of Underfunding Public Universities (University of Chicago 2021)
by Laura Hamilton (UC Merced) and Kelly Nielson (UC San Diego)
and
Scripting the Moves: Culture and Control in a "No-Excuses" Charter School (Princeton University 2021), by Joanne Golann (Vanderbilt University)
Runner up/Honorable Mention
Digital Divisions: How Schools Create Inequality in the Tech Era (University of Chicago 2020) by Matt Rafalow (Google and Stanford Ethnography Lab)
Committee: Natasha Warikoo (chair), Roberto Gonzales, Mira Debs, Judson Everitt, Amanda Lewis

James Coleman Best Paper Award
Winner
Jordan Conwell is at UT Austin.
Runner Up / Honorable Mention
Jared Schachner is at University of Chicago.
Committee: Oren Pizmony-Levy (chair), Siqi Han, Rebecca Ann Johnson, Elizabeth Lee, Patrick Denice, Jessica Hardie

David Lee Stevenson Award Graduate Student Paper Award
Winner
Peter Francis Harvey, University of Pennsylvania
"'She's a Real Bitch': How Teacher-Student Relationships Foster Race and Class Discrimination"
Honorable Mention
Shauna Dyer and Giovanni Román-Torres, University of Michigan
"Latina/o Postsecondary Education: Trends in Racial/Ethnic Education Gaps and the Role of Citizenship in Access to Higher Education"
Committee: Elizabeth Stearns (chair), Jonathan Mijs, Ran Liu, Jeremy Fiel, Chantal Hailey, Tabitha Wilbur

V. Officers for Next Year (Kim Goyette) – 2 minutes

Rotating Off
Student Representative: Diana Cordova-Cobo
Council Members: Anna Haskins & Jayanti Owens

Continuing Officers
Council Members: Jordan Conwell, Eve Ewing, Anthony Jack & Natasha Quadlin
Secretary/Treasurer: Elizabeth Stearns

New Officers
Student Representative: Julia Szabo
Council Members: Jeremy Fiel and Rachel Fish
Chair-Elect: Laura Hamilton
Chair: Natasha Warikoo

VI. Natasha Warikoo will say a few words – 5 minutes

VII. Any new business?
I. Welcome (Kim Goyette) -- 3 minutes: Kim Goyette called the meeting to order at 11:05 a.m. Purpose of the meeting is to give a quick overview of the business of the section.

II. Section Updates (Elizabeth Stearns) – 10 minutes
   - Membership
   - Finances

III. Bylaw Amendment Passed! (Kim) – 3 minutes—new award added to the slate for this year. Anna Julia Cooper Award, desgiend to recognized the promotion of DEI work, either through research, public sociology, or service to sociology. It will alternate between advanced and beginning-career scholars. Thanks to Anna Haskins. Award will be awarded for the first time in 2023.

IV. Awards (Kim)

The Willard Waller Career Award

Briain Powell, Indiana University
Committee: Anna Haskins (chair), Susan Dumais, Maia Cucchiara, Emily Rauscher, Jennifer C. Lee, and Pamela Bennett

Pierre Bourdieu Book Award

Co-winners

Broke: The Racial Consequences of Underfunding Public Universities (University of Chicago 2021) by Laura Hamilton (UC Merced) and Kelly Nielson (UC San Diego)
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James Coleman Best Paper Award

Winner

Jordan Conwell is at UT Austin.

Runner Up / Honorable Mention

Jared Schachner is at University of Chicago.
Committee: Oren Pizmony-Levy (chair), Siqi Han, Rebecca Ann Johnson, Elizabeth Lee, Patrick Denice, Jessica Hardie
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Chair-Elect: Laura Hamilton
Chair: Natasha Warikoo

VI. Installation of Natasha Warikoo as chair—will welcome new ideas on new events, as well as topics for a panel discussion, perhaps in context of election. Sociologists can contribute to understanding of education in those issues, or in pragmatic ideas, like how to publish. Natasha will also send around a sign-up for interest in serving on committees, good to have a broader group of people in leadership positions, can also nominate other people.

VII. Any new business?

    a. Questions about whether a pre-conference might be possible for next year.

VIII. Meeting adjourned at 11:27 a.m.
September 24, 2021

Sociology of Education Council

Attendees: Kim Goyette, Elizabeth Stearns, Natasha Quadlin, Anna Haskins, Tony Jack, Natasha Warikoo, Jordan Conwell, Eve Ewing, and Jayanti Owens

1. Committees—Kim still filling in one more on nominating committee and on Willard Waller and a grad student for grad student paper committee. Aiming for about six per committee and want to get graduate students involved. Committees will be finalized within one week.
   a. Kim to see if volunteers can serve as reviewers or contribute in another way to the section. Open to ideas regarding how people might be able to serve the section, maybe the section reception and the dinner. Might be able to create content for FB and Twitter content—fairly low-level of commitment and no real concerns if an individual doesn’t follow through.
   b. Nominating Committee—Jayanti is chairing and has asked for suggestions regarding who might serve as chair, two new council members, or grad student rep. List of graduate student volunteers might be helpful.
   c. Council members might tweet and tag the section, then webmaster only has to retweet.

2. Bylaw amendment to add Anna Julia Cooper Award for Exceptional Research and/or Service in Efforts to Address Racial Equity within the Field of Education—will be up for a vote this year in hopes it will be awarded for the first time in 2023. Will be publicized in Twitter, FB, newsletter, weekly email blasts prior to vote.

3. Initiatives to pursue this year
   a. Participation from non-academic sociologists of education
      i. Profile in the newsletters, FB, and Twitter
      ii. Spring—job panel with non-academic sociologists
      iii. Panel on research-practice partnerships?
   b. Diana Cordova-Cobo is working on programming for graduate students—writing groups and/or job panels
   c. Section programming outside of ASA meeting—possible now that everyone is used to Zoom interactions
   d. May also ask membership if they have ideas/priorities for the council
Agenda email:

We are meeting in a week -- next Thursday, March 31 from 1:15-2:45 on Zoom. The link is below.

Our agenda:

1. Updates on the annual meeting
2. Annual meeting reception/dinner ideas? (funding)?
3. Mentoring ideas and initiatives
4. Other plans/initiatives?

https://temple.zoom.us/j/99846630570

Meeting Notes:

March 31, 1:15-2:45 on Zoom

Sociology of Education Council

Attendees: Kim Goyette, Elizabeth Stearns, Natasha Quadlin, Anna Haskins, Natasha Warikoo, Jordan Conwell, Eve Ewing, Jayanti Owens, Diana Cordova-Cobo

1. General updates (newsletter and panel) and updates on elections and our ballot (new award)
   a. Our second newsletter will go out shortly and we will also try to put one together before the annual meetings that profiles graduate students and post-docs that are on the market.
   b. Bylaw amendment to add Anna Julia Cooper Award for Exceptional Research and/or Service in Efforts to Address Racial Equity within the Field of Education—will be up for a vote this year in hopes it will be awarded for the first time in 2023. Will be publicized in Twitter, FB, newsletter, weekly email blasts prior to vote.

2. Updates from award committees
   a. Committees have all begun deliberating and will have final meetings at the beginning to mid-April.

3. Update on the annual meeting/dinner ideas/funding
   a. Yingyi Ma and Blake Silver have put together four sessions. Lily Liang has organized 17 roundtables.
   b. Kim Goyette has looked into a few options for a dinner/reception. We can opt for a more traditional sit-down meal. Those are most expensive. Ideally, we would like to be outside to mitigate COVID risk. There are outdoor rooftop and patio spaces. One possibility is the Grand Central Market, within walking distance from the conference hotels, that has an outdoor patio with picnic tables. Attendees would get vouchers to buy food from vendors and then could eat together in the outdoor space. We looked at pictures and agreed the space would be alright (though close to the road – maybe noisy?). The price would be low – maybe $20 per person for food tickets and around $1500 to rent the space. We agreed Kim could continue to pursue this option.
c. Anna Haskins mentioned that co-sponsorship might be possible. The William T. Grant Foundation has sponsored receptions in the past. Anna will contact Adam Gamoran to see if this is a possibility again and perhaps also other people at centers that may be willing to sponsor a receptions like Mark Berends at the Center for Research on Educational Opportunity (CREO) at Notre Dame.

4. Mentoring Plans and Initiatives
   a. Eve Ewing reported on her committees work coming up with creative ideas for mentoring possibilities. We discussed using the reception as a space for creative mentoring: perhaps with games or ice-breakers that encouraged people to interact and learn about each other. We also discussed our usual approach of pairing mentors and mentees and what works best. Eve and the mentoring committee will deliberate the various approaches in upcoming meetings and we can put them into action at/before the annual meeting.

5. Other plans/initiatives
   a. We discussed the recent non-academic jobs Zoom panel. It was relatively well attended (with about 50 people logging on) and well received.
   b. Diana Cordova-Cobo mentioned that she had heard from other graduate students that a panel on how to look for external grant or other funding as a graduate student, postdoc, or early career scholar might be a popular and useful panel.
   c. Other ideas for future panels might include professional development on mentoring, ideas about how to be a good mentor.

The meeting adjourned at 2:45.
Sociology of Education Section Council Annual Meeting Agenda and Notes

Agenda email:
Council is meeting Sunday, August 7 from 7-7:45 am.

The agenda follows:

1. Introductions
2. Thanks to those rotating off
3. Discussion about how to best use ASA Connect, the communications platform that will be replacing the listserv blasts (and how to figure out the moderation of that site).
4. Reminder about our new Anna Julia Cooper Award
5. Any old business or new initiatives for the coming year
6. The reins go to Natasha!

Meeting Notes:
August 7, 7:00-7:45am
Sociology of Education Council
Attendees: Kim Goyette, Elizabeth Stearns, Anna Haskins, Natasha Warikoo,

We knew ahead of time that many of our members would not be able to make this meeting. Jayanti Owens, Eve Ewing, Natasha Cordova-Cobo, and Tony Jack were unable to attend the annual meetings at all and Natasha Quadlin would have to get up incredibly early to battle LA traffic to get in to meet at that time.

We decided not to use this time to make any decisions (as we would not really have a quorum to do so), but rather to chat informally about issues on the horizon.

We spent our time on agenda item 3. Discussion about how to best use ASA Connect, the communications platform that will be replacing the listserv blasts (and how to figure out the moderation of that site).

We discussed how we might divide moderating responsibilities and how to encourage participation on the platform.

We discussed item 4, the new Anna Julia Cooper Award, – that it would be a new award for the coming year.

And item 5, any old business or new initiatives for the coming year.

The possibility of having a mini-conference before the annual meeting next year was brought up at the business meeting by Bill Carbonaro. We thought this was a good idea, well worth pursuing.

And, then, the reins went to Natasha, and we thanked Anna for her amazing service!

The meeting adjourned at 7:45.
FEATURED COMMENTARIES

COVID AND EDUCATION:

"...when really privileged families are dominating the debate, about returns or masks, it distorts this discussion and our recognition that risk to this pandemic was never equal and it still isn’t." Julia Szabo

The COVID-19 pandemic has disrupted education for millions and intensified inequalities in the educational outcomes of students. With the return to in-person schooling, this commentary briefly touches on the recent debates between online learning and in-person schooling, how remote learning can be incorporated in a post-pandemic education, and the influence of nonschool factors in pandemic schooling decisions for Latinx Families in Houston, Texas.

CRT HYSTERIA:

We've seen the current mass hysteria against Critical Race Theory and/or anti-racist practices play out in local to national politics, from classrooms to school boards to state legislatures around the country. This commentary considers the implications of this political backlash on the field of Sociology of Education--and how perhaps this moment can help further reveal how deeply embedded racism is within the education system and society writ large and push researchers to engage more deeply in this critical work.
Message from the Chair

KIMBERLY ANN GOYETTE
Professor of Sociology, Temple University
Director, Center for Vietnamese Philosophy, Culture, and Society

What a difference from last year! I am back in the classroom and enjoying seeing the top half of my students’ faces. Because last year was so very stressful (and I realize could have been a lot more stressful - I have lots of resources and older children who don’t need constant care, among other advantages), I had somehow thought that readjusting to life on campus would be easy. I remember when I was a kid I would clean out my goldfish’s bowl. I had to be sure to slowly introduce the goldfish to the new water temperature by letting it sit in a bag in the new bowl for a while before dumping it back in. It wasn’t that the goldfish didn’t like the temperature of the water, it is just that rapid change was not good for it. I sometimes feel like that goldfish.

Anecdotes aside, one thing that has disappointed me about this period of adjustment back to something more like the life we had pre-Covid is how little time we have spent dwelling on what could have been the larger lessons about inequality and precarity. We saw very starkly how easily people’s lives could be upended, especially those without stable employment, families who had trouble paying rent, parents who depended on easily available and affordable childcare, kids who were not engaged in school under the best circumstances. These disruptions hit women and Black, Indigenous, and People of Color the hardest. It seemed impossible to ignore these issues since they were so visible during the height of the pandemic.

And, yet, here we are. There is, as there has been before, proposed legislation for paid parental leave, universal preschool, debt relief for college students, and other measures. As usual, those are being scaled back. And, instead of instructors and administrators having time to reflect on the insights they had into students’ lives and the ways they could improve their instruction and practices because of them, all levels of schooling from elementary to higher education are drawn into political fighting. Education is nakedly being used for political advantage. Fighting over vaccine mandates, wearing masks, and over the teaching of Critical Race Theory (which we all know is not really happening in most places) is taking the precious time of school boards, administrators, teachers, and professors, who could be spending time reflecting on what they learned over the past year to make education better - to pull some small silver lining out of a very dark cloud of a year. I leave to the experts who are interviewed in this newsletter, PhD candidate, Julia Szabo and Professor R. L’Heureux Lewis-McCoy, to say more about these issues. I thank them for sharing their insights with us.

Even though the seemingly increasingly nasty climate in education dispirits me, there is much to be grateful for. I am thankful for those of you who have contributed to this newsletter, sharing your bios, your new books, your announcements. They are worth celebrating. I am most grateful to PhD candidates, Genesis Arteta and Leana Cabral, for putting so much work into this newsletter. And, generally, when I feel down, I look at my students’ masked faces, and I am happy to see them in 3D.
Meet the Editors

Genesis Arteta, Temple University

Genesis Arteta is a third-year Ph.D. student in the Department of Sociology at Temple University. Her research examines the role percentage of Latinx students on a college campus plays in the degree completion and post-graduation outcomes of such students. With an original focus on Hispanic Serving Institutions, Genesis seeks to broaden this area of inquiry by focusing on the general effects of a Latino critical mass in both non-profit and for-profit postsecondary institutions. Other research interests include first-generation and low-income college students, state-funded programs that offer academic and financial services to such students, and the role of immigration status in higher education. Genesis currently also serves as a graduate research assistant for a longitudinal qualitative study following college seniors as they transitioned into the labor market, is a quantitative intern at Research for Action, and manages data for tobacco cessation research at Public Health Management Corporation.

Leana Cabral, Teachers College, Columbia University

Leana Cabral is a Ph.D. Candidate in the Sociology of Education program at Teachers College, Columbia University and was the 2020-2021 W.E.B. Du Bois Scholar in the Institute for Urban and Minority Education at Teachers College. She is also a Research Associate at Research for Action. For four years Leana worked as a researcher with various research centers at Teachers College including the Public Good project at the Center for Understanding Race and Education (CURE), the Consortium for Policy Research in Education (CPRE) and the Black Education Research Collective (BERC). Her research interests include the racial politics of public education, antiblackness in education and educational inequality. Her dissertation research explores the reproduction of antiblackness in education through the intergenerational experiences of Black current and former students in Philadelphia.
Abstract: Throughout the COVID-19 pandemic, families have faced a difficult decision between online and in-person instruction. In many school districts, a higher proportion of non-White families selected online instruction for fall 2020, but the factors influencing these patterns are unclear. Using a case study approach, I focus on the experiences of 21 Latinx families whose children attend the same majority-Latinx charter school in Houston, Texas, and explore the factors families balanced when deciding between online and in-person instruction. Drawing on 37 in-depth interviews with mothers and their children, I find that Latinx families made schooling decisions informed by their shared school context, the needs of family networks, and community infection rates. Health and safety concerns drove most families to select online instruction while acknowledging it was an academic sacrifice, but maternal employment and access to child care shaped their ability to make this choice. This study highlights the influence of nonschool factors in pandemic schooling decisions.

Genesis Arteta: Earlier this year there was a lot of debate surrounding the decision to return to in-person schooling. As you acknowledged in your publication, there is a group of parents, mostly from advantaged families, who advocated for in-person classes regardless of any health risks. You then also have a group of parents, like those in your sample, who acknowledge the disadvantages of remote learning but choose to make those academic sacrifices and select remote learning when given the opportunity. Scholars have used the concept “privilege of risk” to partially explain these differences. For our readers, can you elaborate on this concept of “privilege of risk”? And who has it?

Julia Szabo: Of course, so the concept of “privilege of risk” that I cite comes from Shelley Kimmelberg. It comes from a study that she did of advantaged White families who lived in Boston and were choosing city elementary schools for their children. Kimmelberg links “privilege of risk” to the resources those families have, arguing that they make schooling decisions knowing they have the resources needed to manage risk or to exit for private or suburban schools when they see fit; so for them risk becomes a choice, it isn’t the lived reality it is for many families who don’t have as many resources. I think it’s a really useful concept when we think about the broader pandemic debates as well because I think risk is often presented as a thing that is the same for everyone and it deeply isn’t. And so, though this describes a particular type of what she calls “privilege of risk” amongst advantaged White families, I think the key thing is, it highlights the role of resources and positionality in how you perceive and manage risks. Which I think ties nicely with Camille Cooper’s concept of “positioned school choice” which comes from her study of low-income Black mothers in Los Angeles choosing schools for their children. She finds that the race, class, and gender intersections that shape those parents’ experiences in schools also shape how they navigate school choice. So, I think these ideas are sort of two sides of the same coin in saying we need to be more intentional about how we think about both risk and how people make schooling decisions, it’s not the same for everyone and positionality matters. The families in my sample would not traditionally be included in the group of people who’ve been thought of as having this “privilege of risk”, but I think it’s useful in understanding the broader racialization we saw last school year in decisions to either return in person or to remain at home online in districts where both options were provided like Houston, New York, and Chicago.

Genesis Arteta: After collecting your data, do you believe this “privilege of risk” is at all responsible for the differences in the decision of selecting in-person or online learning for your sample? More specifically, did the respondents in your sample associate their decision to not choose/choose in-person schooling with any elements of this “privilege of risk”?

Julia Szabo: I was actually surprised by how uniform some of the discussion was that was not necessarily tied to income position, but to broader exposures to the pandemic that families had experienced. I think this links back to lived experiences, the power of experiential knowledge, and with the pandemic, how those experiences shape how people perceived risks. It’s interesting because some families who spoke of their privilege did so in an opposite direction, for example, there’s one mother, who was a stay at home mom and she said, “like well, I will use that privilege to stay home, so that people in my community who don’t have that can send their children to school because they’re working, we’re in a time of crisis, we have to help each other”, versus in many other cases privilege is used to justify taking or demanding the thing for themselves, so it’s an interesting flip of how we can use our privilege, either for individual good or collective good. I think it’s useful to hear and to see that it’s not always just what’s best for my kid, it’s what’s best for my community, what’s best for my family network so we can make it through this pandemic in one piece and healthy and together.

Genesis Arteta: Okay, thank you, that’s actually very interesting, using privilege for a collective good instead of the individual good. Now your sample came from a college prep charter school. Some might argue that there are qualitative differences between parents who enroll their children in not only a charter school but a college prep charter school in contrast to parents who enroll their children in a neighborhood public school. With your data being collected as part of a larger longitudinal study exploring charter school choice, do you believe there might be qualitative differences between the Latino parents in your sample and those who enrolled their children in other types of schools? How do you think those differences would influence your results?
Julia Szabo: I wish this is something I could speak to more and I’m hoping to explore in the coming years but with this sample, I can’t speak to the potential differences, since they are all charter school choosers. But what I can say is all families in my sample attended district public schools prior to becoming charter school choosers, in middle school, so on entry we know the year prior to this, they would have been in that same boat. Because I haven't spoken to families who didn't make that choice, I can't think very systematically about comparisons between these groups. Actually, I’m about to start my dissertation work which will be in district middle schools in the same region, so the hope is in the coming years I’ll be able to speak to this. One thing I think is strong about a case study approach, like I use here, is it makes clear that, no one group is a monolith. With this group, being a chooser is something families have in common. They’re also in the same school, so they had the same options, the same messaging, and they live in the same region. But when looking at a group that has all of those things in common, we still see a diversity of experience and logics in how these decisions are made. In a survey, Latinx or Latino may be seen as one group, but it is so diverse, in this sample there was within-group diversity along lines of immigrant generation, educational attainment, and occupation. Also, I think the Latino community is often not seen or talked about as choosers, but Latinos make up the largest share of charter school attendees in the country and this group is in and of itself incredibly diverse.

Genesis Arteta: Yes, and Julia does provide a table on the individual characteristics of her sample in the article, so if any of our readers are interested, please take a look at the table provided. Moving on to a different question, the pandemic was associated with the exacerbation of inequalities in education. And based on your findings, it seems the parents in your sample at the time were very aware that there were differences in the quality of education received in-person versus online. There is a quote you highlight where Maritza, a Latina immigrant and married mother of four, states “They don’t learn the same . . . Mario said to me, ‘it is much better in person, mommy, we learn more in class, they explain it better’”. With the decrease of remote learning, will the exacerbation of inequalities in education also decrease? In other words, do you believe these trends can be reversed?

Julia Szabo: Yes, families acknowledged that online instruction was not their preference but still chose it. I think sometimes the narrative can be “Oh well, maybe families don’t understand it’s worse”, the parents I spoke with were very aware but were making strategic and temporary sacrifices given the wider pandemic context. Which as I mentioned in Houston at this time was intense infection. To your question about inequality, I think whether returning to in-person instruction can improve or reverse any of these inequalities is dependent on what that return looks like and how much the needs of families are taken into account with that return. There was and is inequality in our educational system well before the pandemic. We saw it in full force during the pandemic and I don’t expect that to dramatically reverse as the pandemic continues or post-pandemic, unfortunately. One hope or silver lining from the pandemic for me is it required increased communication between schools and parents. That, if built on, could help create more safe and responsive learning spaces for both children and parents, which are crucial to narrowing opportunity gaps, in addition to supporting a more asset-based understanding of what Latino parents are bringing to their children's schooling, both at home and in schools. One of my fears is that our rush to return to normalcy, or our fear that we need to recoup missed learning, ignores the fact that children were learning last year, and families were doing everything they could to support that, alongside teachers. Unless schools are really putting in place best practices to continue protecting families, some families may still be uncomfortable with in-person instruction. In Texas the state has made a lot of what we know to be best practices deeply politicized, So, families are being asked to return to school, while being offered fewer protections and fewer choices this year. I worry this may actually exacerbate inequality and then blame parents for what’s going on, instead of taking it on themselves as districts.

Genesis Arteta: Are you still interviewing the parents in your sample?

Julia Szabo: Not this current sample. A limitation of this study is that it is a snapshot of decisions made during a surge in infection in Houston. I suspect perceptions of risk change over time as families experience more and as infection decreases or increases in the local context. I think a longitudinal study about how risk perceptions change across time and are responsive to these different things is really needed.

Genesis Arteta: Thank you, I was just curious about what was being offered to them currently.

Julia Szabo: In Texas, the state is no longer funding online instruction. So basically, some districts have chosen to use some of their federal funds to continue to allow that option, particularly for families where it’s a medical concern. Some districts have fought back against the state and are mandating masks even though it’s technically not allowed in the state. They’re currently in court to continue to offer those protections to families, which in my opinion is the example of school leaders doing right by their teachers and families to follow best practices, even in a space where that is challenging.

Genesis Arteta: I read a news article a few weeks ago where schools were going to lose funding if they decided to implement a mask mandate. I found it interesting because of the impact this could have on already low-funded schools.

Julia Szabo: There are many districts that did not make the decision to mandate masks, but most of the large urban districts in Texas, Houston, San Antonio, Dallas, did. I think something that's missed when we say “oh, this is the risk”, is that risk is not the same for every family, and by pretending it is, you're asking structurally vulnerable families to take on more risk to access education and that's not acceptable. I think when really privileged families are dominating the debate, about returns or masks, it distorts this discussion and our recognition that risk to this pandemic was never equal and it still isn't.

Genesis Arteta: Absolutely. Moving forward to our next question, we can acknowledge that remote learning cannot all be negative. With the abrupt shift to online education, the pandemic exposed some positives. For example, flexibility, recorded lectures, ability to share screens, etc. Will/Should the technologies used in remote learning be permanently embedded in our educational methods after a return to in-person schooling? Is there such a thing as equitable remote learning, for it to have a place in a post-pandemic education?

Julia Szabo: This is a great question and makes me wish I'd done follow-up interviews with parents and children in the spring after they had been in this mode for a year. In fall 2020, being offered remote learning was positive for many families in my sample, but their choice was shaped by their broader concerns about health and safety. Also, the type of instruction was changing when I spoke
with them. I think something interesting we've seen is schools and educators being really adaptive to improve upon prior methods. For example, the prior spring, everything at the school these families attended had been asynchronous, families and teachers were unsatisfied with that, so the school was shifting into live instruction and that was something parents noted as good. But this was also a context in which the school could provide standard access to devices and internet, which was not the case in all districts. I do think the push the pandemic has created to standardize device access, as well as the need to support families in gaining access to internet, is a positive one in terms of trying to equalize access to technology. I was a K-12 teacher myself, so I believe in the power of being in front of a student, and children forming relationships with each other and with their teachers. I think a lot of magic happens there, but I think improving online instruction can only be a good thing in the long run because the pandemic was a massive disruption, but I don't expect it will be the last one. Having tools that allow education to continue when massive disruptions like these occur, whether it is a flood, a fire, or simply having to go to a funeral somewhere, having ways to continue to connect children with learning is a positive thing. I think we shouldn't see them as opposites, either money goes to improving this [remote learning], or let's just forget about it and get all kids back in front of their teachers. I think they can be mutually reinforcing to help make our education system more equitable and meet the needs of families. I think something we don't want to see in terms of technology is what we saw during the pandemic, which is kids in private school continuing to get one thing and kids everywhere else, continuing to get a different thing, which was deeply racialized and resource dependent.

Genesis Arteta: I think it's interesting you brought up the difference between private schools and public schools. Private schools have so much more autonomy with what they can do and how they could better please their, I guess in this case, clients who are the parents. And their ability just to control class sizes and all kinds of things.

Julia Szabo: It's interesting your use of the word client. I think that's an important one to think about, in our educational model who are considered beneficiaries versus who are considered customers or consumers. There's been a lot of great work on that, I'm thinking of Lewis-McCoy's *Inequality in the Promised Land*, and I think the pandemic made that distinction really clear, that not all families' voices are being heard or valued equally.

Genesis Arteta: Do you foresee the pandemic and this integration of remote- or hybrid-learning having a lasting influence on the outcomes you research? If so, how?

Julia Szabo: I'm excited to see, to be honest. I'm about to begin my dissertation research in the same region, here in Houston. I'm broadly interested in how families select schools for their children and their experiences once they're in those institutions. As I begin talking to parents, I am really interested to see how often they reflect back on these last two years. Either the positives that occurred, or moments in which they did not feel heard or supported, and how those experiences shape their understanding of what institutions can offer them. I also think that, for some families, it could be that they were exposed to this new type of education, and it might work for them. I had some families in my study, who were like “actually online school works really well for my kid”, so I do think there might space in my future work to think through how this mode of instruction offered during the pandemic changed the options available to families, and how parents see those options as best serving their family and their children. Prior to COVID online instruction wasn't something that most people had experience with.
Leana Cabral: I'm wondering, initially, how you're making sense of the current hysteria against CRT—which I feel like it's important to say, is kind of a proxy for any educational practice that centers the experiences and history of people color or even that mentions equity in some cases, and I could go on...but how are you making sense of the current climate and hysteria against CRT?

R L’Heureux Lewis-McCoy: I think we are in a moment where more than any time in the past nearly 30 years that critical race theory has existed, that the title is on the lips of more and more people, but it being on the lips of people has nothing to do with what it actually is. So critical race theory has become a stand-in for sets of policies that deal with and consider race and racial discrimination. It’s also become a stand in for anything that’s tied to equity or justice work. And in many ways it becomes this signal that is a very clear imaginary being, and I say it’s an imaginary being because it’s not actually a critique of critical race theory, which there are reasons to critique or reasons to embrace but, for the most part it’s used to become an enemy that you can’t defeat. That is to say, once someone says “well that’s not really critical race theory,” the conversation changes to--well prove to me it’s not critical race theory, or it may not be your version of critical race theory, but these issues need to be talked about right and we need to stop doing work on diversity, on equity inclusion, stop calling people racist, stop judging people by the color of their skin. So this is a rhetorical and very clearly a political strategy by those on the right to silence any kind of racial recalibration, any addressing of the social movements that have become more public in 2020 and to push back against those and say we will not change, and in fact we'll dig deeper into making sure that the hierarchies that exist can be solidified. This is happening via local channels, because critical race theory (and this fight) has gone through school boards intentionally because school boards are often thought of as places that are the lowest level of local governance that people have influence on and it’s also a place where you don't see a lot of campaigning per se. There has been this seeding of this idea that critical race theory is what is causing an issue in communities—or really any address of racism is causing an issue—so by coordinated efforts, whether it's Christopher Rufo, or whether it's the Koch brothers, or whether it's the Manhattan institute, these folks are saying, if we can get you to turn out and vote against critical race theory or vote against any address of racism, then we've actually won. So you see in statewide elections and some national elections, critical race theory has become the rallying cry to stand against.

Leana Cabral: Thank you for that context and now I’d like to bring it specifically to what’s happening in our field and in schools. How do you think this larger context, this moment will continue to impact K-12 education?

R L’Heureux Lewis-McCoy: I think that this moment is going to be really illustrative in a couple of ways. Number one, this battle around critical race theory in K-12 education also puts front and center the question of what do you really mean by addressing racism? Asking this question very centrally—does racism exist? So many folks who are scholars of sociology and scholars of education, while they may have heard critical race theory, they were never trained in critical race theory nor do they agree with some of its tenants. So I think of someone like Derek Bell who talked about racism as permanent or the permanence of racism, I think about education scholars like Gloria Ladson-Billings who talk very much about using narrative to help us redefine experiences, and I think about many of the mainstream education scholars and sociology scholars whom if you asked “is racism permanent?” or “should we be highlighting the voices of Black children and Black teachers to form our path forward and addressing inequity?” And they’d actually pause and they may say “well I’m not sure it’s permanent.” or “are we sure it’s not changing?” What this moment could do is, it can challenge those folks who believe themselves to be allies of equity, allies of justice to really interrogate, what is your belief system around how race and power operates? How gender and power operate? How intersectionality actually plays out and how it differs from an interaction variable. So, I think for researchers, this is a push for us.

In terms of curriculum, we see that there are challenges around curricula, which have been happening for decades, but we also see, Gloria Ladson-Billings who has talked about culturally responsive pedagogy and there's been the emergence of culturally sustaining pedagogy and an introduction of critical race theory in her home state of Wisconsin, now the state legislature is voting on whether to ban critical race theory. So even in places where folks have been doing good work outside of the title of critical race theory, where they've been doing good work on equity, good work on justice, good work on combating antiblackness...everything that is on the table that says that we don't believe that whiteness should be centered and normative, we don't believe that ableism isn't in our schools...all of those things are under challenge. So, while we may not necessarily think that programs like diversity trainings fall under critical race theory, the way in which they're being framed at the local level, they do!
So what does it mean to have already and prior to this moment, a rather weak training around diversity, equity and inclusion... oftentimes it’s toothless—we’ll form committees that don’t have the ability to sanction school buildings, that don’t have the ability to withhold dollars, what does it mean to have that even further eroded?

So this becomes a moment that if you are looking carefully at curriculum and policy, you should be looking at backwards movement. And you should be looking at, for me, a different kind of schism which is between, in many ways, families of color and scholars of color who have said, your approaches to issues of justice and equity have been insufficient, them now being reminded and reminding those folks who are good liberal individuals, you never dealt with this well before and now as they’re chipping away at what you offered, which was half the size, half the scope half as powerful as what it needed, we’re left with even less. **So what’s at stake? It is the future of black children, it’s the future of undocumented children, it’s the future of anyone who is defined as non-White, anyone who is defined as differently abled, anyone who is defined as non-male, their future is literally hanging in the balance and part of that we owe a responsibility to think about how even left-leaning attempts to address these issues in schools have been inadequate.**

**Leana Cabral:** So powerful. Thank you so much.

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**About Dr. R. L’Heureux Lewis-McCoy:**

R. L’Heureux Lewis-McCoy is a sociologist whose scholarship and activism centers issues of race, education, and opportunity. He is an Associate Professor at New York University in the Sociology of Education program in the School of Culture, Education and Human Development.

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Max Cuddy
PhD Candidate
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Dissertation/Current Research:
My work sits at the intersection of the sociology of race, urban sociology, and the sociology of education. My dissertation is a multiyear qualitative study examining the politics of race and class surrounding a contemporary consolidation of two urban elementary schools with vastly different demographics. One school was 46% White and only 21% low income, whereas the other school was 97% Black and 92% low income. My dissertation analyzes the events leading up to what a local paper called a “grand experiment in desegregation.” Drawing on 114 in-depth interviews and roughly 100 hours of ethnographic observations and informal conversations, I dissect the colorblind racist logic employed by those opposed to the consolidation, uncover how pro-consolidation parents and community members organized to move the consolidation forward in the face of opposition, and investigate how parents and teachers make sense of a turbulent first year of consolidation. At its core, my project is about how hard it is for communities to choose racial integration and social justice—especially when they have long been divided. This research contributes to literatures on racial inequality in schools, racial attitudes, the political economy of urban education, and parental engagement in schools.

Future Project(s):
I would love for my second big project to take a multisite approach and center the renewed levels of activism around K-12 school racial and socioeconomic integration in highly diverse urban centers. In particular, I will focus on the political and conflictual nature of these conversations and coalitions—with an eye towards analyzing the types of roles White students, parents, and teachers inhabit. I also plan to begin work on a series of papers that explore the neighborhood choices of White families since the 1990s. As downtown urban cores across the country have begun to gentrify, has this meant that White families with children have also begun to settle in greater numbers? And importantly, how does this connect with the residential patterns of Black and Latinx families— are they being displaced to lower-income suburbs? If so, what effect has this had on neighborhood schools and what does it say about our so-called “inner cities” in the 2020s and beyond? Finally, I seek to explore a new path of inquiry that is more theoretical than my other work and builds upon Gloria Ladson-Billings’s concept of “education debt.” Inspired by our current national conversation on righting historical wrongs and the reemergence of reparations in the public consciousness, I want to explore the basis for educational redress. In other words, how can we reframe the conversation around educational equity to take into account a more concrete idea of what is owed Black schooling communities?

Teaching:
I love teaching! I have taught mostly about the Sociology of Race/Racism, but I also got to teach a course of my own design this summer called: “Black and Latinx Critical Feminist Perspectives on Education.” It was a real joy to teach and I think students enjoyed engaging with the scholarship and were very game to try out some of the more personal and reflective assignments. Before grad school I also taught GED classes and at a high school in Philadelphia, too :) 

Fun Fact:
A fun fact about me is...I love live music and dancing at shows! Pandemic lockdown times were tough, but I am glad to be able to support artists in the flesh again!
Dissertation/Current Research:
I study the social and institutional shaping of emotions in schools, and specifically how the racialized and gendered emotional scripts for adolescents contribute to the maintenance of inequality. I am currently working on a book manuscript with the University of Chicago Press tentatively titled *Brothers in Grief*, based on my dissertation. It is an ethnographic study of the role of grief in the school lives of Black adolescent boys who lose friends to neighborhood gun violence, and the school practices and policies that shape their emotional and educational recovery. The book tells the story of one school year full of loss at a Philadelphia charter school: how students grieved murdered peers, how school staff tried to usher them back toward their academic goals with varying degrees of success, and how students found other ways to support each other when their grief was pushed out of the school building. I've also produced two short documentary films, in collaboration with a group of teenagers, drawing on the themes of my research. You can view the films at: http://www.noragross.com/gun-violence-grief.

Future Project(s):
Alongside my work on grief in urban schools, I've also been working on a project about the racialized and gendered emotions of white students in elite private schools. My colleagues and I are trying to understand how these young people are making sense of the changing demographics of their schools as well as the diversity and inclusion efforts that have been at the forefront of recent political debates. So far we've been using qualitative data from school climate surveys during the period between the 2016 and 2020 elections to analyze students’ perceptions of the racial and political climates of their schools. In the future, I'm looking forward to pursuing these questions ethnographically to better understand the way affective polarization plays out in the lives of elite adolescents poised to become the next generation of social, economic, and political leaders.

I'm also hoping to develop a new project to explore youth anti-gun violence activism and particularly the cross-racial and cross-class efforts being made to find connections between the movements that have sprung up in the aftermath of school shooting events and the ongoing community-led efforts to combat the neighborhood gun violence that plagues America's poorest cities daily.

Teaching:
Over the last two years, I've been lucky to get to teach a series of Sociology courses for freshmen at Boston College through the interdisciplinary Core Curriculum. My courses are paired with a course in another discipline, and the other professor and I work together to develop complementary – and sometimes fully collaborative – units, assignments, and reflection activities. So far I have taught *Who Are You?*, Sociology of Self (combined with a History of Science Course about the self), *Grief & Resistance: Social Responses to American Gun Violence* (combined with a Theology course dealing with grief and resistance in relation to climate change), and *Encountering Confinement: Ethnographies of Youth Captivity and Constraint* (combined with a history course about mass incarceration). It's been such a joy to help first-year students develop their sociological imagination around interesting and important topics through this innovative course structure. I also really enjoy teaching research methods, particularly qualitative methods, and ethnographic filmmaking.

Fun Fact:
For fun, I like to explore the parks in my neighborhood and other parts of Boston on foot and by bike and play board games with my partner. I also watch an embarrassing array of reality tv shows, but doesn't that count as sociological research on American culture and social interactions?!
Dissertation/Current Research:
Inequalities within the field of education; specifically race, gender, and geographic inequalities; inequalities within primary, secondary, and higher educational institutions. My dissertation is a qualitative analysis of how Nebraska Public Schools are responding to students' mental health needs.

Future Project(s):
I am interested in pursuing projects related to mental health, educational inequalities, particularly gender and STEM inequalities, socioeconomic and racial inequalities, and rurality/urbanicity differences.

Teaching:
I have taught college students at the freshmen level and at the senior level. My favorite course to teach is a course I created called Sex and Gender and Romantic Comedies. In this course, my students watch romantic comedies from the past 90 years to assess how gender and sexuality have changed (or not changed) throughout American history. We also take note of how these roles might be different for different demographic groups (e.g., race, sexuality, gender, etc.) I teach using experiential learning in my classroom, and specifically Kolb’s Experiential Learning Model. In this way, I help students contextualize classroom experiences, critically think about their world, and empower students to develop their own sociological imagination.

Fun Fact:
In my free time, I enjoy volunteering with Launch Leadership (an educational nonprofit that works with middle school and high school students), reading for my book club, and finding new adventures - the most recent being hiking Machu Picchu!
Dissertation/Current Research:
I am interested in how education plays a role in reproducing social inequality or promoting mobility, with the focus on the experiences of Asian students, both in the U.S. and China. In my dissertation, I provide new insights into understanding class and gender inequality in higher education in the U.S. through comparing Asian Americans with other racial/ethnic groups. Prior stratification research has rarely paid attention to Asian Americans, whose patterns often deviate from widely accepted accounts of inequality. For example, while it is well established that family background is related to educational success, that pattern does not hold for Asian Americans. Using nationally representative data, I show that family background plays a limited role in fostering educational success of Asian Americans relative to other racial/ethnic groups, and that peer influence is an important factor contributing to these differences. Similarly, cultural capital is not related to educational success of Asian students, illuminating how the role of cultural capital varies across racial/ethnic groups and revealing the importance of considering other cultural resources that students may draw on from their ethnic communities. In the final chapter, I examine how the stereotypes related to math ability, which are shared by both Asians and men, interact to create unique gender differences across racial/ethnic groups in obtaining STEM degrees.

Future Project(s):
I will continue to focus on understanding the role of education in contributing to social inequality but will shift my attention to the labor market. For example, prior literature suggests that Asian Americans’ better educational outcomes may not translate into better labor market outcomes. I aim to illuminate how Asian Americans’ educational outcomes are translated into labor market outcomes and the mechanisms linking inequality across those two dimensions. I am also interested in a series of questions regarding inequality in higher education in China, which I will continue to explore in the future.

Methods:
I am a quantitative researcher and have used multiple statistical methods, such as categorical data analysis, multilevel modeling, structural equation modeling, quasi-experimental methods etc. Much of my work relies on logistic or multinomial regressions as higher education outcomes are usually categorical. I have been particularly interested in contributing to expanding methods used to compare logistic regression results, especially those with interaction terms, across models and groups.

Fun Fact:
I love cooking. I like to learn new dishes and usually invite friends to come over to be my “Guinea pigs”. I enjoy chatting with friends over delicious meals.
Dissertation/Current Research:
My research interests explore educational inequalities and how they are compounded by demographic factors such as race, class, and one’s spatial location. I not only consider the decades of unequal access to educational resources but the profound resilience of students who overcome challenging circumstances to obtain their educational goals.

My dissertation qualitatively examines the unique educational experiences of first-generation college students, specifically their vulnerabilities and successes at a major 4-year, public university. I use this work to discuss the prevalence of vulnerabilities, the importance of exploring intersectionality and increasing the accessibility of educational resources for this growing student population.

Future Project(s):
My future projects will revolve around more university and community engagement with first-generation students, students of color, and students from rural backgrounds. I think universities are recognizing the importance of both the recruitment and retention of students from underrepresented backgrounds, but the information on how to implement protective policies is limited.

Methods:
I prefer to use qualitative methods because I tend to study populations that are frequently underrepresented in higher education literatures --- first-generation students, students from rural areas, and racial minorities. I like hearing their stories and giving those students a voice when I conduct interviews and share their experiences with them (after interviewing others from similar backgrounds) and the academic community.

Fun Fact:
For fun, I convince my friends to visit a random city with me and we spend the day looking at its shops, homes, and sometimes Downtown area (if there is one). We almost always come across some hidden historical gem!
What is your current position and where?
I am the Director of Research and Evaluation for YW Boston.

What research/projects are you currently working on?
I oversee our evaluation for all of our four programs. Our mission is to “eliminate racism, and empower women” (as it is for all YWCAs), so all of our programs are focused on helping individuals and organizations be more diverse, equitable, and inclusive, think and collect data intersectionally, and build on shared dialogue and learning in order to act. Three of our four programs are with adults in organizations (InclusionBoston and UncoverBoston both work with cohorts within one organization; LeadBoston is a cohort of leaders from across organizations), and the fourth is a middle school girls empowerment program.

Data collection for these programs ranges from typical evaluation program day surveys, collecting demographic/participant information, reviewing participant work products, etc. But we also are working to identify the key factors that shape participant increases in self-reported action, as well as understand what conditions lead organizations to develop and realize robust action plans.

Do you believe graduate school prepared you for your current position? If so, how?
I think that graduate school gave me the tools to think critically, digest complex data and research, and manage multiple projects simultaneously – especially when it came to dissertation work. However, as a qualitative researcher I often shied away from methods classes that I now wish I had taken (or wish had been offered): data visualization, developing and managing mixed-methods data sets, and some more intro-level statistics would all be saving me time and headache now. I think that too often, I spent my time producing final papers and products that dealt with planning a project or doing the underlying research, and much less time on managing data collection, analysis, and reporting. That said, graduate school is an amazing opportunity to do deep and complex learning and thinking – all of which helps me ask great questions in my work.

What advice would you give current graduate students looking to pursue a position in the applied field?
Make sure your resume and cover letter highlight your skills! This might be methods you’ve learned, software you’re comfortable with, and/or languages you speak. If you still have time and they are offered, take methods classes. If not, think about how you can try out a new tool or software as part of a final project or paper. It could be just feeling more confident with excel, it doesn’t have to mean learning Python (although if that’s interesting to you – go for it!). But remember, no matter your focus area or your methods, you have the opportunity to highlight a deep understanding in a particular sector, set of questions, and ways of measuring the world. Particularly for my fellow qualitative scholars – qualitative coding, having to create rich conceptual categories from mountains of data, is a hugely valuable and systems thinking skill! Don’t downplay the complex thinking it takes, even if you might have fewer software packages to list than your quant peers.

Second, and I think most important no matter what field you go into, I would encourage you to think about storytelling. In applied roles, at least in the nonprofit sector, you are very rarely going to have the time or audience for a large comprehensive report. This could mean thinking about different tools Canva, Tableau, even PowerPoint to communicate your ideas. This could mean different scales of reporting – a policy memo/brief, an executive summary, a white paper, etc. There are lots of ways to tell stories, and academia will teach you one very particular way to do that which is appropriate for that sector. But in applied roles, your audience may be very different. Consider what media they might be comfortable navigating, what information will be most important to them, and how you can get your story out there to those who need it most.

Sarah Faude
Director of Research and Evaluation
YWCA Boston

MEMBERS IN THE APPLIED FIELD

14
What is your current position and where?
I am a quantitative Research Associate at Research for Action, an education research nonprofit in Philadelphia.

What research/projects are you currently working on?
My work has a lot of variety, which means I’m never bored! I spend most of my time working on two randomized controlled trials, which means I collaborate with a large team of researchers to evaluate education initiatives across dozens of schools. I also provide data analysis support to educational programs, including out-of-school-time programs and literacy programs. I’m currently collaborating on the research design of a qualitative case study of Pre-K instruction, which I’m super excited about because it means I’ll get to observe preschool classrooms!

Did graduate school prepare you for your current position? If so, how?
Yes! I had a great experience in graduate school and it absolutely helped prepare me for where I am now. I was really lucky to study in a supportive department that was responsive to my needs and goals. My department helped me secure an applied research internship (for credit!) and provided an independent study for an advanced statistics course I really wanted to take. Those two experiences were probably the most directly helpful to my current work. In my job today, I absolutely apply many of the theoretical frameworks, writing skills, and quantitative skills I learned in my graduate classes. The applied research internship that I completed for credit helped me acquire skills that are important in applied research but that I wouldn’t have necessarily picked up in graduate school. I learned how to collaborate on a research team and to explain research results in a clear way to non-researchers. I also worked on data visualization and data collection processes, which didn’t come up much in my graduate coursework, but is very relevant to my work today.

What advice would you give current graduate students looking to pursue a position in the applied field?
Advocate for yourself! If there is something that you are not getting out of your program that you want, ask for it. If there’s a professor you’d really like to work with, set up a meeting with them. It can feel scary, but the worst they can say is no. I think this is especially important if you feel you are not getting the applied skills you want. There are lots of creative solutions that you can propose, including independent studies, internships, and taking courses in other departments, that can get you closer to an educational experience that supports your goals.
What is your current/new position and where?
Assistant Professor of Sociology at Bard College. I will begin in Fall 2022 after I complete my Ford Dissertation Fellowship.

What research/projects are you currently working on?
My dissertation and current book project is an ethnographic study that examines how Black girls draw on their movement through urban space to identify and challenge educational injustice—a concept I theorize as journeying. Journeying makes visible how Black girls gain the insight, language, and tools to challenge policies and practices that actively harm them. In addition to my dissertation, my other projects examine Afro-Latina girlhood and Black girls’ perceptions of school dress codes.

Did graduate school prepare you for your current/new position? If so, how?
Yes, I benefited from the mentorship of numerous mentors, including my advisor, who have guided and supported me in crafting a project that centers Black girlhood. I also gained support from being in community with other graduate students who have been generous with their feedback and advice.

What advice would you give current graduate students looking to pursue a position in academia?
I think the best thing we can do for ourselves and each other is to be transparent about the hidden curriculum, to seek feedback from mentors and friends, and to recognize that academia is a job and not the entirety of our being. When we keep that in perspective, the process feels much less daunting, even if still difficult.
Parenting in Privilege or Peril: How Social Inequality Enables or Derails the American Dream.
By Pamela R. Bennett, Amy Lutz and Lakshmi Jayaram
Using extensive interviews with parents and a variety of data sources, this book examines how social contexts and culture affect parenting decisions. By analyzing class differences in neighborhoods, schools, and networks, as well as their relationship to mobility-related parenting practices, the authors demonstrate that cultural differences are no match for economic inequalities. This important book calls for a shift in public policy away from trying to change working-class parents to improving the social contexts in which society asks them to raise the next generation.

Scripting the Moves: Culture and Control in a “No-Excuses” Charter School
by Joanne W. Golann
Immersing readers inside a “no-excuses” charter school, Scripting the Moves offers a telling window into an expanding model of urban education reform. Through interviews with students, teachers, administrators, and parents, and analysis of documents and data, Joanne Golann reveals that such schools actually dictate too rigid a level of social control for both teachers and their predominantly low-income Black and Latino students. Despite good intentions, scripts constrain the development of important interactional skills and reproduce some of the very inequities they mean to disrupt.
https://press.princeton.edu/books/hardcover/9780691168876/scripting-the-moves

School Choice, Race and Social Anxiety: Exploring French Middle-Class Parental Risks.
by Anthony E. Healy
The book explores how social anxiety created through global risk is culturally resisted within the French context by viewing this resistance theoretically through parental dispositions. It presents the racist perception in French school choice by revealing the education policies and parental choices that often segregate immigrants into schools with inexperienced and unqualified teachers.
Challenges to Academic Freedom
edited by Joseph C. Hermanowicz

In Challenges to Academic Freedom, Joseph C. Hermanowicz argues that, contrary to many historical views, academic freedom is not static. Rather, we may view academic freedom as a set of relational practices that change over time and place. Bringing together scholars from a wide range of fields, this volume examines the current conditions, as well as recent developments, of academic freedom in the United States. Adopting varied epistemological bases to engage their subject matter, the contributors demonstrate perspectives that are, by turn, case study analyses, historical, legal-analytic, formal-empirical, and policy oriented.

https://jhupbooks.press.jhu.edu/title/challenges-academic-freedom

Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up.
By Annette Lareau

Inspired by Howie Becker’s book, Writing for the Social Sciences, Annette Lareau, University of Pennsylvania, has published a new book as a practical guide to conducting qualitative research:

https://press.uchicago.edu/ucp/books/book/chicago/L/bo14845989.html

Rural School Turnaround and Reform: It’s Hard Work!
edited by Coby V. Meyers & Marlene J. Darwin

Overall, the body of scholarly work and research that examines school turnaround and reform in rural areas is slim; as such, this volume adds to the body of work and contributes to new knowledge in a much-needed area. In this volume, we present chapters that speak to the challenges, successes, and opportunities to improve low-performing rural schools. Chapters range from conceptual arguments to policy analyses or research findings, as well as some combination of these or other ways to consider rural school turnaround and reform.

https://www.infoagepub.com/products/Rural-School-Turnaround-and-Reform

Racism, Activism, and Integrity in College Football: The Bates Must Play Movement
by Donald Spivey

This is the first and only book-length account of the protests that occurred at NYU that helped to change college sports forever. It is the story of Len Bates and the seven brave students who did not compromise in their fight against Jim Crow in college football. The study is based on extensive and exclusive interviews with Len Bates and the Bates 7 and in-depth research into the movement and the era.

Article Publications


- Beattie, Irene R., Nella Van Dyke, and Natasha Hagaman. "What do we know about LGBQ+ college student academic experiences and outcomes?" Sociology Compass 15, no. 3 (2021): e12862.


https://www.journals.uchicago.edu/doi/abs/10.1086/714869

Ma, Yingyi and Shiyang Xiao. 2021 “Math and Science Identity Change and Switching of STEM majors.” *Socius: Sociological Research for a Dynamic World*
https://journals.sagepub.com/doi/full/10.1177/23780231211001978


Rondini, Ashley C. 2021*. Dream like the whites…’: Disjunctures in Racial Perceptions and Interpretations of Low-Income First-Generation College Students and Their Parents.” *Social Problems.*
(doi: 10.1093/socpro/spab061)


José A. Muñoz is the co-PI on a National Science Foundation HSI Improving STEM in Education Grant with his colleague Associate Professor Idalis Villanueva in the Department of Engineering Education at the University of Florida. The award will fund the collection of pilot study data that at a conference held on the CSU San Bernardino campus. The conference invitees will be non tenure track contingent Latinx faculty. The conference is titled HSI Conference: Exploring the hidden realities of contingent Latinx faculty in STEM.

Andrew Cognard-Black was named a Fellow of the National Collegiate Honors Council last month at a ceremony in Orlando, FL. NCHC Fellows are a distinguished group of interdisciplinary scholars recognized for their achievements in research, leadership, and service in the advancement of outstanding teaching in higher education. Cognard-Black is the Pandion Haliaetus Professor of Sociology at St. Mary's College of Maryland, where he has taught since 2003. Cognard-Black has produced over 25 chapters, articles, white papers, and conference presentations on the provision of honors programs in American universities, most recently an article on the relative racial, ethnic, and socioeconomic homogeneity within honors programs in the fall 2021 issue of Journal of the National Collegiate Honors Council.
FEATURED COMMENTARIES
FIRST-GENERATION COLLEGE STUDENTS
SOE PODCAST EPISODE ONE

"...Our data are showing that students inhabit different social spaces and social spaces are not just physical spaces." Janel Benson

We would like to introduce to you all our very first podcast episode created as an innovative way of communicating with our sociology of education section members. In episode 1, we are joined by sociologists Janel Benson from Colgate University and Elizabeth Lee from St. Joseph University to discuss their book titled Geographies of Campus Inequality: Mapping the Diverse Experiences of First-Generation Students. Their book problematizes the notion that there is only one way to be a first-generation college student. Please click the link on page 3 to listen to the episode.

WRITTEN COMMENTARIES:
The featured commentaries on first-generation college/graduate students remind us that first-generation college students are not a monolithic group and the identity holds nuance. Additionally, it is not the only identity students hold, and understanding its intersection with other identifiers like race and ethnic identity, gender, sexuality, and class identity offers additional insights into students’ experiences and struggles. We hear from one contributor about scholarly research on this topic as well as additional insight from a student who herself identifies as first-generation.
Happy Spring everyone! Please enjoy the newsletter that our fabulous editors, Genesis Arteta and Leana Cabral, have put together. I cannot thank them enough. In addition to the usual celebration of accomplishments and student and faculty profiles, additional content in the newsletter is focused on first-generation students: the first in their families to attend college and/or graduate school. As sociologists of education, we know that there is a “hidden curriculum” of rules and practices that many first-generation students are not as familiar or as comfortable with as continuing-generation students are. Those of us in academic institutions can always serve these students better by making this “hidden curriculum” known and by encouraging our institutions to build supportive relationships between faculty and students, and among students themselves. The scholars interviewed in this newsletter make some suggestions that work for first-generation students, and we can learn a lot from them. In this newsletter, we take one of these steps: increasing visibility and discussing the pathways, challenges, and successes of these students.

Recently, the section held a panel on Zoom exploring non-academic careers with over 50 participants. I am grateful to Diana Cordova-Cobo, Research Fellow at Student Achievement Partners; Danielle Farrie, Research Director at the Education Law Center; Julia Gellat, Senior Policy Analyst at the Migration Policy Institute; Kendall LaParo, Research Associate at Research for Action; and Alyn Turner, Director of Quantitative Research at Research for Action for sharing their experiences. As a firm believer that sociology should be everywhere, I am happy to see our scholars expanding beyond the academy. Please let me know if you would like to see Zoom panels on other topics.

A few things to keep in mind as we head into spring and summer: at the end of May, the ASA will hold general and section elections. In addition to our slate of candidates for section office, we are also asking section members to vote on an amendment to our by-laws. The Council is proposing to create a new section award (to be named the Anna Julia Cooper Award) aimed at acknowledging exceptional research and/or service in efforts to address racial equity within the field of education. We propose that the award alternate between an early career award and a lifetime achievement award. We also clarify, in our amendment, what we mean by early career for this award, and for the Doris Entwisle Early Career Award. Section Council supported this award as one of a few steps we as a section could take to continue in a prolonged effort to raise awareness of anti-Black racism, support and acknowledge BIPOC scholars, and validate research focused on interrogating and addressing racial equity within education.

The annual meetings are also on the horizon, and I am happily anticipating seeing many of you. I thank Yingyi Ma and Blake Silver for putting together four fantastic section sessions, and I also appreciate those of you who took time to help with reviewing papers for the sessions.

As always I owe a great deal of thanks to Council. Thanks to our section treasurer, Elizabeth Stearns; our past chair, Ruth Turley; our chair-elect, Natasha Warikoo; and our elected Council representatives, Diana Cordova-Cobo (our graduate student representative), Jordan Conwell, Eve Ewing, Anna Haskins, Anthony Jack, Jayanti Owens, and Natasha Quadlin. I also appreciate our members who are serving on awards and our other committees, including Oren Pizmony-Levy, who is an award committee chair, and to Nora Weber, who is our webmaster. Thanks to you all for all the work you do for our section!
In efforts to improve equity, selective college campuses are increasingly focused on recruiting and retaining first-generation students—those whose parents have not graduated from college. In Geographies of Campus Inequality, sociologists Benson and Lee argue that these approaches may fall short if they fail to consider the complex ways first-generation status intersects with race, ethnicity, and gender. Drawing on interview and survey data from selective campuses, the authors show that first-generation students do not share a universal experience. Rather, first-generation students occupy one of four disparate geographies on campus within which they negotiate academic responsibilities, build relationships, engage in campus life, and develop post-college aspirations. Importantly, the authors demonstrate how geographies are shaped by organizational practices and campus constructions of class, race, and gender. Geographies of Campus Inequality expands the understanding of first-generation students’ campus lives and opportunities for mobility by showing there is more than one way to be first-generation.

Read Podcast Transcript.

About the Authors

Janel E. Benson is Associate Professor of Sociology at Colgate University. Her research investigates sources of risk and resiliency in the transition from early adolescence to young adulthood to understand how contexts of development in early life shape identity, health, and social mobility. As a first-generation student, she is dedicated to mentoring other students who are first in their families to attend college.

Elizabeth M. Lee is an Assistant Professor of Sociology at Saint Joseph's University. Her research interests lie primarily in day-to-day experiences of class inequality in higher education. Her work focuses on low-income, first-generation, and/or working-class (LIFGWC) college students at selective colleges and on faculty members from LIFGWC backgrounds. Her research has been published in Sociology of Education, Sociological Forum, and the Journal of Working Class Studies among other journals, as well as in two books: Geographies of Campus Inequality: Mapping the Diverse Experiences of First-Generation Students (Oxford University Press, co-authored with Janel Benson) and Class and Campus Life: Managing and Experiencing Inequality at an Elite College (Cornell University Press).
What are some challenges first-generation college students (undergrad or grad) face that we need to be aware of?

How does your research contribute to what we know about these students?

Does your institution have any programs or policies that support first-gen students?

What policies do you think should be instituted to better serve first-gen students?

Dr. Susan Dumais | Associate Professor | Department of Sociology | Lehman College and The Graduate Center, City University of New York

We need to keep in mind that the phrase “first-generation college student” covers a wide range of students with varying experiences. I read a recent opinion piece in Inside Higher Ed where the authors argued that we should consider different “levels” of being first-generation – from having parents who attended some college but did not finish (Level 1) to having no one in one’s immediate or extended family who attended college (Level 4). Each level has different needs, with the higher levels being more vulnerable to struggles persisting in higher education and perhaps needing more targeted services.

Additionally, the “first-generation” identity is just one of many that these students possess. They may also be from low-income backgrounds, recent immigrants or children of immigrants, parents, full-time workers, and more. Professors may want students to prioritize their course assignments and be active and engaged in the classroom, but realistically, classes and pursuing a degree may be a lower priority to first-generation students than immediate needs like paying rent or securing childcare.

Finally, many first-generation students enter college not knowing what they don’t know – in other words, they may be unaware of gaps in knowledge that could potentially be harmful for their academic success, while this knowledge is often taken for granted by continuing-generation students. One of the main examples here is office hours. First-generation students may feel that they are “bothering” professors if they come to office hours, and they may be especially reluctant to tell professors if something is going on in their lives that is interfering with their ability to get their work done. They may feel like their problem is solely theirs to handle alone, while a continuing-generation student may have the advice from their family that it is fine to talk with the professor about getting accommodations.
I’m currently interviewing first-generation students who are also parents of young children (aged 10 and younger), asking them about their experiences balancing school and family and how they perceive their social mobility. A common sentiment is that they are missing out on the “college experience.” This is not due to Covid but because they have too many responsibilities – children and often a full-time job – to take advantage of opportunities like clubs or internships. College isn’t really an experience to them but rather a means to an end: more money so that they can better support their families. They want their children to have the full college experience, including living on campus and having a social life.

Many of the students I have interviewed describe having an initial attempt at college, usually at a community college, that did not go well, followed by a several year break. Upon returning to school, they feel like they are better informed about what it takes to be successful in college and what kinds of resources are available to them.

I’ve been surprised that the students I have spoken with do not consider themselves to have moved that far from their social origins, even though many have parents who did not complete middle school or even elementary school. They have a very money-based view of mobility and will not see themselves as having made it until they are earning enough for their families to live comfortably.

I’m at Lehman College, one of the undergraduate senior colleges of the City University of New York. Lehman is a majority first-generation student institution. Based on fall 2020 data, 57% of students at Lehman are first-generation, 33% are born outside of the United States, and 52% have a household income of under $30,000 per year. Yet, Lehman, along with several other CUNY colleges, is consistently ranked as one of the top schools in the nation for moving students into the middle class. A number of the programs that CUNY offers for first-generation students are described here. In addition to those, Lehman offers emergency grants to students experiencing financial hardship, runs a food bank, and has strongly encouraged open educational resources in order to reduce textbook costs.

I’d love to see more programs that start early on in first-generation students’ educational careers, preferably in eighth or ninth grade or even earlier, to raise students’ and their parents’ awareness about the benefits of a college education and what steps need to be taken in order to make a successful transition to college. The Center for First-Generation Student Success, part of NASPA (https://firstgen.naspa.org/advocacy-and-policy) has a number of policy initiatives to increase funding and other kinds of support for first-generation students.
Today, being a first-generation college student often means to share a physical space with your peers (i.e., classrooms, town halls, happy hours), while simultaneously having completely different interpretations of these experiences. These differing interpretations became increasingly apparent as I went through my own years of graduate school but were highlighted on a larger scale by the pandemic. As a Black, working-class, first-generation student from the Deep South I often held a different understanding of stratification, presented different interpretations of readings, and frequently held different views on popular issues. I struggled with this burden for several semesters before I realized that (1) I wasn’t alone in these experiences and (2) I am a sociologist.

So, for me at least, one of the biggest challenges I faced as a first-generation student was gaining the confidence to build interpersonal relationships with my strange new peers and display my true self in both my coursework and research. Thus, I’ve built a large portion of my research agenda around exposing these uniquely first-generation experiences, explaining how they vary, and proposing ways institutions, professors and even other students can aid in improving the educational experience of first-generation students. I particularly look at how certain experiences vary across racial/ethnic, economic, and even geographic lines.

Though I think research on first-generation student experiences has come a long way, there are still many limits in the field especially around some of the most vulnerable first-generation populations – rural students and students of color. Granted, this population is a bit more difficult to probe, especially at elite and private universities where much of the qualitative and sociological, first-generation work has been produced, a deeper understanding beyond what most quantitative data can provide is needed for programs and policies to better support ALL first-generation students. We know that targeted programming, early enrollment, and increased financial support increase first-generation student retention, but I have found that many first-generation students (particularly the more vulnerable rural students and students of color) are the least likely to take advantage of these programs because of access. So, whenever I am asked about policies that I think should be instituted to better serve first-generation students, my immediate response is always for institutions and programs to do a better job informing first-generation students of the programs and opportunities that already exist and to do it sooner. I have found that first-generation students are often unaware of the instituted programs, are unsure of how to find them, and/or access them too late.
Tell us about your research interests, and/or what is your dissertation on?
I am a sociologist of race/ethnicity, education, and cities. My dissertation project is a four-year ethnographic study of a public school located in South Central Los Angeles, a community in racialized transition. The study examines the evolving racial politics of the school before and after George Floyd. I also have several paper projects in different stages of development and/or review that examine racial state theory, racialized habitus-field relations, alternative paradigms for the sociology of education, and the educational thought of W. E. B. Du Bois.

Tell us about your preferred research methods? Would you describe yourself as a quantitative, qualitative or mixed-methods researcher?
My dominant method of research is ethnography. At UCLA, I have been trained in the extended case method tradition, but also draw on other qualitative methods necessary to critically explore my research questions. These include phenomenological interviews, walking interviews, cognitive mapping, and document analysis.

How has being a first-generation student influenced your journey through graduate school?
Navigating graduate school as a first-generation student has not been without its set of challenges. Such challenges relate to many key objects of sociological inquiry including but not limited to accumulated dis/advantage, opportunity hoarding, and the decoupling of organizational rules/commitments from organizational practices. In my strivings to not only survive but thrive, I have built a community of support both on and off my campus and in and out of academia.

Are there any resources/advice you would like to share with others who identify as first-generation college students?
I would encourage first-generation college students to seek out mentors and take advantage of programs that help promote such relationships. At the undergraduate level, one program that made a difference in my life was the Mellon Mays Undergraduate Fellowship (MMUF) program. More recently, I have learned a great deal about academia's hidden curriculum from mentors that I was matched with through programs at the American Sociological Association and the Society for the Study of Social Problems. Additionally, I would encourage students to seek out and cultivate relationships with peers, both on their campuses and through conferences. Smaller state (e.g., California Sociological Association) and regional conferences (e.g., Pacific Sociological Association) are especially intimate spaces in which opportunities abound for finding community and connecting to possible mentors or collaborators.
Tell us about your research interests, and/or what is your dissertation on?
My research examines the creation and reproduction of inequality in the mental health and legal fields using both quantitative and qualitative methods. My dissertation, “Suicide Survival Narratives,” examines how social identities shape cultural narratives about suicide experiences. Using in-depth interviews with suicide attempt survivors, I am investigating (a) how individuals' cultural narratives about suicide differ across social identities, (b) how these cultural narratives relate to individuals' suicide experiences and post-suicide lives—i.e. their relationships, work, health, and housing, and (c) how these narratives can inform suicide prevention and post-vention strategies.

Tell us about your preferred research methods? Would you describe yourself as a quantitative, qualitative or mixed-methods researcher?
I am a mixed-methods sociologist. While my dissertation is completely qualitative, I've also published numerous quantitative articles. Rather than committing to one methodological agenda, I am committed to intellectually-rigorous research questions to which I match with appropriate methodological approaches. Substantive problems drive my research, which is responsible for my extensive mixed-methods work.

How has being a first-generation student influenced your journey through graduate school?
My background inspired me to be a sociologist. As a first-generation college student at an elite undergraduate institution, I felt permanently out of place. When I found sociology, I started interrogating the social structures that caused students like me to feel othered in elite academic spaces. Now, I encourage my own students to develop their sociological lenses to interrogate their identities and experiences in college and beyond.

Are there any resources/advice you would like to share with others who identify as first-generation college students?
My advice to other first-generation college students is to connect with graduate students and faculty from first-generation backgrounds. I was fortunate to find first-generation faculty in both undergrad and graduate school who helped me both via emotional support, and also, institutional knowledge that enhanced my educational experience.
Tell us about your research interests, and/or what is your dissertation on?
I am interested in the sociology of education, from a comparative perspective, and informed by the sociology of quantification. My dissertation focuses on the links between international large-scale assessments and education policies, particularly the case of grade retention in Latin America.

Tell us about your teaching experience and your pedagogical approaches/philosophies.
I have 11 years of experience as a professor in Latin America. In my pedagogical approach, I always start with what students already know, but at the same time try to get them to challenge their own assumptions... and mine! I see myself as a lifelong learner and interacting with students is a great way to keep revisiting and reframing what you may have thought you knew.

How has being a first-generation student influenced your journey through graduate school?
For me, being a first-generation graduate student was part of an experience that also included studying in a different country, a different continent, and a different language from the ones in which I grew up. It was challenging but mostly exciting, while it also made me rethink concepts like ethnicity and race, in the first person.

Are there any resources/advice you would like to share with others who identify as first-generation college students?
Chances are you belong to a minoritized group, and in most universities, there will be like-minded students who come together to exchange experiences and share resources. Seek them out, for help, when you need it, and also to have fun... you'll need that too!
Please tell us about your research. What research/projects are you currently working on or plan to work on in the future?
Currently, I’m working on a mixed-method study in three research-practice partnerships that examine the role of ethnic studies curriculum and culturally relevant pedagogy in reducing complex intersectional inequalities in high school (WT Grant Foundation and Hewlett Foundation funding). I’m also working on a project entitled “Employing and Intersectionality Framework in Revising Office of Management and Budget Standards for Collecting Administrative Race and Ethnicity Data” funded by the Robert Wood Johnson Foundation. I hope that I can eventually do a study of first-generation college faculty that employs an intersectional lens (e.g., How many Black Latina first-generation college faculty like myself are in academia and get promoted and eventually reach full professor ranks?)

Did graduate school prepare you for your current position? If so, how?
I started teaching mostly introduction to sociology classes (2-4 per semester, including bilingual Spanish/English courses) throughout my graduate career at a public institution where most students like me were first-generation college. Over two decades later, I have served on over 75 doctoral exams mostly in sociology but also in other disciplines. I believe that my extensive teaching experience as a graduate student fueled my passion for teaching.

How, if at all, did your first-gen status present challenges in seeking and preparing for your current position?
My parents, immigrants from the Dominican Republic did not have the opportunity to pursue formal education beyond second grade. I also had many extensive responsibilities in helping my family deal with financial challenges then and now. It poses the question of equitable distribution of resources for people who have financial responsibilities with immediate and extended family members as graduate students and beyond.

What advice would you give current graduate students looking to pursue a position in the applied field/academia?
Ask if your institutional administrative collects first-generation college status in administrative institutional data for both faculty and undergrad/grad students (not just surveys). This could help create intersectional metrics on how many first-gen college BIPOC faculty are hired and promoted. Consider asking their institutional metrics are intersectional as a gold standard for accountability.

Do you have any specific advice for first-generation college students?
No dejes que nadie robe tu derecho/Don’t let anyone rob you of your rights. This was sage advice I received from my Black Latina immigrant mother. You may be discouraged from pursuing your scholarship and teaching at multiple stages of your grad and professional career; however, your voice and work is needed. Seek support from peers and mentors who value your work!
Please tell us about your research. What research/projects are you currently working on or plan to work on in the future?

My current research is on how social class shapes where high-achieving students apply to college. I examine how families, schools, communities, and other factors influence how students think about higher education and the types of institutions that are appropriate for them. Moving forward, I will be exploring the diverse experiences of first-generation college students. While first-generation college students come from families in which neither parents have completed college, they bring with them varying levels of social, economic, and cultural capitals. As a result, their experiences can be quite distinct depending on their racial background, gender, and the type of knowledge or experiences they bring with them as they navigate higher education. This project will explore how their backgrounds and experiences affect how they navigate higher education and life after it.

Did graduate school prepare you for your current position? If so, how?

Not necessarily. My graduate school experience was primarily focused on research. However, as a graduate student, I served as a teaching assistant for many courses. Once I had fulfilled all of the course requirements, I sought out opportunities to lecture at nearby institutions. By the time I had completed my PhD, I had served as a lecturer for over 8 courses.

How, if at all, did your first-gen status present challenges in seeking and preparing for your current position?

As a first-generation college student, I just felt like I wasn’t able to connect to my advisors in a way that other students were able to. Conversations with them just felt very academic and I wasn’t able to bring in my full self. It was a lonely journey, but I received assistance from people and organizations at critical junctures to help me stay focused and complete my degree. I felt like I had to navigate the job market pretty much on my own. It was tough to process the emotional roller-coaster feel of the job-market by oneself, but by keeping myself grounded in my family and community, it gave me the strength to keep moving forward.

What advice would you give current graduate students looking to pursue a position in the applied field/academia?

Sometimes the things that don't work out actually enable you to wait for better opportunities. I love my job now and I wouldn't be here if I had been successful with other previous opportunities.

Do you have any specific advice for first-generation college students?

It's important to remember that you are more than a student. You belong to families and communities that are proud of what you have done. It is so important to maintain multiple identities so that when our identity as a graduate student or recent PhD graduate doesn't provide us with the necessary support or validation, we have other sources of support and validation. Graduate school and academia wants us to focus only on them, but to be fully human, we have to invest in other aspects of our lives.
Please tell us about your research. What research/projects are you currently working on or plan to work on in the future?
My current research focuses on understanding and measuring how people's attitudes, beliefs, or stated needs are shaped and how they relate to their actions or behaviors over time. I identify ways to build more equity, integrity, and trust in rankings and algorithms.

Did graduate school prepare you for your current position? If so, how?
Absolutely. In graduate school I specialized in school segregation, public perceptions, and research methodology. I rely on my methodological training every day. Moreover, graduate school opened the door to summer PhD-internship opportunities in tech. I completed two of them which led to securing a full-time offer before defending my dissertation.

How, if at all, did your first-gen status present challenges in seeking and preparing for your current position?
In 2021, I published an article in Humanity & Society, "Caught in Limbo: Mapping Social Spaces for First-Generation Students in Graduate School" Personally, being FG continues to present challenges and these challenges often magnify as you begin to move up and enter more and more spaces where there are likely even less FG people.

What advice would you give current graduate students looking to pursue a position in the applied field/academia?
Explore multiple options. Be open to new experiences and don't limit the possibilities.

Do you have any specific advice for first-generation college students?
It's hard to be first, but it's grounding to remind yourself that those who come after you won't face the difficulties that you are. You are blazing the trail for them. Don't lose sight of your roots and continue to pay it forward regularly and often.
What is your current position and where?
In the fall, I will be starting a two-year postdoctoral fellowship at the University of Pennsylvania, with Professor Roberto Gonzales as my sponsor. I will concurrently start my tenure as a 2022-2023 Women in Public Policy Program (WAPP) Research Fellow at the Harvard Kennedy School of Government.

Please tell us about your research. What research/projects are you currently working on or plan to work on in the future?
I am an organizational and cultural sociologist who studies the dynamics of diversity, equity, and inclusion (DEI) in relation to inequality. Currently, I am working on a manuscript in which I examine how a form of racialized expertise develops. I do this through an analysis of an occupational category in which the ethnoracial background and experiences of workers are considered an intrinsic part of the expertise necessary to fulfill the job tasks—diversity, equity, and inclusion (DEI) workers. I use data from a two-year qualitative study of workers at a large, elite public university. I demonstrate that DEI workers and their organizational colleagues envision the prototypical ideal DEI worker to be a member of a minoritized racial group. This race-typed prototype dictated how colleagues and organizational leaders at this university evaluated the expertise of DEI workers who belong to different racial groups and how DEI workers of color intertwined their life narratives in accounts of their expertise, while White DEI workers did not do so. Ultimately, I show how these processes, and the development of a form of racialized expertise, have consequences in the unequal and racialized allocation of tasks to DEI workers.

Did graduate school prepare you for your current position? If so, how?
Yes! I worked under the supervision of Shamus Khan and Gil Eyal who have always pushed me to develop my own, independent work. For my paper on racialized expertise, I invited Gil Eyal as my second author.

How, if at all, did your first-gen status present challenges in seeking and preparing for your current position?
I only went to the postdoc market. I applied to five positions. I did not have publications when I applied because the pandemic took a huge toll on me. I am a graduate student mother and my family in Peru depends on me. I support them financially. My goal was to go to the tenure track, but it was impossible to do so with a child at home. In the end, I got an excellent postdoc position but many graduate students who are in a similar situation as mine were not as lucky.

What advice would you give current graduate students looking to pursue a position in the applied field/academia?
I would encourage them to start their applications early and to try to network so they learn about opportunities that are not advertised. I would also encourage them to talk about their work with senior scholars—it helped me a lot in defining my identity in the postdoc market!

Do you have any specific advice for first-generation college students?
Be kind to yourselves because institutions are not built for us. But we are here! Find community and allies. And do not hesitate on asking for help. Contact me anytime: svp2118@columbia.edu
What is your current position and where?  
I will be an Assistant Professor of Sociology at the University of Louisville (August ’22)

Please tell us about your research. What research/projects are you currently working on or plan to work on in the future?  
My research interests lie at the intersection of educational inequality, race/ethnicity and mobility. My perspective of education rests within the premise that although education is often identified as a human right, economic, racial, and spatial inequalities unjustly favor students who attend schools with access to valuable resources which, in turn, often reify social and educational inequalities. My current research focus examines what we know about both the protective educational factors and barriers that some of the most burdened college students (particularly first-generation students) face and how they navigate their educational positions.

Did graduate school prepare you for your current position? If so, how?  
I felt as prepared as I could be before going on the academic job market. It helped having an extremely supportive dissertation committee and having had published my thesis before going on the market. One of the biggest lessons I’ve learned throughout the graduate school experience is to ask for help and actually receive the feedback. It took some years for me to adequately be able to do this, but it has made the last couple of years flow a lot smoother.

How, if at all, did your first-gen status present challenges in seeking and preparing for your current position?  
This response builds off of my previous answer where I say that learning how to receive feedback has helped me throughout my graduate school journey. I think as a general rule, first-generation graduate students are EXTREMELY tough and stubborn. I, for one, have been told “no” more than I would like to admit, but the stubbornness has never really let me quit. Once I got to graduate school, there were LOOTS of “no’s”, (e.g., grant rejections, STATA errors (lol)). However, instead of just continuing on in my traditional bullheaded fashion, I started asking for help, appreciating the advice and growing quite a bit from the additional guidance. I still receive my share of “no’s”, but I am much more confident in my work and got a kick out of blaming the “no’s” on my advisor instead of myself 😊.

What advice would you give current graduate students looking to pursue a position in the applied field/academia?  
To current graduate students, I would say to remember that each day is a new day. We often get bogged down with the onslaught of continuous deadlines and forget to live in the moment. This was definitely the case while I was on the academic job market; however, I had to remember to take breaks, picked up hobbies like pottery and running, would take full weekends off so that I would be refreshed by the following Monday, and became very intentional about getting adequate sleep. I guess my advice would be to remember to take care of yourself first and each day is a new day to get better at doing that.

Do you have any specific advice for first-generation college students?  
While in graduate school, I fully pursued the academic route, but I have several first-generation friends who have successively navigated the applied route. The most common thing that we talk about and advice that we give each other is to just take a breath sometimes and look at how far we’ve come. When everything seems overwhelming and even when things are rather smooth, we must remember to be grateful that we even have the chance to do what we do. At least for my friends and I, we are one of the few in our families to actually have a choice in what we get to do for work.
Tell us about your research interests, and/or what is your dissertation on?
I study how parents get educational resources for their children. My dissertation studies three types of rules that urban Chinese parents encounter in getting education: access, selection, and exit. I hope to contribute to our understanding of how educational opportunities are distributed and how institutions influence inequality.

Tell us about your preferred research methods? Would you describe yourself as a quantitative, qualitative or mixed-methods researcher?
I’ve been doing qualitative research in the past few years, but I started graduate school as a quantitative student and hope to do mixed-methods in the future.

How has being a first-generation student influenced your journey through graduate school?
My parents got their college degrees through adult/distance education in China. They support the idea of me getting a PhD, and I consider myself lucky, but they have limited experience with universities (not to mention American universities). This means I might have a longer learning curve figuring out the rules of this particular game. For example, I’ve been having a hard time developing my writer’s voice. I consider it progress for me to even recognize this issue, as it took me a long time to find out that writer’s voice is a thing.

Are there any resources/advice you would like to share with others who identify as first-generation college students?
One mistake I made in early graduate school was taking up too much at a time, including extra coursework and projects. Because this strategy worked for me in college, I assumed it would also work in graduate school. It did not. In retrospect, I simply did not recognize (or was perhaps unwilling to acknowledge) that I might have a longer learning curve in this context. If you are a first-generation college/graduate student like me, it might be a good idea to do a smaller number of things and do them well, particularly in early graduate school. When we have a lot to learn, it’s better to learn one thing at a time.
The Hidden Academic Curriculum and Inequality in Early Education: How Class, Race, Teacher Interactions, and Friendship Influence Student Success
by Karen Phelan Kozlowski
This book details how classed and racialized inputs from home, peers, and teachers all differentially shape first graders’ ability to execute academic tasks, especially when teachers who structure their lessons around self-discovery do not directly tell students what to do. This key feature of the contemporary “hidden” academic curriculum serves as a backdrop for educational inequality reproduction, with implications for academic inequality trajectories beyond first grade.

Shaping the Future of Work: Proactive Governance and Millennials
by Nilanjan Raghunath
This book is a timely sociological study of millennials and their vulnerability to disruptions and suggests life long education, collaborations with stakeholders and proactive governance as remedies to tackle flux caused by automation.

by Natasha Quadlin (UCLA) and Brian Powell (Indiana), with chapter contributions from Emma Cohen (American Institutes for Research) and Oren Pizmony-Levy (Teachers College, Columbia University)
This book draws on a decade’s worth of original data to examine public opinion on the funding of college. Who should be responsible for the cost of education beyond high school: students, parents, or government? We find dramatic shifts in public opinion from 2010 to 2020; we describe these shifts and discuss why they have occurred.
Redefining Geek: Bias and the Five Hidden Habits of Tech-Savvy Teens
by Cassidy Puckett

Redefining Geek takes a deep empirical look at what it means to be tech-savvy and how that definition matters for digital inequality. Drawing on evidence from a mixed-methods study, the book shows that at the core of technological competence are five technology learning habits: being willing to try and fail, managing frustration and boredom, using models, thinking about the logic of technology’s design, and seeking out efficiencies (e.g., keyboard commands). The book offers tools to observe the five habits qualitatively and quantitatively, as well as ways to understand gatekeeping in technology education, where girls’ habits are underdeveloped and low-income and Black, Latinx, and Indigenous groups go unrecognized and unrewarded for their technological talents. Revealing how being good with technology is not about natural ability but habit and persistence, Redefining Geek speaks to the ongoing conversation on equity in technology education and argues for a more inclusive technology learning experience for all students.

Care-Based Methodologies: Reimagining Qualitative Research with Youth in US Schools
edited by Veena Vasudevan, Nora Gross, Pavithra Nagarajan, and Katherine Clonan-Roy

Care-Based Methodologies argues for care as essential to qualitative and ethnographic research in schools, particularly when participants are youth from nondominant communities. Across 15 diverse chapters and an introduction by the editors, the book illustrates the possibilities for conducting rigorous and responsible research that simultaneously improves our understanding of youth’s lives, cares for their wellbeing, and works toward dismantling the systems that oppress them.

Dignity-Affirming Education: Cultivating the Somebodiness of Students and Educators.
by Decoteau Irby, Charity Anderson and Charles M. Payne

This book shows readers what education looks like when it is centered on students’ dignity. By bringing together a collection of chapters written by authors with wide-ranging expertise, this volume presents a powerful approach to education that reminds people of their somebodiness—which can be an important spur to development, especially for children from disenfranchises communities.
**PUBLICATIONS ANNOUNCEMENTS**

**Comparative and International Education: Leading Perspectives from the Field**
by Beverly Lindsay

Featuring a foreword penned by Ambassador (Ret) and Professor Emeritus Horace G. Dawson, this volume articulates the significance of comparative and international education and affairs as experienced by elected Fellows of the Comparative and International Education Society—including some as Fellows of the American Association for the Advancement of Science and the International Academy of Education. Based upon their decades of multiple research modalities and senior administrative engagements with universities, USAID, National Science Foundation, World Bank, Fulbright, and other agencies, the Fellows explicate critical historical phenomena and postulate how future directions of the field may evolve. The volume expounds the salience of cross cutting and interdisciplinary themes by analyzing how the social sciences, humanities, and international affairs have affected the evolving nature of the field.

**This is Our School! Race and Community Resistance to School Reform**
by Hava Rachel Gordon

This book documents how various community mobilizations in Denver, Colorado organize with and against school reform. Drawing on over eighty interviews and ethnographic research, the book explores how these mobilizations vie for power, as well as the role that race, class, and gentrification play in shaping their successes and failures, strategies and structures in regards to urban educational policy.

**Anti-Racist Scholar-Activism**
by Remi Joseph-Salisbury and Laura Connelly

Drawing upon original empirical data, the book considers how anti-racist scholar-activists navigate barriers and backlash in order to leverage the opportunities and resources of the university in service to communities of resistance. Anti-Racist Scholar-Activism is a call to arms for academics who are, or want to be, committed to social justice.

**Willful Defiance: The Movement to Dismantle the School-to-Prison Pipeline**
by Mark R. Warren

This book documents and analyzes how Black and Brown parents and students organized to dismantle the school-to-prison pipeline in their local schools and built a movement that spread across the country, working to end exclusionary discipline and remove police from schools. Produced in partnership with organizing groups at http://peoplethinktank.us/willful-defiance/


Member Accolades

Rebecca London of UC Santa Cruz was awarded an Institutional Challenge Grant from the William T. Grant Foundation. She is partnering with her local United Way to conduct yPAR research with local youth and UC Santa Cruz undergraduates aligned with her partner’s agenda to grow youth empowerment and voice in the community.

The Bill and Melinda Gates Foundation just awarded a $1.4 million grant to Julie J. Park, OiYan Poon, Kelly Ochs Rosinger, and Dominique Baker for a 2-year project to assess the equity impacts of test-optional policies in college admissions. For more on this please click here.
I am very much looking forward to seeing everyone in a few short weeks! I am deeply grateful to Genesis Arteta and Leana Cabral for once again putting together this newsletter, which is an “extra.” Genesis and Leana have put together some really great newsletters this year (I love the podcast in the last one!). I couldn’t imagine working with better editors! I owe them much thanks.

The intention of having one more newsletter is to gather information that might be useful to have before you head out to LA. This newsletter includes our usual member news and announcements, but we also present bios of graduate students and postdocs who are on the market. Please take a look and get in touch with them if your institution is hiring!

We also have highlights from research that our members are conducting in LA to add some local interest. We include information on section events and sessions and others that might be of interest to our members. We list our section award winners. Finally, we congratulate our new officers and thank those who are rotating out of their roles for their service.

Since the annual meeting is on my mind, I want to give huge thanks to Yingyi Ma and Blake Silver for putting together four fantastic section sessions. I am also grateful to those of you who reviewed papers for these sessions. Our roundtable organizer, Lily Liang, did an amazing job putting together tables with great themes and papers. Our annual meeting wouldn’t run without the work of these fantastic folks.

Our mentoring committee is hard at work putting mentors and mentees together for the meetings. I am grateful to chair, Eve Ewing, and committee members, Sarah Bruhn, Volha Chykina, Diana Cordova-Cobo, Sarah Faude, Corey Moss-Pech, Julis Szabo, and Kyla Walters for doing this. This is such valuable work!

Our awards committees had the difficult but rewarding task of choosing among amazing scholars and their works. I am grateful to the Willard Waller Career Award Committee: Anna Haskins (chair), Susan Dumais, Maia Cucchiara, Emily Rauscher, Jennifer C. Lee, and Pamela Bennett; the Pierre Bourdieu Book Award Committee: Natasha Warikoo (chair), Roberto Gonzales, Mira Debs, Judson Everitt, Amanda Lewis; the James Coleman Best Paper Award Committee: Oren Pizmony-Levy (chair), Siqi Han, Rebecca Ann Johnson, Elizabeth Lee, Patrick Denice, Jessica Hardie; and the David Lee Stevenson Award Graduate Student Paper Award Committee: Elizabeth Stearns (chair), Jonathan Mijs, Ran Liu, Jeremy Fiel, Chantal Hailey, Tabitha Wilbur.

As always, I owe a great deal of thanks to Council. Thanks to our section treasurer, Elizabeth Stearns; our past chair, Ruth Turley; our chair-elect, Natasha Warikoo; and our elected Council representatives, Diana Cordova-Cobo (our graduate student representative), Jordan Conwell, Eve Ewing, Anna Haskins, Anthony Jack, Jayanti Owens, and Natasha Quadlin, and to Nora Weber, who is our webmaster. It has been an absolute pleasure to work with you all.

Since this is the last newsletter before I become “past chair,” I want to take a moment to thank you all for your help in making this section run. It has been a lot of fun to have reasons to reach out to you all and meet our members (even if sometimes virtually and because I needed a favor). This year has given me a different vantage point to appreciate the scholarly work you do -- how varied, interesting, and necessary it is — and the work that many of you do in practice — teaching, researching, policy-making, and advocating. I also appreciate the unsung service you put into this section and everything else we need to do to keep our field afloat. This may include the diversity, equity, and inclusion work; the committee service; the public service; the media engagements; and, especially important for the future of our field, the mentoring. I have seen all of that work in a different way this year and have grown to appreciate it even more. Thank you all for doing it. See you at the Grand Central Market Patio for dinner and a drink to celebrate the year!
Schools and neighborhoods shape a wide range of children’s life outcomes and reproduce race- and class-based stratification. However, schools and neighborhoods are, of course, not randomly assigned. Which families gain access to environmental contexts most conducive to their children’s cognitive and socioemotional development? This question is critical to illuminating—and disrupting—intergenerationally-transmitted inequities.

A rich sociological tradition applies a structural lens to neighborhood and school sorting processes, highlighting resources, racial preferences, and discrimination (what Maria Krysan and Kyle Crowder call, “The Big Three”) as the key drivers of residential and educational segregation. Recent research confirms the enduring effects of these structural forces.

However, the context of urban inequality is evolving in ways that may amplify other drivers of neighborhood and school sorting, as well. As choice-based policies like housing vouchers and charter schools expand and digital information proliferates, parents’ socioemotional health, cognitive skills (acquired knowledge, not IQ), and English fluency may interact with race, class, and nativity status to shape which children access the most skill-promoting environments available. Because parental skills and health not only stratify children’s contexts but also reflect the contexts in which they themselves grew up, cognitive and socioemotional processes emerge as underexamined drivers of intergenerational reproduction.

Twenty-first century Los Angeles County offers a theoretically strategic case to test this intergenerational reproduction model of contextual selection. With over ten million residents, the county is America’s most populous and, by some measures, most racially and ethnically diverse and immigrant-dense. It is also a vast and fragmented urban ecology, with hundreds of school districts and municipalities and thousands of private schools. School choice policies have proliferated, as has digital information on neighborhood and school quality through digital platforms created by GreatSchools, Zillow, and the Los Angeles Times, among others. Confronted with this remarkably large and information-dense choice set, parents’ cognitive skills, socioemotional health, and English fluency conceivably supplement race and class in stratifying children’s neighborhood and school conditions.

In my dissertation, I used survey data from the Los Angeles Family and Neighborhood Survey and Mixed Income Project (2000 – 2013), as well as geospatial and administrative data from governmental entities, along with discrete choice models and logistic regressions.
to empirically test some of these propositions. My first dissertation paper, now an article in Demography, reveals that parents’ cognitive skills, proxied by a Woodcock-Johnson reading comprehension assessment, predict higher neighborhood socioeconomic status even after confirming the expected effects of race, income, education, housing market conditions, and spatial proximity. Moreover, among upper-class parents, cognitive skills predict sorting on public school test scores, not sociodemographics.

My second dissertation paper, published in the Journal of Health and Social Behavior, shifts from cognition to depression. Here I argue that depression hampers parents’ abilities to navigate contemporary school choice processes, constraining information collection and impairing child-oriented decision-making. In line with this view, I find that depressed parents’ children are significantly less likely to attend a magnet, charter, or private school than similarly situated children of non-depressed parents, and depression-based disparities appear largest among Latino and especially Black families.

Having demonstrated the salience of my intergenerational reproduction contextual sorting model in Los Angeles, the final dissertation paper, now in Social Forces, returns to the prevailing structural sorting perspective, gauging its explanatory power in the same ecological setting. Specifically, I test whether a key dimension of the structural perspective—minority avoidance—is evident in a setting that is theoretically ill-suited to this behavior via school enrollment: the Los Angeles suburbs, where charters and magnets are scarce, distances to schools tend to be long, and parents are inclined to “bundle” their children’s neighborhoods and schools by opting for the local public option. Despite these nontrivial constraints, structural sorting endures: White suburbanites are much more likely to send their children to non-assigned schools if their local option contains large numbers of Black and Latino pupils.

Overall, my research to-date suggests that both structural and intergenerational reproduction accounts help illuminate contemporary contextual selection. To further clarify these complex, multifaceted decision-making processes, I am currently laying the groundwork for a potential research practice partnership with the Los Angeles Unified School District, alongside Ann Owens and Gary Painter at USC Price School of Public Policy. Together we plan to use a set of natural experiments, including the dissemination of school quality metrics and the implementation of the Zones of Choice program, to assess whether and how school choice and information expansions reshape school enrollment patterns in ways that reward or penalize families on the basis of race, class, English fluency, and other skills, and impact neighborhood and school segregation, in turn.

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**REENTRY PROGRAMS ON HIGHER EDUCATION CAMPUSES ACROSS CALIFORNIA’S COMMUNITY COLLEGES**

Elif Yücel | Research Assistant | University of Southern California

Elif’s current research project is a mixed method examination of community college reentry programs in California—programming for formerly incarcerated students in community college. Across the state, there are 62 community colleges that currently operate reentry programs or clubs on their campuses. Elif’s research examines these programs at both the macro- and micro-levels using interviews, surveys, and social network data. At the macro level, she looks at how these programs function organizationally within their campus, communities, and the higher education and legal systems more broadly. At the micro level, she examines how staff design and implement programming to support students and how students in these programs actually experience programming and navigate their higher education and reentry journeys.
CHOOSING ROUTINES, CHOOSING SCHOOLS?
SEGREGATION, ACTIVITY SPACES, AND ENROLLMENT CHOICES IN THE TWENTY-FIRST CENTURY

Tyler McDaniel | PhD Candidate in Sociology | Stanford University

Abstract:
While theories of structural sorting suggest that "activity spaces" - the places where people work, play, worship, and spend time - shape opportunities and patterns of segregation over time, there is little empirical evidence documenting these processes. This study examines how activity spaces are related to school choice. Combining longitudinal data from the Los Angeles Family and Neighborhood Survey with school attendance boundaries and neighborhood characteristics, I create choice sets of potential schools and compare these to actual enrollments. Using two modelling strategies, based on neighborhood fixed effects and conditional choices, I estimate associations between activity spaces and schooling decisions. After accounting for neighborhoods, family backgrounds, and previous schooling choices; children attend schools similar to those near their family’s previous activities, in terms of poverty rates and performance levels. Considering two potential explanatory processes, I find that activity spaces are mostly unrelated to opting out of neighborhood schools, but that when families opt out they are more likely to enroll in non-neighborhood schools near their previous activities. Together, these analyses reveal conditions under which routine travels shape school sorting patterns, with implications for efforts to integrate schools in the twenty-first century.

This project was motivated by a desire to think broadly about patterns of segregation. When I think about spatial separation between racial groups or classes, I think about all the spaces where people live their lives, including homes and schools, but also churches, workplaces, parks, and so on. I wanted to see if these other "activity spaces" were relevant for how people access resources like schools.

Los Angeles was the perfect site for this project for several reasons. The region’s history of school choice, combined with its ethnoracial diversity and variation in urban environments, make L.A. a compelling case to look at trends and inequalities in education. The Los Angeles Family and Neighborhood Survey (LA FANS) is a wonderful source of rich data on family backgrounds and routine activities. Because many of the challenges and opportunities that L.A. faces in delivering high-quality equitable education will be faced by other metropolitan areas soon, studying the region seems like a useful endeavor.
I am broadly interested in social stratification and social mobility; education; race and ethnicity; and social demography.

My dissertation touches on three strands of my research agenda. The first strand examines how variation in racial cues (e.g., phenotypes) shape racial economic inequality, especially wealth. For example, one chapter of my dissertation examines how the Black-White wealth disparity varies by skin tone. This chapter demonstrates that the penalties associated with being darker skin aren’t static. Rather, the inequality between skin tone subgroups grows over time and may be contextually dependent. This paper has a Revise and Resubmit with minor revisions at Social Forces.

Another strand of research examines how horizontal stratification in education shapes racial economic inequality. It’s well-known that racialized groups are unequally distributed across different types of academic institutions. While researchers often discuss the implications of these unequal distributions for racial inequality, it is often unclear the extent to which they contribute to contemporary racial disparities. In another chapter of my dissertation, I consider how Black-White differences in attendance at different types of academic institutions shapes disparities in wealth and debt. I will be presenting a paper on this topic at ASA 2022.

A third strand of research examines how the returns to parental resources vary by racial classification. In a paper co-authored with Arthur Sakamoto and Xi Song, I examine racial differences in intergenerational income elasticities. More precisely, we use measures of childhood family income at different points in childhood to predict adulthood family income at various stages of adulthood. We demonstrate significant racial variation in the predictive power of childhood family income for adulthood family income at different ages in adulthood.

My future research projects will extend the work I have described above. First, I would like to extend the work on skin color stratification to understand the mechanisms by which colorism shapes socioeconomic and health outcomes. Like the literature on neighborhood effects, much of the literature on skin color stratification has been focused on investigating whether skin color matters in the 21st century and net of parental SES. The evidence suggests that people’s lives are still shaped by the social forces that attach meaning and consequences to an individual’s skin color. Now, it is time to move beyond whether skin color matters and begin to answer how and where it matters.
I will extend my work on the consequences of horizontal stratification in education by considering outcomes beyond socioeconomic measures. With Olivia Y. Hu, I am conducting an experiment to examine how individuals respond to potential romantic partners with similar levels of education but who attended qualitatively different institutions. As marriage and union formation are processes by which people accumulate wealth, the results will have significant implications for our understanding of the processes undergirding both the overall wealth inequality and racial disparities in wealth.

We hope to extend the work on the racially heterogeneous returns to parental resources by considering gendered variation in this relationship. Over the past decade, research has highlighted the distinct race-gender patterns in social mobility and educational attainment. Yet, we do not fully understand the mechanisms that produce these diverging trends. We hope to bridge the literatures on race-gender differences across various relevant domains to better understand the engines generating these disparate patterns.

I am a quantitative researcher that typically relies on methods for clustered (e.g., panel or multilevel) data analysis to address questions about the development of inequality over the life course. More recently, however, I have been employing experimental and quasi-experimental methods to investigate demographic questions.

I have a strong interest in learning, applying, and teaching quantitative methods, especially methods for longitudinal/clustered data and causal inference. During my time at Penn, I have co-founded two working groups for graduate students that encourage the discussion, exposure, and implementation of new quantitative methods. The first working group is co-founded with Professor Xi Song and aims to familiarize graduate students with the latest methodological innovations in sociology as well as methods common outside of sociology (e.g., econometrics, g-methods) that are relevant to answering sociological questions. The second working group is a journal club through the Institute of Education Sciences Pre-doctoral Fellowship that focuses on interdisciplinary differences in the application of quantitative methods to education research.

A fun fact about me is that Spanish is my first language and that I can read Portuguese.
My research interests include parenting, international migration, and teachers' work. Currently, I am working on a book project focused on how the global IT industry affects the lives and lifestyles of transnationally mobile professionals and their families. This study explores why affluent and highly-educated parents choose to leave their relatively comfortable lives in the USA and return to their country of origin, how they raise their children to navigate the competitive global economy, and how children from these transnationally mobile families understand their racial and ethnic identity.

I am developing a project that expands upon my recently published article titled, "Intensive Teaching: Examining Teachers’ Professional Pressures and Pedagogical Practices at an Elite School." This project will investigate how teachers at elite K-12 schools navigate the multiple pressures they encounter to produce high achieving students.

I have experience teaching the following courses: Qualitative Methods in Sociology, Introduction to Sociology, and Education and Society. As an instructor, I aim to cultivate students who are curious, empathetic, and see the significance of sociology in their own lives. I do so by creating a flexible syllabus that enables students to explore topics of importance to them, I expose students to people whose life experiences may be different from their own, and I implement class activities that require self reflection.

For fun I enjoy trying new eateries, traveling, baking, and yoga.
My research lies at the intersections of adolescence, education, embodiment, gender and sexuality, race and class. Using an intersectional approach, I seek to expand scholarship on early adolescence as a life stage that significantly impacts embodied and educational inequalities. Specifically, I examine processes that prioritize girls’ bodies over their minds and simultaneously deny girls knowledge about their bodies and control over them. My dissertation uses middle school dress codes to demonstrate how practices of body management combine with gendered, sexualized, racialized, and classed expectations to convey messages of inferiority. This dissertation uses qualitative data from in-depth interviews with middle school students, teachers, and administrators and content analysis of one hundred middle school handbooks to illustrate how school dress codes function as part of a larger system of discipline and punishment. Dress policies are based on white, heterosexual middle-class standards; those who do not conform to this standard face intensified scrutinization and consequences. Girls of color are especially susceptible to surveillance, punishment, and resulting alienation from education. Policies that position girls’ bodies as distractions further relegate their education and comfort to a secondary position, giving priority to boys’ education. This language of distractions conveys notions of bodily inferiority to girls and the perceived incompatibility of girls’ bodies with educational environments.

Middle school is a pivotal point in the development and identities, particularly for girls who transition from asexual children to sexualized others. It is also when educational tracks begin to solidify. For these reasons, I am invested in continuing research into this life stage, using an intersectional lens. I plan to develop my dissertation into a manuscript by combining it with ethnographic observations. I hope to examine how dress policies play out in schools with uniforms and single-sex schools. I also want to further investigate students’ active roles as agents of change in education-related movements such as the #IAmNotADistraction Instagram campaign.

I strive to nurture my students’ growth as social actors who thoughtfully critique structural sexual/gender power imbalances and forge creative alternatives. I am committed to making opportunities for the same students I have found marginalized by educational policies like the dress codes I study. With this in mind, I began teaching early in my career, as a University of Michigan undergraduate student. I designed and taught a mini-course for the Honors Program called “Boy Meets World: Sociological Perspectives on Men and Masculinities.”
As a graduate student, I have served multiple times as the graduate student instructor for “Sociology of Sexuality” and for “Introduction to Sociology.” Because I value students as active collaborators in the learning process, I have also acted as a research supervisor for the Sociology Undergraduate Research Opportunity Program since 2016, training and collaborating with six talented undergraduate students. As a graduate advisor, I have further assisted undergraduates in developing theses in the Honors Sociology Program for advanced students. Three of these students have successfully moved on to graduate programs.

I love to bake and specialize in anything that involves whipped egg whites (even if it is a struggle to keep my spunky Tonkinese away from the mixing bowls).
My dissertation, framed by the sociology of quantification, explored the links between participation in different types of international large scale assessments (ILSAs) and the evolution of repetition rates in 19 Latin American countries, including both quantitative analyses and qualitative analyses of policy-related discourse in ILSAs.

Continue my work in sociology of quantification applied to the cross-national and global level; examine policy discourse from a sociological perspective; tackle issues of language in education.

I am a mixed-methods researcher who delves deeply into both the quantitative approaches (published work uses HLM, LCA, fixed-effects panel regression, etc.) as well as the qualitative ones (my dissertation uses genre analysis, for instance) and tries to connect them, as I did, once again, in my dissertation.

I am fluent in three languages: born and raised in Uruguay, Spanish is my mother tongue; 10 years in Montreal allowed me to learn French and perfect my English; in NYC for almost 8 years now.
My primary research interests relate to the nexus of neighborhoods, schools, and policy. My paper "The Demographics of School District Secession," forthcoming in Social Forces and awarded the Maureen T. Hallinan Graduate Student Paper Award from the American Educational Research Association, focuses on school district secession, a political tool that forms new boundaries after a formal withdrawal from an existing school district. Secession processes elucidate the many pathways by which school segregation is produced and perpetuated, including micro-level school and neighborhood selection decisions, jurisdictional restructuring of district boundaries, and the national and state-level legal landscape. My dissertation centers on a place-based policy and a new iteration of federal education intervention: Promise Neighborhoods. I answer two primary research questions: (1) Does the funding selection process for Promise Neighborhoods target the most disadvantaged schools and neighborhoods? and (2) What is the effect of Promise Neighborhood funding on student academic outcomes? Promise Neighborhood boundaries are in non-standard geographic units because target areas are defined by the applicants. I use spatial techniques to create a novel database at the Promise Neighborhood level and combine several national data sources to capture the social and economic conditions of these units; key neighborhood and school indicators stem from the U.S. Census, the Common Core of Data (CCD), the Stanford Education Data Archive (SEDA), and the Texas statewide longitudinal data system (SLDS). I then use quasi-experimental methods to estimate Promise Neighborhood effects. I've received a dissertation fellowship to support this research from the American Educational Research Association and the National Science Foundation (AERA-NSF) in addition to an early career scholar educational opportunity monitoring grant from the Russell Sage Foundation and the William T. Grant Foundation.

In the future, I intend to pursue projects that explore how the intersection of schools, neighborhoods, and policy shape inequality and educational opportunity.

I would describe myself as a quantitative researcher...with aspirations to employ mixed-methods in future projects.

A fun fact about me is that I have a small hobby farm! I especially enjoy looking after my chickens and goats.
In my NSF-funded research, I use qualitative methods to understand how inequalities are reproduced in schools and families via two dimensions: teacher-student relationships and digital technologies. In both areas, I take an intersectional approach that considers how organizational cultures can reproduce (or challenge) inequality in the lives of children and youth. My dissertation introduces the concept of relational cultures to explain how school environments shape relationships with teachers differently for White, Black and Latinx students of varying class backgrounds.

In my future research, I will address how new technologies as well as massive upheavals in the form and politics of schooling in the past two years have shaped the boundaries between home, school, and community and analyze the role these boundaries play in race and class inequalities. Racialized debates over school curriculum and mask mandates have brought renewed attention to the power dynamics between white parents and schools. This highly politicized moment follows two years of virtual schooling, a burden disproportionately felt by Black and Latinx parents, who were less likely to have or utilize an in-person option. To better understand the processes through which boundaries (or bridges) are created between home, community and school for White, Black and Latinx students of varying class backgrounds, I will undertake a hybrid online-offline ethnography that follows youth between these spheres.

Utilizing a creative pedagogy grounded in creating an inclusive classroom, I am an award-winning educator who invites undergraduates to become practicing sociologists through innovative research assignments and by becoming collaborators in my own research. I’ve independently taught Sociology of Gender and the Sociology of Race and Ethnicity. I’ve also collaborated with undergraduate students who served as research assistants on my own projects and advised students on their independent research.

For fun, I love to garden, cook, and refinish furniture.
I am currently a PhD candidate in the Department of Sociology at the University of Michigan and will complete my degree in Spring 2023. I use quantitative methods to describe and explain socioeconomic, gender, and racial/ethnic disparities in education and employment. I am broadly interested in economic security: who has it, who gains it, and most specifically, what do those from disadvantaged backgrounds need to do or overcome to achieve it?

Considering the critical roles education and employment play in obtaining economic security in the United States, my work centers on three strands of research: 1) Job Quality, defined as employer-provided benefits, by education and gender, and 2) Racialized/Ethnic Inequalities in postsecondary education, and 3) Intergenerational Persistence via educational attainment. My dissertation, Job Quality: Changes, Timing, and Consequences, uses a wide array of measures to examine job quality as a significant source of stratification separate from wages. The central question that motivates my dissertation is “How does education contribute to observed gender and racialized/ethnic job quality disparities?” I use data from the National Longitudinal Study of Youth 1979 and 1997 to examine job quality change over time, job quality development over the employment life course and after the birth of a first child, and the consequences of job quality on women’s employment.

My work has been recognized by several awards and organizations. I have been published in Demography, and this article has received three Honorable Mentions for best graduate student paper: 2022 David Lee Stevenson Graduate Student Paper Award from the ASA Section on Sociology of Education, the 2022 Mark Chesler Best Graduate Student Paper Award from the department of Sociology at the University of Michigan, and the 2022 Best Graduate Student Paper Award from the ASA Section on Race, Class, and Gender. I have also been published in the American Sociological Review, and this article received the 2020 James Coleman Award for Outstanding Article, from the ASA Section on Sociology of Education. My poster from a dissertation working paper received a 2021 Population Association of America Poster Award. In addition, I was awarded the 2020 NAEd/Spencer Dissertation Fellowship. I have also received several fellowships within the University of Michigan including the Causal Inference in Education Policy Predoctoral Fellowship funded by the Institute for Education Sciences at the Ford School of Public Policy and the Predoctoral Training Fellowship from the Population Studies Center.
My work focuses on the intersections between educational and criminal justice institutions. Much of my research focuses on what is arguably the most extreme example of such intersections: the practice of stationing sworn law enforcement within US K-12 schools. In my dissertation, I explore how unequal school discipline outcomes on the basis of race and class can be maintained, even in a setting earnestly working to mitigate such inequality through interventions like restorative justice.

In my future work, I will bring in a third institution - medicine - to explore the nexus of educational, criminal justice, and health-oriented institutions. The first project will respond to growing public concern about a teen mental health crisis and stems from my dissertation work, in which I observed a tight linkage between punishment and therapy at school. I will explore how school adults perceive young people's mental health and how their responses selectively funnel young people towards or away from punishment within the educational and criminal-legal systems. The second project speaks to the emerging field of critical information studies. During my fieldwork, I observed a high degree of formal and informal information sharing about specific students among actors from educational, criminal-legal, and health-oriented institutions. In this project, I will use ethnographic methods to examine how institutional actors use information-gathering systems (e.g., student information systems like PowerSchool, crime-monitoring databases like Palantir, and electronic health records systems like Epic) to surveil and support young people and their families as they navigate these increasingly intertwined institutions. I plan to use both qualitative ethnographic methods alongside quantitative analysis of administrative data to push forward our understandings of how algorithms and metrics reproduce or mediate social inequalities, especially on the basis of race and class.

I am a mixed-methods researcher. My primary method is ethnography, though I also do descriptive and causal-inference quantitative work.

For fun, I like to experiment in the kitchen, sing-along to musicals, and take my elderly chihuahua for walks.
In a period of increasing instability in so many young Americans’ lives, my research broadly asks how specific manifestations of social and political unrest affect young people’s relational and emotional lives, socialization, and educational engagement. My current book project (which was my dissertation) focuses on the aftermath of neighborhood gun violence for Black teen boys and their schools. Over two years of school-based ethnography and more than five years of digital ethnography, I observed how boys grieved when they lost friends to gun violence and how their teachers and school leaders made decisions about how, or whether, to support them over time. My book, currently under contract with the University of Chicago Press, will tell the story of one year at a Philadelphia high school during which three Black male students were killed -- and what the school’s response and the boys’ recovery illuminates about the continued crisis of urban education and our society’s neglect of Black boys’ emotional lives.

I’m a few years in to a new survey-based project with some colleagues that I plan to develop into a multi-sited collaborative ethnographic study in the near future. Like my previous work, this project takes as its focus the racialized and gendered emotional worlds of adolescents feeling a sense of precarity, but the context is wildly different. I’ve been researching the students who attend the country’s most elite private schools to understand how they are experiencing the increasingly polarized political climate of the country inside their schools as well as how white students are making sense of the DEI initiatives in their schools. The ethnographic phase of this project will examine how political polarization and progressive diversity initiatives intersect to shape the daily school lives, social interactions, and future aspirations of the students who attend the country’s most prestigious high schools.

I am a qualitative and multi-modal researcher. My primary method is ethnography, including school-based ethnography and digital/social media ethnography, but I also do participatory and action research and make collaborative films with youth. I recently published a co-edited book called Care-Based Methodologies: Reimagining Qualitative Research with Youth in US Schools where we develop the concept of care as central to any research conducted with marginalized youth.

I watch a lot of -- too much? -- reality tv. But I think being a sociologist makes that okay. :)
My dissertation research examines the multi-faceted identities of college instructors, the burdens of increasing inclusivity in introductory math and science courses, and students’ responses to concerted attempts to increase inclusivity. This work utilizes verbatim transcripts and student surveys (both Likert-scale and open-ended questions) to contextualize introductory math and science classrooms that were part of a college-level research initiative meant to increase growth mindset in natural science classrooms at the University of Texas-Austin.

I am interested in understanding instructor-student relationships throughout the education system but primarily in higher education. My research engages both perspectives of teachers and students to determine how both parties experience the classroom environment. I want to continue doing this work, and with interdisciplinary projects that engage not only with sociologists but with educational researchers and social psychologists.

Teaching is a foundational aspect of my identity as a sociologist. Prior to graduate school, I was an afterschool teacher at a lower-income school where I planned curriculum to help students with scholarship searches, personal statement drafting, and financial literacy. I will be teaching my own course in the Fall of this year, and I have consulted with disability researchers to create an inclusive syllabus and curriculum materials. I believe strongly in engaging students during class, in lecturing less and guiding students find their own voices and informed opinions about educational sociology. I also have been a TA for many courses with separate lab sections that I was independently responsible for teaching throughout my time in graduate school.

I am an avid fiction reader in my free time. I read everything from fantasy to mystery to realistic fiction. Putting on some jazz and cozying up with a mug of hot tea and a good book is one way that I maintain my well-being as a busy student and teacher.
My research interests include Chicana feminism, Latinx sociology, sociology of education, race/ethnicity, and immigration. Consequently, my dissertation explores Latina undergraduate student activism on a predominantly white campus in the Midwest. I investigate the lived experiences of Latina undergraduate students and how their positionalities have impacted their experiences with activism. Additionally, I explore the challenges they face with a specific focus on intragroup conflict with members of the Latinx community.

My future research will continue to explore Latinx student activism in predominantly white institutions of higher education in the Midwest. I would like to further explore the impact national, state, and local politics have on students’ engagement in activism. Similarly, I would like to explore the origins of the students’ involvement in activism and expand on my dissertation’s work on the concept of critical hope.

For the summers of 2021 and 2022 I have been the instructor of record for the Race and Ethnicity course for the Department of Sociology at Michigan State University. I have centered on equity, inclusion, and critical analysis in these courses. I have actively chosen to center discourses and literature by marginalized communities and scholars, I prioritize the needs of my students and actively reflect on and adapt my course accordingly, and lastly, I ensure that students are learning, critically engaging, and applying the material to their lives outside of the course. Additionally, I have been a Graduate Teaching Assistant for the Introductory course for Chicano/Latino Studies. During this time, I worked on supporting the instructor of record by assisting with grading, preparing presentations, and serving as a resource to first-generation, migrant, and Latinx students.

I would classify myself as a qualitative researcher that has at times also engaged in quantitative research. For my dissertation, I take a qualitative approach as I see that it fits my research questions and participants more appropriately. For this work, my data focuses on in-depth, semi-structured interviews.

I like to play and watch basketball for fun. As a Tejana, I am a San Antonio Spurs fan. I also enjoy embroidering, although I still consider myself a beginner. I like to read a variety of books, some of my favorite authors include Julia Alvarez, Erika Sánchez, and Ana Castillo. And I have a five-year-old Yorkipoo who I love to take on walks and play with.
My dissertation, "Webs of Improvement: Data, Organizations, and the Spread of School Innovation," investigates the spread of high school dropout prediction systems not through state intervention or grassroots movements but through the network of research, philanthropic, and school improvement organizations. Using comparative, historical, and network analyses among institutional entrepreneurs in Chicago, Philadelphia, and New York City, this study documents and theorizes the organic and organized strategies elites employed to institutionalize new data technologies and public policies. My research carefully integrates and contributes to studies of education policy, institutional change, and state-society partnerships.

Coming from my research on the spread of school innovation in the United States, my next large project looks at the international transplantation of Teach for America in more than 60 countries. This study on the "Transnational Network of Education Elites" interrogates the work of international education executives that are part of the Teach for All network. It looks at the processes for how organizations like Teach First UK, Enseña por Mexico, and Teach for Malaysia have incorporated and adapted the Teach For model. More importantly, I detail how these networks—both international and national—are consequential for education changes in developed and developing countries.

I am a methodologically versatile researcher as I use both quantitative and qualitative methods to interrogate my questions on education, organizations, and the state. Having published more than 25 peer-reviewed journal articles, I try to let my questions drive my methods rather than the other way around. In some papers, I have used cutting-edge quantitative methods like heterogeneous treatment effects and causal mediation analyses. In other papers, I have relied on qualitative in-depth interviews of students, teachers, or organizational actors to understand the grounded and processual dynamics of change.

I love cooking for friends (ask me to cook my baked salmon dinner or my spicy shrimp pasta), and burning those calories by swimming every other day.
I study social inequality, social policy, poverty alleviation, and equity in education. My dissertation examines how the use of welfare state programs as a form of social control and paternalistic social policies affects the long-term wellbeing of public assistance recipients. Specially, I examine how experiences of social safety net program benefit conditions (e.g., work requirements) and sanctions (e.g., benefit cuts) are related to recipient material hardship, health, and sense of autonomy in the long-term. I received a dissertation support grant from the US Administration for Children and Families for this project. My research portfolio also includes academic, institutional, and applied scholarship examining equity in education, including in grades 5-12 and among undergraduate students.

In my future research, I would like to continue studying issues of equity in education and in social safety net programs. For one project, I am specifically interested in examining how the use of paternalistic policy design features matters differently across types of social safety net benefits (e.g., income-support compared to in-kind programs). I am also seeking opportunities to conduct applied research within education policy and social safety net programs/policy.

I am primarily a quantitative researcher with some experience in qualitative research (e.g., focus groups, open-response survey question analysis).

In my free time, I enjoy spending time with my senior dog, baking, and biking trails.
Study Gods: How the New Chinese Elite Prepare for Global Competition
by Yi-Lin Chiang

This book looks at how privileged adolescents in China acquire status and why this helps them succeed. Yi-Lin Chiang shows how these competitive Chinese high schoolers first become “study gods” (xueshen), a term describing academically high-performing students. Constant studying, however, is not what explains their success, for these young people appear god-like in their effortless abilities to excel. Instead, Chiang explores how elite adolescents achieve by absorbing and implementing the rules surrounding status.

Best Laid Plans: Women Coming of Age in Uncertain Times
by Jessica Halliday Hardie

This book follows Black and White, middle-class, working-class, and poor young women from high school and into the transition to adulthood, showing how unequal social and economic resources inform their plans for the future and ability to follow through on those plans. Drawing on longitudinal interview data, the book makes the case for why we need to move beyond the individual appeal to “dream bigger” and “plan better” and toward systematic changes that will put young people’s aspirations within reach.

Academic Apartheid: Race and the Criminalization of Failure in an American Suburb
by Sean J. Drake

In Academic Apartheid, sociologist Sean J. Drake addresses long-standing problems of educational inequality from a nuanced perspective, looking at how race and class intersect to affect modern school segregation. Drawing on more than two years of ethnographic observation and dozens of interviews at two distinct high schools in a racially diverse Southern California suburb, Drake unveils hidden institutional mechanisms that lead to the overt segregation and symbolic criminalization of Black, Latinx, and lower-income students who struggle academically.


**Dr. Tanya Sanabria.** an Assistant Professor at California State University-Los Angeles, received the 2022 NAEd/Spencer Postdoctoral Fellowship. Her project will investigate the long-term effects of proficiency labels received in third grade from low-stakes annual state standardized exams, examining how these effects operate through middle and high school achievement onto early adulthood outcomes.

**Julio Alicea** was honored to recently receive a 2022 NAEd / Spencer dissertation fellowship.

**Irina Chukhray** received Honorable Mention from SSSP's Graduate Student Paper Award for her paper on 1.5Gen Immigrant Youth and College Enrollment.

**Irina Chukhray's** recent ongoing work on 1.5Gen immigrant youth and college-going was also accepted to the IRiS conference (Institute for Research Into Superdiversity) at the University of Birmingham, UK, where she will present in September 2022.

**Irina Chukhray** also received a Graduate Research Mentorship Fellowship from the University of California, Davis for 2022-23.
We welcome a new chair-elect and three new members to our Council at our August business meeting. Natasha Warikoo will become our chair. Council members Anna Haskins, Jayanti Owens, and Diana Cordova-Cobo will be rotating off Council. Thank you to them!!!

**Chair-Elect (1-year term begins in 2022)**
Laura Hamilton, University of California, Merced

**Council Members (3-year term begins in 2022)**
Rachel Fish, New York University
Jeremy Fiel, Rice University

**Grad Representative (1-year term begins in 2022)**
Julia Szabo, Rice University

The Council created a new section award, the Anna Julia Cooper Award, to acknowledge exceptional research and/or service in efforts to address racial equity within the field of education. The award alternates between an early career award and a lifetime achievement award. We also clarified, in our amendment, what we mean by early career for this award, and for the Doris Entwisle Early Career Award. For the rationale and wording of the amendment, see [here](#).

Thank you so much to the committee that worked to put together our slate of candidates (Jayanti Owens (Chair), Natasha Quadlin, Jordan Conwell, Kendra Bischoff, Joanne Golann, and Diana Cordova-Cobo) and to everyone who was willing to run! Thanks also to Anna Haskins who was instrumental in getting the Anna Julia Cooper Award added to our by-laws.
2022 Sociology of Education Section Award Winners

Congratulations to the following winners! We will properly celebrate their achievements starting at 7:30 at the reception/dinner at Grand Central Market, and we will announce the winners below at our business meeting. A great deal of thanks is due to the committees that worked so hard on these deliberations!

The Willard Waller Career Award

**Brian Powell**, Indiana University

Committee: Anna Haskins (chair), Susan Dumais, Maia Cucchiara, Emily Rauscher, Jennifer C. Lee, and Pamela Bennett

Pierre Bourdieu Book Award

**Co-winners**

**Broke: The Racial Consequences of Underfunding Public Universities**

(University of Chicago 2021)

by Laura Hamilton (UC Merced) and Kelly Nielson (UC San Diego)

and

**Scripting the Moves: Culture and Control in a "No-Excuses" Charter School**

(Princeton University 2021), by Joanne Golann (Vanderbilt University)

**Runner-up/Honorable Mention**

**Digital Divisions: How Schools Create Inequality in the Tech Era**

(University of Chicago 2020) by Matt Rafalow (Google and Stanford Ethnography Lab)

Committee: Natasha Warikoo (chair), Roberto Gonzales, Mira Debs, Judson Everitt, Amanda Lewis

James Coleman Best Paper Award

**Winner**


Jordan Conwell is at UT Austin.

**Runner Up / Honorable Mention**


Jared Schachner is at University of Chicago.

David Lee Stevenson Award Graduate Student Paper Award

**Winner**

**Peter Francis Harvey**, University of Pennsylvania

"She’s a Real Bitch’: How Teacher-Student Relationships Foster Race and Class Discrimination"

**Honorable Mention**

Shauna Dyer and Giovanni Román-Torres, University of Michigan

"Latina/o Postsecondary Education: Trends in Racial/Ethnic Education Gaps and the Role of Citizenship in Access to Higher Education"

Committee: Elizabeth Stearns (chair), Jonathan Mijs, Ran Liu, Jeremy Fiel, Chantal Hailey, Tabitha Wilbur
Overview of Section Events and Sessions at the Annual Meeting

Thanks to Yingi Ma and Blake Silver for putting together these great sessions and to Lily Liang for our roundtables!

Our section day is Sunday, August 7, with one session on Saturday, August 6. We have four section sessions and our roundtables, our business meeting, and our reception/dinner.

<table>
<thead>
<tr>
<th>Organizations, Policies, and Educational Environments</th>
<th>Race, Ethnicity, and Education</th>
<th>Education and the Reproduction of Inequality</th>
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<tbody>
<tr>
<td>Saturday, August 6 10:00-11:30am</td>
<td>Sunday, August 7 8:00-9:30am</td>
<td>Sunday, August 7 12:00-1:30pm</td>
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<tr>
<td>Presider: Paul Hanselman, University of California-Irvine</td>
<td>Presider: Bonnie Rogers Siegler, Columbia University</td>
<td>Presider: Blake Silver</td>
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<td>From Decoupling to Complexity: How Everyday School Interactions are Shaped by the Environment David Kalim Diehl, Vanderbilt University and Joanne Golann, Vanderbilt University</td>
<td>Black-White Inequality in Returns to Advanced Math Courses in Middle School William Carbonaro, University of Notre Dame, Amy Gill Langenkamp, University of Notre Dame, and Kenya Lee</td>
<td>“Parents Want Diversity But…”: Middle-Class Parents’ Justification Narratives of School Choice in a Segregated System Bonnie Rogers Siegler, Columbia University</td>
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<td>Public Disinvestment and Private Work Diversification? The Multiple Jobholding of U.S. K-12 Teachers Ryan Fajardo, Northwestern University</td>
<td>Race-Neutral is Not Race Equal: Unequal Impacts of Restrictive Covid Behavioral Policies on College Students Alanna Gillis, St. Lawrence University</td>
<td>Power plays: Middle-class strategies and the evolution of educational systems Natalie Young and Emily Hannum, University of Pennsylvania</td>
</tr>
<tr>
<td>Rights and Inclusivity Across American Universities Volha Chykina, Richmond University, Charles Crabtree, Dartmouth College, and Kiyotero Tsutsui, Stanford University</td>
<td>Reading, Writing, and Harassment: White-Latinx Test Score Disparities on the U.S.-Mexico Border Peggy Sue Carris, Texas A&amp;M University</td>
<td>The link between local poverty and academic achievement: Evidence using panel data from Bangladesh Mobarak Hossain, University of Oxford</td>
</tr>
<tr>
<td>“You selling?”: Snack sales and the construction of deviance in a high school Karlyn Gorski, University of Chicago</td>
<td>Understanding Parents’ Joint Preferences for School and Neighborhood Quality and Racial Composition Elly Field, University of Michigan</td>
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Higher Education and Inequality

Sunday, August 7 2:00-3:30pm

Presider: Yingyi Ma, Syracuse University

Income Inequality in College Enrollment and Degree Attainment During and After the Great Recession Years
Joshua Klugman, Temple University, Genesis Arteta, Temple University, and Jennifer C. Lee, Indiana University-Bloomington

Infrastructures of sociality and social capital: inequities and social ties in university life
Kriti Budhiraja, University of Minnesota

Understanding the Relatively High Educational Mobility of Asian Americans: The Role of Peers
Yapeng Wang, University of Virginia

Work and student loan debt among those who delay their transition to postsecondary education
Patrick Denice, Western University, and Stephen Sartor, Western University

Additional Session of Interest:

Education Policy and Reform: Strategies and Shortcomings

Monday, August 8 10:30-11:30am

Organizer and presider, Joanne Golann, Vanderbilt University

Place-Based Education Investment: Promise Neighborhoods and Student Academic Outcomes
Alexandra Cooperstock, Cornell University

Haphazard and Unplanned Racial Equity Initiatives in Suburban Schools: Teachers’ Dilemmas
Simone Ipsa-Landa, Northwestern University

The Effort Paradox
Tom Wooten, Harvard University

“We are forever stakeholders.”: How community-level actors contest school identities in New Orleans’ charter schools
Amanda Lu

Discussant: David Kalim Diehl, Vanderbilt University

Roundtable Sessions:

Sunday, August 7 10:00-11:00am
Organizer: Lily Liang, SUNY-Cortland

Table 1: Schools
Presider: Martha Moreno, New York University

Table 2: K-12 Experiences
Presider: Kenya Lee

Table 3: Getting Into College
Presider: Mary Ippolito, University of Southern California

Table 4: Institutional Structures
Presider: Pepper Glass, Weber State University

Table 5: Reflecting on Educational Inequalities
Presider: Allison Hurst, Oregon State University

Table 6: Teachers’ Evaluations
Presider: Ashley Noel Metzger, University of California-Merced

Table 7: Higher Education
Presider: Carrie Shandra, Stony Brook University

Table 8: Higher Education 2
Presider: David Monaghan, Shippensburg University

Table 9: COVID
Presider: Amy Lutz, Syracuse University

Table 10: Whiteness
Presider: Cynthia Taines, Northern Illinois University

Table 11: Women in Higher Education
Presider: Abby Young, University of Oklahoma

Table 12: College Majors
Presider: Anthony Johnson, The Ohio State University

Table 13: Cultural Capital
Presider: HaJoon Chung

Table 14: Latinx Experiences
Presider: Liane Hypolite, California State Polytechnic University-Pomona

Table 15: Ranking and Admissions
Presider: Siyun Gan

Table 16: Going to College
Presider: Kefan Xue, University of Oxford

Table 17: Trajectories
Presider: Lily Liang, SUNY-Cortland

Meeting and Events

Business Meeting
Sunday, August 7 11:00-11:30a
Detailed agenda TBD, but we will announce award winners and get reports from Council on membership and finances.

Reception/Dinner at Grand Central Market Outdoor Patio
Sunday, August 7 6:30-9:30pm (Awards presentation to begin at 7:30).
Recommendations in LA

Thank you to Uriel Serrano for providing us with these local recommendations!

**SOUTH LA CAFE**
1700 Browning Blvd, Los Angeles, CA 90062

**WITH LOVE COFFEE MARKET**
1969 S Vermont Ave, Los Angeles, CA 90007

**LA CHUPERIA**
1145 N Mission Rd, Los Angeles, CA 90033

**BOHEMIAN HOUSE OF ESPRESSO + CHAI**
548 S Spring Street R110 on, 109 W 6th St side, Los Angeles, CA 90013

**PASEO SAN MIGUEL**
1560 W Martin Luther King Jr Blvd, Los Angeles, CA 90062

**MATEO’S ICE CREAM & FRUIT BARS**
4234 W Pico Blvd, Los Angeles, CA 90019
Are you interested in exploring careers outside of the academy? Do you wonder how sociology grad students got these jobs? How do they transfer skills from their programs into their work? What helped and what didn't?

Please join the Sociology of Education Section for a panel on non-academic careers in the field!

March 25, 2022
2:30-4 EST
Zoom link:
https://temple.zoom.us/j/91478638003

Come hear about the career paths and graduate school experiences of

Diana Cordova-Cobo, Research Fellow at Student Achievement Partners
Danielle Farrie, Research Director at the Education Law Center
Julia Gellat, Senior Policy Analyst at the Migration Policy Institute
Kendall LaParo, Research Associate at Research for Action
Alyn Turner, Director of Quantitative Research at Research for Action

Please advertise widely! All are welcome.
Default Question Block

Thank you for your interest in the ASA SOE mentorship matching program! While availability may limit our ability to meet your request perfectly, the following questions will help us do our best to match as many mentor-mentee groups as effectively as possible.

Please complete this survey by July 13 if you would like to participate.

Name

Email Address

Please choose the option that best describes your current status.

- Undergraduate student
- MA student
- Doctoral student (completing coursework)
- Doctoral student (post coursework)
- Postdoc
- Assistant professor
- Associate professor
- Full professor
- Independent researcher
- Lecturer or adjunct
Are you currently planning on attending ASA in person? (If not, you can still participate in mentor matching!)

- Yes
- No
- Not sure yet

Please describe your research interests in 75 words or less.

What are areas in which you currently feel like you would like to RECEIVE mentorship or advice? (Check all that apply.)

- Writing a dissertation
- Completing other kinds of writing projects
- Pursuing publication of books or monographs
- Pursuing publication of journal articles
- Navigating the academic job market
- Engaging in public scholarship
- Seeking career opportunities outside of academia
- Developing a study or a research agenda
- Navigating interpersonal issues/departmental politics (e.g. assembling a committee)
- Work/life balance and mental health
- Securing grants and funding
- Teaching, syllabus development, and instruction

Is there some other area not listed here in which you would like to RECEIVE mentorship or advice?
What are areas in which you currently feel like you would like to OFFER mentorship or advice? (Check all that apply.)

☐ Writing a dissertation
☐ Completing other kinds of writing projects
☐ Pursuing publication of books or monographs
☐ Pursuing publication of journal articles
☐ Navigating the academic job market
☐ Engaging in public scholarship
☐ Seeking career opportunities outside of academia
☐ Developing a study or a research agenda
☐ Navigating interpersonal issues/departmental politics (e.g. assembling a committee)
☐ Work/life balance and mental health
☐ Securing grants and funding
☐ Teaching, syllabus development, and instruction

Is there some other area not listed here in which you would like to OFFER mentorship or advice?


Are their aspects of your identity that you would like to consider as a point of possible affinity in matching you? If so, describe them here.


If you are seeking a mentor: is there a particular type of institution you would hope your mentor has familiarity with (e.g. R1, liberal arts college, HBCU)?


Other comments, or is there anything else you would like the Mentorship Committee to consider?