

OLIVIA MARCUCCI

Johns Hopkins University
 School of Education
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Current Academic Appointments

2022-present Assistant Professor
 Department of Advanced Studies in Education
 Center for Safe and Healthy Schools
 Johns Hopkins University School of Education

Previous Academic Appointments or Affiliations

2022-2025 Faculty Affiliate (3-year term)
 Social Policy Institute
 Washington University in St. Louis

2019-2022 Assistant Clinical Professor
 Department of Advanced Studies in Education
 Johns Hopkins University School of Education

Education

2019 PhD, Education, Washington University in St. Louis

2013 MSW, Washington University in St. Louis

2010 BA, Harvard University

Publications

* Indicates equal authorship; *Italics indicates student or community collaborator*

Peer-Reviewed Articles:

1. Marcucci, O., & Elmesky, R. (accepted). Caring in qualitative interviews: A working model for interviews in the transformative paradigm. *Qualitative Research*.
2. Yoo, M., Marcucci, O., & Harris, K. M. (2026). Historical trauma narratives in state takeovers: What do we accept as collateral damage of emergency management school governance? *Education and Urban Society*. [online first]. <https://doi.org/10.1177/00131245261416496>
3. Marcucci, O., Park, A., Yoo, M., & Harris, K. (2025). "We're being erased. And nobody's talking about that": Race-conscious versus race-evasive perspectives on school board takeovers and policy

termination recommendations. *Education Policy Analysis Archives*, 33(2025), 1-35. DOI: 10.14507/epaa.33.9115

4. Marcucci, O. *, & Elmesky, R. * (2025). Student agency in restorative justice: Interrogating structural transformation at one predominantly Black American high school. *Journal of Peace Education* [online first]. DOI: 0.1080/17400201.2025.2521084
5. Marcucci, O., Grant, A. A., Rice, E., Parker, A., Satchell, T. W., Alicea, M., Phillips, A., & Cruz, R. A. (2025). Understanding the anti-carceral possibility of school-based restorative justice: A methodologically inclusive review. *Review of Educational Research* [online first]. DOI: 10.3102/00346543251329595
6. Marcucci, O. *, & Elmesky, R. M. * (2024). Against the carceral logics of schools: A critical ethnographic study of restorative justice and politicized caring in a Black high school. *AERA Open*, 10, 1-14. DOI: 10.1177/23328584241297163
7. Marcucci, O., Satchell, T., & Elmesky, R. (2024). Politicized caring as anti-carceral pedagogy: An ethnographic case study of a Black woman educator. *Equity & Excellence in Education*, 57(4), 493-505. DOI: 10.1080/10665684.2024.2404403
8. Marcucci, O., & Elmesky, R. (2024). Coded racialized discourse among urban educators: Implications for social-emotional outcomes and cultures of antiblackness. *Urban Education*, 59(9), 2859-2888. DOI: 10.1177/00420859221119115 [first published online in 2022]
9. Marcucci, O., & Harris, K. M. (2024). 'To be self-critical doesn't serve in its best interests': Stakeholder Perspectives on How Private Schools Enable Racial Discrimination. *The Urban Review*, 56, 719-739. DOI: 1007/s11256-024-00699-4
10. Marcucci, O. (2024). Racial matching in interviews: Integrating ethical and ontological arguments with quantitative methodological research. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 25(1), Art 2. DOI: 10.17169/fqs-25.1.4048
11. Elmesky, R. M., & Marcucci, O. (2023). Beyond cultural mismatch theories: The role of antiblackness in school discipline and social control practices. *American Educational Research Journal*, 60(4), 769-809. DOI: 10.3102/00028312231175858
 - a. +awarded the Sociology of Education Association's Outstanding Paper in 2025
12. Marcucci, O. *, & Harris, K. M. * (2023). At the confluence of COVID-19 and anti-Black racial violence: Exploring independent schools' diversity, equity, and inclusion practice. *Journal of School Choice*, 17(4), 594-617. DOI: 10.1080/15582159.2023.2222344
13. Marcucci, O., & Elmesky, R. (2023). Advancing culturally relevant discipline: An ethnographic microanalysis of disciplinary interactions with Black students. *Urban Education*, 58(6), 1118-1150. DOI: 10.1177/0042085920909165 [first published online in 2020]
14. Marcucci, O., Robertson, T., Morgan, D., Lazarus, E., & Mitchell, L. (2023). A grassroots antiracist program: The motivation and perceived growth of participants in a community-based, intergroup

dialogue program. *American Journal of Community Psychology*, 72(1-2), 75-88. DOI: 10.1002/ajcp.12682

15. Marcucci, O. (2021). Why restorative justice works in schools: An investigation into the interactional dynamics of restorative circles. *Learning, Culture, and Social Interaction*, 31(A), 1-12. DOI: 10.1016/j.lcsi.2021.100561
16. Harris, K. M., & Marcucci, O. (2021). The promise of private education: A case study of racialized, gendered, and socioeconomic disparities in achievement in one private school. *Teachers College Record*, 123(6), 1-32. DOI: 10.1177/016146812112300604
17. Marcucci, O. (2020). Implicit bias in the era of social desirability: Understanding antiblackness in rehabilitative and punitive school discipline. *The Urban Review*, 52, 47-74. DOI: 10.1007/s11256-019-00512-7
18. Marcucci, O. (2020). From the 'discipline gap' to 'hyper-disciplining': A discursive shift in how we talk about the disciplining of Black students. *Teachers College Record*. ID Number: 23361
19. Marcucci, O. (2020). Parental involvement and the Black-White discipline gap: The role of parental social and cultural capital in American schools. *Education & Urban Society*, 52(1), 143-168. DOI: 10.1177/0013124519846283
20. Johnson, Jr. O., Jabbari, J., Williams, M., & Marcucci, O. (2019). Disparate impacts: Balancing the need for safe schools with racial equity in discipline. *Policy Insights from the Behavioral and Brain Sciences*, 6(2), 162-169. DOI: 10.1177/2372732219864707
21. Marcucci, O. (2017). Zora Neale Hurston and the *Brown* debate: Race, class, and the progressive empire. *Journal of Negro Education*, 86(1), 13-24. DOI: 10.7709/jnegroeducation.86.1.0013

Books:

1. Elmesky, R., Yeakey, C. C., & Marcucci, O. (Eds.). (2017). *The power of resistance: Culture, ideology, and social reproduction in global contexts*. Emerald Group Publishing.

Chapters or Contributions to Edited Works:

1. Grant, A., Marcucci, O., & MacIver, D. (2024). Restorative practices. In C. C. Morphew, V. C. Jones, & A. E. Cureton (Eds.), *Creating safe, healthy, and inclusive schools: Challenges and solutions*. (pp. 112-125). Johns Hopkins University Press.
2. Marcucci, O., & Macrander, A. (2020). Historically Black colleges and universities. In O. L. Dyson, J. L. Jeffries, & K. L. Brooks (Eds.), *African American culture: An encyclopedia of people, traditions, and customs*. (pp. 451-456). Greenwood.
3. Marcucci, O., & Elmesky, R. (2016). Roadblocks on the way to higher education: Non-dominant cultural capital, race, and the "schools are equalizer" myth. In W. F. Tate, N. Staudt, & A.

Macrander (Eds.), *The crisis of race in higher education: A day of discovery and dialogue (Diversity in higher education, Volume 19)* (pp. 85 – 107). Emerald Group Publishing Limited.

- Marcucci, O. (2016). Restoring relationships: How restorative justice can be an anti-bullying intervention. In A. Osanloo (Ed.), *Creating and negotiating collaborative spaces for socially just anti-bullying interventions and innovations for K-12 schools* (pp. 387-401). Information Age Publishing.

Reports for schools, non-profits, or public agencies:

- Rhinesmith, E., Marcucci, O., Harris, K., Park, A., Coleman, K., Christian, T., & Ritter, G. (2021). Exiting gracefully? Lessons on de-implementing state appointed governance from literature and stakeholder perspectives in Missouri. Delivered to the Missouri Department of Elementary and Secondary Education. <https://www.primecenter.org/education-reports-database/dese-intervention>
- Marcucci, O. (2020). Restorative justice in Determined Strong Women (DSW): A qualitative evaluation of authentic implementation of the restorative initiative in DSW. Delivered to Man of Valor, Inc.
- Marcucci, O.*, & Harris, K. M.*(2019). [Redacted] Spring 2019 report. Delivered to Head of School and Board of Trustees of [redacted for confidentiality].
- Marcucci, O. (2017). MARS Youth Development & Education Program Fall 2017 report. Delivered to Man of Valor, Inc.

Public scholarship and Media Coverage:

- Marcucci, O., & Robertson, T. (2024, Jan 24). Touchy Topics Tuesday: An interracial dialogue program promotes understanding. *Community Psychology*. <https://www.communitypsychology.com/touchy-topics-tuesday/>
- Womack, K. (2022, Dec 9). Study: White Teachers Talk about Black Students in Code. [The Root](https://www.theroot.com/study-white-teachers-talk-about-black-students-in-code-1849876945). <https://www.theroot.com/study-white-teachers-talk-about-black-students-in-code-1849876945>
 - Media coverage of Marcucci, O., & Elmesky, R. (2024). Coded racialized discourse among urban educators: Implications for social-emotional outcomes and cultures of antiblackness. *Urban Education*, 59(9), 2859-2888. DOI: 10.1177/00420859221119115 [first published online in 2022]
- Marcucci, O., & Elmesky, R. (2022, Dec 8). White teachers often talk about Black students in racially coded ways. *The Conversation*. <https://theconversation.com/white-teachers-often-talk-about-black-students-in-racially-coded-ways-190814>
 - Over 96,000 reads as of October 2025
 - Also syndicated to additional news outlines including:
 - [The San Diego Voice & View Point](#) (Dec 10, 2022)
 - [The St. Louis Post-Dispatch](#) (Dec 11, 2022)
 - [Ravalli Republic](#) (Dec 11, 2022)
 - [Indiana Capital Chronicle](#) (Dec 12, 2022)
 - [The Wisconsin State Journal](#) (Nov 22, 2023)
 - [Yahoo! News](#) (Dec 23, 2023)
 - Over 4,600 comments as of October 2025

Honors & Awards

- 2025 Sociology of Education Association's Outstanding Paper (Post-PhD) Award for Beyond "*Cultural Mismatch Theories: The Role of Antiblackness in School Discipline and Social Control Practices*" (AERJ, 2024)
- *awarded to one to two papers annually after national search*
- 2021 Excellence in Teaching Award
School of Education, Johns Hopkins University
- *awarded to one faculty annually; student-nominated and Dean-selected*
- 2019 Excellence in Educational Research award, Department of Education, Washington University in St. Louis
- *awarded to one to two graduating doctoral students annually from Washington University's PhD in Education*
- 2019 American Educational Research Association's Classroom Management SIG Carol Weinstein Outstanding Paper Award
- *awarded to the most outstanding research paper within the SIG at the previous year's annual meeting*
- 2013-2019 Mr. and Mrs. Spencer T. Olin Fellowship for Women in Graduate Study--
Endowed Fellowship: Robert R. Anschuetz memorial Olin fellow in American Culture Studies at Washington University in St. Louis
- 2013-2019 Lynne Cooper Harvey Fellowship in American Culture Studies at Washington University in St. Louis
- 2011 Rotary International Ambassadorial Scholar, Faculty of Education at Boğaziçi University (Istanbul, Turkey)

Funding

Italics indicates student or community collaborator

Current:

Restorative pedagogy in STEM classrooms: A Delphi convening to establish best practices. Johns Hopkins Nexus Convening Grant. \$99,995. (07/01/2025-06/31/2026). Role: Principal Investigator (Co-PIs: R. Cruz, O. Johnson Jr.).

A restorative revolution: Ethically compensated member-checking procedures. Faculty Senate. \$1,500. (11/6/2025-6/30/2026). Role: Principal Investigator.

A phenomenological study of the mental health infrastructure in a predominantly Black school district: Preliminary data for a Research-Practice Partnership. Johns Hopkins University Catalyst Award. \$74,020. (07/01/2024-06/30/2026). Role: Principal Investigator.

Completed:

Decarcerating STEM pedagogy at scale: Designing a culturally restorative pedagogy. Spencer Foundation. \$74,968 (04/01/2024-03/31/2025 [no cost extension until 12/1/2025]). Role: Co-Principal Investigator. (PI: O. Johnson Jr.; Co-PIs: N. Duchesneau; R. Lofton; A. Anderson; R. Cruz; J. Jabbari; W. Rodick; C. Anderson; Y. Chun).

Racialized Trends in School-based Mental and Behavioral Health Implementation. JHU SOE Department of Advanced Studies in Education Research Development Grant. \$1,000 (stipend paid directly to graduate RA). (4/15/2024-6/30/2024). Role: PI.

Restorative x racial justice in schools: Building a university-community network of restorative, antiracist teachers. Johns Hopkins University Diversity Innovation grants. \$7,470. (01/15/23-06/03/23). Role: Convener. (Co-conveners: E. Rice; T. Satchell; *M. Alicea*; *A. Parker*, *A. Phillips*).

Developing an equity-focused understanding of school health and engagement: Building a research-practice partnership. Washington University in St. Louis's Institute for Public Health and Institute for Translational and Clinical Sciences. \$10,000. (06/01/22-03/31/23 [no cost extension until 8/31/2023]). Role: Co-Principal Investigator (PI: K. Harris; Co-PIs: J. Jabbari; K. Furtado).

Politics of Care in Restorative Justice: Disrupting Racialized Social Control in American Schools. Johns Hopkins University School of Education's Faculty Senate. \$1,500. (6/30/2021-6/30/2022). Role: Principal Investigator.

De-Implementation of State Takeovers of District Governance. Missouri Department of Elementary and Secondary Education. \$9,900. (5/1/21-10/1/21). Role: Co-Principal Investigator. (PI: E. Rhinesmith; Co-PI: K. Harris)

A toolkit for the authentic implementation of restorative justice. American Education Research Association's Education Research Service Project. \$4,485. (3/1/2018-6/30/2019). Role: Principal Investigator.

Racial equity in independent schools: Examining the relationships between school climate, student engagement, & achievement. American Education Research Association's Education Research Service Project. \$3,651. (3/1/2018-4/30/2019). Role: Co-Principal Investigator (PI: K. Harris).

The Writing Center's graduate student fellowship. Washington University in St. Louis. \$3,500. (8/27/2018-5/8/2019). Role: Fellow.

Lynne Cooper Harvey fellowship. Washington University in St. Louis's American Culture Studies. \$37,883.50. (8/01/2013-5/8/2019). Role: Fellow.

Mr. and Mrs. Spencer T. Olin fellowship for women in graduate study-- Endowed Fellowship: Robert R. Anschuetz memorial Olin fellow in American Culture Studies. Washington University in St. Louis, Graduate School of Arts & Sciences. \$127,000. (8/01/2013-5/8/2019). Role: Fellow.

Conference/Convening Organizing

- 01/11/2026-01/12/2026
Title: Convening: Restorative pedagogy in STEM classrooms: A Delphi convening to establish best practices.
Sponsor: Nexus Grant, Johns Hopkins University; co-sponsored by the Center for Safe and Healthy Schools, Johns Hopkins School of Education.
Location: Washington, D.C., United States
Role: Lead Convener (co-conveners: R. Cruz & O. Johnson Jr.)
Attendance/Impact: Around 25 national experts in either secondary math pedagogy or school-based restorative justice were invited to attend this day-long meeting to kick off a six-month long Delphi process to establish the national discourse and best practices on restorative justice in secondary math classrooms
- 04/26/2025
Title: Symposium: Restorative justice as reparative research: Conceptualizing RJ as methodology.
Sponsor: Qualitative Research Special Interest Group of the American Educational Research Association.
Location: Denver, Colorado, United States
Role: Lead Convener (co-conveners: H. Lustick & S. Stuart McQueen)
Attendance/Impact: Around 30 conference attendees attended the 1.5 hour symposium on methodology
- 05/03/2023
Title: Restorative Justice in Education Symposium: Promises and Pitfalls Towards Racially Just Schools
Sponsor: Diversity Innovation Grant at Johns Hopkins University; Co-sponsored by Department of Advanced Studies in Education and Center for Safe and Healthy Schools, Johns Hopkins School of Education
Location: Baltimore, Maryland, United States
Role: Lead Convener (Co-conveners: E. Rice; T. Satchell; *M. Alicea; A. Parker, A. Phillips*)
Attendance/Impact: Around 100 educators from Baltimore and the JHU SOE attended the day-long symposium; the convening team generated a peer-reviewed article and an on-going public newsletter because of the event
- 03/30/2016-03/31/2016
Title: Structural Racism, Power, & Privilege: Residential Segregation and School Resegregation Symposium
Sponsor: American Culture Studies, Washington University in St. Louis
Location: St. Louis, Missouri, United States
Role: Co-Lead Convener (co-lead convener: K. M. Harris)
Attendance/Impact: Around 120 community members, students, and university affiliated individuals attended the two-day event, including a keynote lecture and a community panel

Conference Presentations

* Indicates equal authorship; *Italics indicates student or community collaborator*

Parker, A. & Marcucci, O. 2025. Rethinking member checking in ethnographic projects: Restorative justice practices as a collaborative analytic tool. Annual Meeting of American Educational Research Association. Denver, CO.

Cruz, R., Marcucci, O., *Alicea, M.*, *Parker, A.*, & Rice, E. 2025. Restorative or Carceral: School Leaders' Discipline Equity Logics. Annual Meeting of American Educational Research Association. Denver, CO.

Cruz, R., Marcucci, O., *Alicea, M.*, *Parker, A.*, & Rice, E. 2025. Carceral versus Restorative Logics among School Leaders. Sociology of Education Association Annual Meeting. Asilomar, CA.

Yoo, M., Marcucci, O., & Harris, K. 2024. "It is a technical change, but it is an emotional process:" The impact of state takeovers in predominantly Black school districts. Society for Behavioral Medicine. Philadelphia, PA.

Marcucci, O., Harris, K., *Park, A.*, & *Yoo, M.* 2024. "We're being erased, and nobody's talking about that": Policy actors' racialized interpretations of state takeover of school boards of 3 Black districts. Annual Meeting of American Educational Research Association. Philadelphia, PA.

Marcucci, O., & Elmesky, R. 2024. Student agency in restorative justice: An ethnographic analysis of a predominantly Black high school. Annual Meeting of American Educational Research Association. Philadelphia, PA.

Marcucci, O., Grant, A. A., Rice, E., *Parker, A.*, Satchell, T. W., *Alicea, M.*, *Phillips, A.*, & Cruz, R. A. 2023. "Understanding the anti-carceral possibility of school-based restorative justice: A methodologically inclusive review." Developing an Antiracist Research Agenda to Advance Restorative Practices in PreK-12 Schools Conference (Spencer funded). San Francisco, CA.

Marcucci, O., & *Satchell, T.* 2023. "Social control infrastructure and pedagogies of love: An ethnography of a Black high school." Annual Meeting of American Educational Research Association. Chicago, IL.

Marcucci, O. 2022. "Politics of Care in Restorative Justice: Disrupting Racialized Social Control in American Schools." EdFest, School of Education, Johns Hopkins University.

+invited session for grant recipients

Marcucci, O. 2022. "Racial Matching in Qualitative Interviewing: Integrating ethical and ontological arguments with quantitative methodological research." EdFest, School of Education, Johns Hopkins University. Baltimore, MD.

Marcucci, O., & Harris, K. 2022. "A Case Study in Private Education: Interrogating how a Private School Enables or Disrupts Race, Gender, and Class-based Discrimination." Annual Meeting of American Educational Research Association. San Diego, CA.

Elmesky, R. M., & Marcucci, O. 2022. "Beyond Cultural Mismatch Theories: The Role of Antiracism in School Discipline and Social Control Practices." Annual Meeting of American Educational Research Association. San Diego, CA.

Elmesky, R., & Marcucci, O. 2021. "When Racial and Restorative Justice Intersect: A Case Study from a Predominantly Black District." Annual Meeting of American Educational Research Association. Virtual conference.

+invited AERA presidential session

Harris, K., & Marcucci, O. 2021. "Racial Equity in Independent Schools: Examining the Relationships between School Climate, Student Engagement, & Achievement." Annual Meeting of American Educational Research Association. Virtual conference.

+invited session for grant recipients

Marcucci, O. 2021. "A Toolkit for the Authentic Implementation of Restorative Justice." Annual Meeting of American Educational Research Association. Virtual conference.

+invited session for grant recipients

Marcucci, O. 2021 (postponed from 2020). "Creating Culturally Responsive Restorative Justice Practices: An Ethnographic Process Evaluation of Restorative Circles in a Predominantly Black High School." International Conference of the Center for Culturally Responsive Evaluation and Assessment. Chicago, IL.

Williams, M., Jabbari, J., & Marcucci, O. 2019. "Policies of social control and race: Moving towards restorative justice practices." The Society for the Study of Social Problems. New York, NY.

Marcucci, O., Elmesky, R., & Tuths, M. 2018. "Cultivating race-conscious conversations: Integrating video microanalysis in restorative circles in a diverse high school classroom." International Institute for Restorative Practices World Conference. Detroit, MI.

Elmesky, R., & Marcucci, O. 2018. "Reframing the Cultural Mismatch Hypothesis: Neoliberal school discipline, Cultural Capital, and the Racial Discipline Gap." Education Reform, Communities and Social Justice Conference at Rutgers University. New Brunswick, NJ.

Marcucci, O. 2018. "The contribution of implicit bias on discrete types of disciplinary decisions by White teachers." Annual Meeting of American Educational Research Association. New York, NY.

+Carol Weinstein Outstanding Paper Award in AERA's Classroom Management SIG

Marcucci, O. 2018. "When White teachers are biased: A preliminary analysis of the effects of implicit bias on the racial discipline gap." Interdisciplinary Seminar Series, Olin Fellowship, Washington University in St. Louis. St. Louis, MO.

Marcucci, O. 2016. "Reimagining Discipline as Dialogical: Critical Theory, Restorative Practices, and Teacher Pushback." Annual Meeting of American Educational Research Association. Washington, DC.

Elmesky, R., Yeakey, C. C., Yin, M., & Marcucci, O. 2016. "The Power of Resistance: Youth Alienation in Global Contexts." Urban Affairs Association Annual Conference. San Diego, CA.

Marcucci, O., & Elmesky, R. 2016. "Contextualizing school discipline: How cultural misunderstandings shape school discipline in an urban high school." Urban Affairs Association Annual Conference. San Diego, CA.

Marcucci, O. 2016. "The Role of Teacher Buy-in in Restorative Justice in a Predominately Black School." *Ethnography in Education Research Forum*. Philadelphia, PA.

Marcucci, O. 2015. "The Moderating Effects of Parental Engagement on Discipline Disproportionality in American Schools." *Annual Meeting of American Educational Research Association*. Chicago, IL.

Marcucci, O. 2015. "Can Parental Involvement Mitigate the Racial Discipline Gap in Schools?: A Moderated Regression Analysis." *Graduate Student Research Symposium at Washington University in St. Louis*. St. Louis, MO.

Marcucci, O. 2015. "Educational Leaders' Conceptions of the Public: An Ethnographic Analysis of St. Louis Public Schools." *Ethnography in Education Research Forum*. Philadelphia, PA.

Invited Talks, Panel Participation, & Podcasts

National

- 9/2024 Restorative Justice in Schools: Intervention or Structural Transformation? *Speaker*. University of Massachusetts at Lowell School of Education Brown Bag Series.
- 10/2023 Beyond cultural mismatch theories: The role of antiblackness in school discipline and social control practices. *Presenter with R. M. Elmesky*. October 2023. Washington University in St. Louis Department of Education Speaker Series.
- 4/2021 When Racial and Restorative Justice Intersect: A Case Study from a Predominantly Black District. *Presenter with R. M. Elmesky*. April 2021. Invited Presidential Session at the Annual Meeting of American Education Research Association.
- 5/2020 Newly Minted. *Podcast guest on Wired Ivy*. May 2020. <https://wiredivy.org/2020/05/04/s1e5-newly-minted/>
- 4/2019 Examining Equity in Independent Schools: The Benefits of a Mixed Methods Approach. *Non-speaking Presenter with K. M. Harris*. April 2019. INDEX Academic Conference.

Regional

- 10/2020 Ubuntu: Community Conversation. *Panelist*. School District of University City Restorative Leadership Team.
- 11/2015 Professional Development for educators at [redacted for confidentiality]. *Invited speaker with R. Elmesky*. Presented research findings to collaborating school faculty meeting.

JHU

11/2024	Current Approaches Make Schools Less Safe & Alternatives to Make Them Safer. <i>Panelist</i> . Johns Hopkins University School of Education.
12/2023	Schoolhouse Talks Qualitative Methodologies Panel. <i>Panelist</i> . Johns Hopkins University School of Education.
11/2022	“Politics of Care in Restorative Justice: Disrupting Racialized Social Control in American Schools.” <i>Invited Grant Recipient Presenter</i> . EdFest, School of Education, Johns Hopkins University.
<i>Washington University in St. Louis (while affiliated or about alumna experience)</i>	
3/2025	Writing Center Alumni Panel. <i>Panelist</i> . Washington University in St. Louis.
3/2022	Olin Fellowship Alumna Panel: Careers in Academia. <i>Panelist</i> . Graduate School of Arts & Sciences, Washington University in St. Louis.
10/2019	Racial + Restorative Justice in Schools. <i>Guest Lecturer</i> . Sociology of Education, Washington University in St. Louis.
11/2018	From Education to Incarceration: Understanding the School-to-Prison Pipeline. <i>Panelist</i> . Washington University in St. Louis.
4/2018	Segregation in Education: The Roots in our Neighborhoods. <i>Panelist</i> . Washington University in St. Louis.
2/2018	Day of Discovery and Dialogue. <i>Panelist</i> . Washington University in St. Louis.
10/2017	Olin Fellowship Conference. <i>Speaker</i> . Washington University in St. Louis.
4/2017	Bridging the Theory & Practice Divide. <i>Panelist</i> . Washington University in St. Louis.
3/2016	Structural Racism, Power, & Privilege: Residential Segregation and School Resegregation Symposium. <i>Panel Moderator</i> . Washington University in St. Louis.

Teaching

**Indicates new development or major revisions of syllabus*

**indicates course lead, overseeing multiple instructors in multiple sections*

Johns Hopkins University (doctoral courses)

- Introduction to Social Science Research (2025)
- Doctoral Dossier Research 3** (2025)
- Doctoral Dossier Research 2** (2024)
- Critical Theory (2024, 2025)

- Socially Responsible Research (2023)
- Doctoral Dossier Research 1** (2023)
- Individuals in Urban Contexts (2022)
- Organizations & Institutions* (2020, 2024)
- Partnerships & Community Organizing* (2021, 2023)
- Approaches to Urban Education (2019)
- Multiple Perspectives on Learning and Teaching (2020-2022)
- Disciplinary Approaches to Education⁺ (2019-2021)

Johns Hopkins University (master's courses)

- Race, Power, and Policy in Education (2020)

Washington University in St. Louis (undergraduate courses)

- Investigating the School-to-Prison Pipeline* (2017, 2018)
- Freshman Seminar: The Hidden Curriculum of School Discipline* (2016)

Doctoral Advisement (17 advisees total)

Chair or Co-chair of PhD (JHU):

Isun Malekghassemi (co-Chair: R. Cruz) (in progress)
Noah Nelson (in progress)

Chair or Co-chair of EdD (JHU):

Brittany Verrette (2025)

- Title: "Career Education and Employment Outcomes: A Multidimensional Study of the School-to-Work Transition, Teacher Influence, and Career Education Practices in the Midwest"

Nnenna Anoruo (2024)

- Title: "Perceptions versus Realities of Parental Engagement"

Carolanne Burkhardt (co-Chair: K. Karp) (2023)

- Title: "Navigating the Impacts of Adolescent Students' Trauma: Trauma-Informed Professional Learning for Secondary Educators" (2023)

Lauren Crichton (co-Chair: K. Karp) (2023)

- Title: "In It for the Long Run: The Role Of Identity-Based Tension in Novice Urban Teachers' Professional Longevity"

Mary Frances Park (co-Chair: K. Karp) (2023)

- Title: "Implicit Bias and STEM Education: An Exploration of Gender And Racial Disparity in the Enrollment Of Stem Electives at the High School Level"

Chevon Boone (in progress)

Marie Zoeller (in progress)

Reiko Akimura (in progress)

Diamond Mayo (in progress)

Joanna Florento (in progress)

Karen McCall (in progress)

Morgan Jones (in progress)

Jennifer Villafuerte (in progress)

Andrew LeClair (in progress)

Mirzohid Mamasidikov (in progress)

Committee member of PhD (JHU):

Kerry O’Grady (2021)

Mary Cunningham (2025)

Committee member of EdD (JHU):

Carrie Datillo-Burdick (2025)

Lovelyn Toussaint (2025)

Tedi Gray (2025)

Rebekah Stassinopoulos (2024)

Mercedes Alicea (2024)

Lyric Flood (2023)

Carrie Miller (2021)

Susan Taylor-Alonso (in progress)

Fareeha Waheed (in progress)

Kendra Welling (in progress)

Bill Stanton (in progress)

Alexander Parker (in progress)

Claudia Catota (in progress)

Varenya Hariharan (in progress)

Kyara Smith (in progress)

Service

School/University:

Johns Hopkins University:

2025-2026	Co-chair, EdD Program Director Faculty Search Committee
2025-present	Course Lead; Doctoral Dossier Research I Course Lead; Doctoral Dossier Research II Course Lead; Doctoral Dossier Research III Course Lead; Doctoral Dossier Research IV
2025	Member, EdD Program Director Faculty Search Committee
2024-2025	Faculty Lead, Urban Leadership EdD Area of Interest
2024-2025	Faculty Mentor, Writing Helpdesk
2024-present	Member, Faculty Advisory Committee on Research Methods, SOE
2023-2024	Member, Re-writing the SOE’s Strategic Vision Working Group

2023	Co-Convener, Restorative Justice in Education Symposium: Promises and Pitfalls Towards Racially Just Schools, held May 3 rd , 2023; Johns Hopkins University School of Education
2022-2023	Member, Faculty Search Committee
2022-2023	Member, Ad Hoc Committee on Common Social and Cultural Diversity Course
2022-present	Member, Faculty Senate Diversity & Equity Committee
2021-2022	Co-chair, Faculty Search Committee
2021-2022	Member, EdD 2.0 Steering Committee
2020-2022	Member, Faculty Senate Curriculum and Planning Committee
2020	SafeZone Certified
2020	Member, Task Force to develop Faculty Handbook
2019-2021	Course Lead; Disciplinary Approaches to Education

Washington University in St. Louis:

2018	Workshop co-facilitator, Youth Leadership Summit. Washington University in St. Louis.
2017-2018	Member of the Interdisciplinary Seminar Series Committee; Olin Fellowship, Washington University in St. Louis
2015-2016	Co-Convener & Moderator, Structural Racism, Power, & Privilege: Residential Segregation and School Resegregation Symposium, held March 30 th -March 31 st , 2016; American Culture Studies, Washington University in St. Louis
2015-2016	Member of the Peer Mentoring Committee; Graduate School of Arts & Sciences
2015- 2016	Peer Mentor Coordinator; Department of Education
2015	Essay Reviewer for Writing Prize Competition; African & African American Studies Program
2014-2015	Writing Mentor; The YMCA's collaboration with Washington University in St. Louis's Graduate School of Arts & Sciences

Professional:

2026-present	Editorial board member; <i>Urban Education</i>
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2024-2025	Committee Member, Scholar-Activist Award from the Critical Educators for Social Justice SIG, American Education Research Association
2023-present	Editor, <i>Bridge Builders</i> ; the Center for Safe and Healthy School's national newsletter on translational research about school-based restorative justice
2019-present	Ad Hoc Reviewer, Journal Review including <i>American Education Research Journal</i> , <i>Teachers College Record</i> , <i>Equity & Excellence in Education</i> , <i>Urban Education</i> , <i>Sociology of Education</i> , <i>Social Psychology in Education</i> , <i>Educational Researcher</i> , <i>Berkeley Review of Education</i> , <i>Journal of School Violence</i> , <i>Cogent Education</i>
2017-present	Ad Hoc Reviewer, American Education Research Association Annual Meeting (Critical Educators for Social Justice SIG, Qualitative Research SIG)
Public:	
2018-present	Committee Member, ABCToday (school improvement committee facilitated by Big Brother Big Sisters) at University City High School (St. Louis, Missouri)
2020-2021	Co-Facilitator, Principal's Student Wellness Advisory at University City High School
2018-2019	Facilitator, Restorative Justice Institute <ul style="list-style-type: none"> • <i>Facilitated year-long program for high school students to develop knowledge and practical skills in restorative justice</i>
2017	Contributor, American Civil Liberties Union syllabus on the school-to-prison pipeline
2017-2019	Facilitator, Determined Strong Women (Girls' mentoring group); University City High School
2016-2017	Co-facilitator, Teacher-Researcher Residency <ul style="list-style-type: none"> • <i>Co-facilitated year-long program for teachers at to develop classroom research skills</i>
2015	Co-facilitator, Re-envisioning Classroom Management: Student Behavior, Teacher Attitudes, and Relationship-Building <ul style="list-style-type: none"> • <i>Co-facilitated 3-part seminar series for teachers from University City School District</i>
2015	Co-facilitator, Professional Development for educators at University City High School, held November 4 th , 2015

Professional Membership

2025-Present	Sociology of Education Association
2013-Present	American Educational Research Association Division G: Social Contexts of Education Critical Educators for Social Justice SIG Sociology of Education SIG (since 2019) Urban Learning, Teaching, and Research SIG (since 2019)

Previous Professional Experience

2012-2014	Research Interviewer; GAIN Project at George Warren Brown School of Social Work, Washington University in St. Louis (St. Louis, MO)
2012-2013	Teen Outreach Program Facilitator; Wyman Center at Brittany Woods Middle School, University City Public Schools (St. Louis, MO)
2012	Community Collaboration Intern; Bevo-Long Community Education Full Service School, St. Louis Public Schools (St. Louis, MO)
2010-2011	Rotary International Ambassadorial Scholar; Faculty of Education at Boğaziçi University (Istanbul, Turkey)
2008-2009	Director, Summer Teacher; Boston Refugee Youth Enrichment Summer Program in Phillips Brooks House Association (Boston, MA)