

**OLIVIA MARCUCCI**

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**Academic Appointments**

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2022-present	Assistant Professor Johns Hopkins University School of Education
2022-present	Faculty Affiliate Center for Safe and Healthy Schools Johns Hopkins University School of Education
2019-2022	Assistant Clinical Professor Johns Hopkins University School of Education
2022-2025	Faculty Affiliate (3-year term) Social Policy Institute Washington University in St. Louis

**Education**

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2019	PhD, Education, Washington University in St. Louis
2013	MSW, Washington University in St. Louis
2010	BA, Harvard University

**Honors & Awards**

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2021	Excellence in Teaching Award School of Education, Johns Hopkins University
2019	Excellence in Educational Research award, Department of Education, Washington University in St. Louis
2019	American Education Research Association's Classroom Management SIG Carol Weinstein Outstanding Paper Award <i>Awarded to the most outstanding research paper within the SIG at the previous year's annual meeting</i>
2017	National Academy of Education/Spencer Foundation Dissertation Fellowship Semi-finalist

- 2017 People's Choice in the Three Minute Thesis competition at Washington University in St. Louis
- 2017 Second Place in the Three Minute Thesis competition at Washington University in St. Louis
- 2015 Second Place in Division of Social Sciences at Washington University in St. Louis's Graduate Research Symposium

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### Refereed Publications and other Written Work

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

#### **Articles:**

Elmesky, R. M., & Marcucci, O. (in press). Beyond cultural mismatch theories: The role of antiblackness in school discipline and social control practices. *American Educational Research Journal*.

Marcucci, O., Robertson, T., Morgan, D., Lazarus, E., & Mitchell, L. (in press). A grassroots antiracist program: The motivation and perceived growth of participants in a community-based, intergroup dialogue program. *American Journal of Community Psychology*.

Marcucci, O., & Elmesky, R. (2022). Coded racialized discourse among urban educators: Implications for social-emotional outcomes and cultures of antiblackness. *Urban Education* [advanced online publication]. DOI: 10.1177/00420859221119115

Marcucci, O. (2021). Why restorative justice works in schools: An investigation into the interactional dynamics of restorative circles. *Learning, Culture, and Social Interaction*, 31. DOI: 10.1016/j.lcsi.2021.100561

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).

Marcucci, O., & Elmesky, R. (2020). Advancing culturally relevant discipline: An ethnographic microanalysis of disciplinary interactions with Black students. *Urban Education* [advanced online publication]. DOI: 10.1177/0042085920909165

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

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

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

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

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:**

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:**

Grant, A., Marcucci, O., & MacIver, D. (in press). Effectiveness of restorative practices in improving school safety and well-being. In C. C. Morphew, V. C. Jones, & A. E. Cureton (Eds.), *Safe and healthy schools in the 21<sup>st</sup> Century*. Johns Hopkins University Press.

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*. Greenwood.

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.

### **Manuscripts under review:**

Marcucci, O., & Harris, K. M. (under review). ‘To be self-critical doesn't serve in its best interests’: Stakeholder Perspectives on How Private Schools Enable Racial Discrimination. Journal Article.

Marcucci, O.\* , & Elmesky, R. M.\* (under review). Against the carceral impulse of schools: An ethnography of restorative justice and politicized caring in a Black high school. Journal Article.

Marcucci, O.\*, & Harris, K. M.\* (under review). At the confluence of COVID-19 and anti-Black racial violence: Exploring independent schools' diversity, equity, and inclusion practice. Journal Article.

Marcucci, O. (under review). Racial matching in interviews: Integrating ethical and ontological arguments with quantitative methodological research. Journal Article.

Marcucci, O., Satchell, T., & Elmesky, R. (under review). Politicized caring as anti-carceral pedagogy: An ethnographic case study of a Black woman educator. Journal Article.

***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.

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:***

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>

- Also covered by [Yahoo! News](#), [The San Diego Voice & View Point](#), [Indiana Capital Chronicle](#), [The St. Louis Post-Dispatch](#), [Ravalli Republic](#), [The Root](#)

**Funding**

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*Italics indicates student or community collaborator*

**Current:**

*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).

**Completed:**

*Politics of Care in Restorative Justice: Disrupting Racialized Social Control in American Schools.* Johns Hopkins University School of Education' 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 Presentations**

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Marcucci, O., Robertson, T., Morgan, D., Lazarus, E., & Mitchell, L. (2023). "A qualitative evaluation of a dialogic antiracist intervention." Annual Conference of the Center for Culturally Responsive Evaluation and Assessment. Chicago, IL.

Marcucci, O., & Satchell, T. (2023). "Social control infrastructure and pedagogies of love: An ethnography of a Black high school." Annual Meeting of American Education 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 Education 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 Education 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 Education 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 Education 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 Education 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 Education 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 Education 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 Education 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**

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Olin Fellowship Alumna Panel: Careers in Academia. *Panelist*. March 2022. Graduate School of Arts & Sciences, Washington University in St. Louis.

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.

Ubuntu: Community Conversation. *Panelist*. November 2020. School District of University City Restorative Leadership Team.

Newly Minted. *Podcast guest on Wired Ivy*. May 2020. <https://wiredivy.org/2020/05/04/s1e5-newly-minted/>

Racial + Restorative Justice in Schools. *Guest Lecturer*. October 2019. Sociology of Education, Washington University in St. Louis.

Examining Equity in Independent Schools: The Benefits of a Mixed Methods Approach. *Non-speaking Presenter with K. M. Harris*. April 2019. INDEX Academic Conference.

From Education to Incarceration: Understanding the School-to-Prison Pipeline. *Panelist*. November 2018. Washington University in St. Louis.

Youth Leadership Summit. *Workshop co-facilitator*. June 2018. Washington University in St. Louis.

Segregation in Education: The Roots in our Neighborhoods. *Panelist*. April 2018. Washington University in St. Louis.

Day of Discovery and Dialogue. *Panelist*. February 2018. Washington University in St. Louis.

Olin Fellowship Conference. *Student Speaker*. October 2017. Washington University in St. Louis.

Bridging the Theory & Practice Divide. *Panelist*. April 2017. Washington University in St. Louis.

## **Courses Taught**

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### *Johns Hopkins University*

- Disciplinary Approaches to Education
- Multiple Perspectives on Learning and Teaching
- Race, Power, and Policy in Education
- Approaches to Urban Education
- Partnerships & Community Organizing
- Organizations & Institutions
- Individuals in Urban Contexts

### *Washington University in St. Louis*

- Investigating the School-to-Prison Pipeline
- Freshman Seminar: The Hidden Curriculum of School Discipline

## **Advising**

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Chair or Co-chair of EdD dissertation (JHU):  
Nnenna Anoruo (in-progress)



Tissiana Bowerman (in-progress)  
Chevon Boone (in-progress)  
Carolanne Burkhardt (co-Chair: K. Karp) (2023)  
Lauren Crichton (co-Chair: K. Karp) (2023)  
Mary Frances Park (co-Chair: K. Karp) (2023)  
Brittany Verrette (in-progress)  
Marie Zoeller (in-progress)

Committee member of EdD dissertation (JHU):

Lyric Flood (2023)  
Carrie Miller (2021)  
Susan Taylor-Alonso (in-progress)  
Lovelyn Toussaint (in-progress)  
Fareeha Waheed (in-progress)  
Kendra Welling (in-progress)  
Rebekah Stassinopoulos (in progress)

Committee member of PhD:

Kerry O'Grady (2021)

## Service

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### *University:*

#### *At Johns Hopkins University:*

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

2019-present Course Lead; Disciplinary Approaches to Education

*At 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<sup>th</sup>-March 31<sup>st</sup>, 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:***

2019-present Ad Hoc Reviewer, Journal Review including *American Education Research Journal, Teachers College Record, Equity & Excellence in Education, Urban Education, Sociology of Education, Social Psychology in Education, Educational Researcher*

2017-present Reviewer, Critical Educators for Social Justice SIG, American Education Research Association

***Public:***

2020-2021 Co-Facilitator, Principal's Student Wellness Advisory at University City High School

2018-present Committee Member, ABCToday (school improvement committee facilitated by Big Brother Big Sisters) at University City High School

2018-2019 Facilitator, Restorative Justice Institute

- *Facilitated year-long program for high school students to develop knowledge and practical skills in restorative justice*

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
- *Co-facilitated year-long program for teachers at to develop classroom research skills*
- 2015 Co-facilitator, Re-envisioning Classroom Management: Student Behavior,  
Teacher Attitudes, and Relationship-Building
- *Co-facilitated 3-part seminar series for teachers from University City School District*
- 2015 Co-facilitator, Professional Development for educators at University City  
High School, held November 4<sup>th</sup>, 2015

### **Professional Membership**

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- 2013-Present American Education 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**

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- 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)