Hayley Ryan Weddle, PhD

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EDUCATION

Ph.D. Transforming Education, University of California (UC) San Diego   2020

M.A. Postsecondary Educational Leadership: Student Affairs, San Diego State University   2013

B.A. Sociology and Business Economics**,** UC Santa Barbara   2011

RESEARCH INTERESTS

How leaders implement education policies across levels of the education system; the role of politics in education; developing research-practice partnerships.

ACADEMIC AND RESEARCH APPOINTMENTS

Assistant Professor of Education Policy   2021—Present
University of Pittsburgh, Pittsburgh, PA
Department of Educational Foundations, Organizations and Policy

Affiliated Faculty   2021—Present
Michigan State University Education Policy Innovation Collaborative (EPIC)

Postdoctoral Scholar and Lecturer, Education Studies   2020—2021
University of California, San Diego (PI: Megan Hopkins)

Graduate Research Assistant   2016—2020
University of California, San Diego (PI: Amanda Datnow)

CURRENT LEADERSHIP POSITIONS

Education Policy PhD Program Coordinator, University of Pittsburgh   2022—Present
Lead program admissions process and serve as program liaison for school-wide policy decisions.

Council of Chief State School Officers (CCSSO), Advisor, CCSSO   2022—Present
Selected as one of two national experts to lead the English Learner (EL) Collaborative, which supports capacity building for 80+ state education agency leaders and EL policy advocates.

EXTERNALLY FUNDED GRANTS

Principal Investigator, "Using Research to Promote Systemic Change for Multilingual Learners," William T. Grant Foundation, $610,000. Funded: 2022-2025.

Co-Investigator, "Examining the Implementation of Grow Your Own Programs" West Michigan Teacher Collaborative, Pitt Portion: $295,000. Funded: 2025-2028 PI: Tara Kilbride.

Co-Investigator, "Evaluating the Flint Center for Educational Excellence," Education Policy Innovation Collaborative, Pitt portion: $44,000. Funded: 2024-2025. PI: Tara Kilbride.

Co-Investigator, "Distance Learning Amidst the COVID-19 Pandemic," Michigan Department of Education, Pitt portion: $53,000. Funded: 2021-2023. PI: Katharine Strunk

Co-Investigator, "Addressing Equity and Access for English Learners in COVID-19 Guidance," Council of Chief State School Officers, $60,000. Funded: 2020-2021. PI: Megan Hopkins

GRANTS CURRENTLY UNDER REVIEW

Co-Principal Investigator, "How Can State Policy Bolster the Bilingual Educator Pipeline?: Assessing the Nature and Impact of Bilingual Teacher Shortages in Massachusetts" Institute of Education Sciences (IES), Pitt Portion: $450,172 [received fundable score, awaiting decision].

Co-Principal Investigator, "Which Requirements for Teachers of English Learners Matter Most?: An Exploration of State Credentialing Policies, Teacher Shortages, and English Learner Outcomes," Institute of Education Sciences (IES), Pitt Portion: $567,118. [under review]

FINALIST GRANTS NOT AWARDED

Co-Principal Investigator, "Examining the Relationship Between Racial Representation on School Boards and Equitable Education Outcomes," Spencer Foundation, $375,000 [2025 finalist]

PEER-REVIEWED JOURNAL ARTICLES
*Indicates graduate student. +Indicates state education agency leader.

Irondi, O.*, **Weddle, H.,** & Hashim, A. (2025). Leading during crisis: State and District leaders' equity-focused approaches during the COVID-19 pandemic. *AERA Open.* https://doi.org/10.1177/23328584251318993

Goldstein, H.* & **Weddle, H.** (2025). Exploring the potential of research-practice partnerships to support state education leaders as agents of change. *AERA Open.* https://doi.org/10.1177/2332858425131508

Weddle, H., & Oliveira, G. (2024). Exploring new educational possibilities through participatory qualitative methods. *International Journal of Qualitative Methods.* https://doi.org/10.1177/16094069241301983

Hopkins, M., and **Weddle, H.** (2024). Computer science for secondary multilingual learners: how school policies and practices enable and constrain equitable access. *Journal of Research on Technology in Education,* 1–15. https://doi.org/10.1080/15391523.2024.2398527

Weddle, H., Hopkins, M., and Goldstein, H.* (2024). How can research-practice partnerships advance equity for multilingual learners?: Examining collaboration with state education leaders. *Peabody Journal of Education.* https://doi.org/10.1080/0161956X.2024.2357036

Weddle, H., Hopkins, M., Lowenhaupt, B., and Kangas, S. (2024). Shared responsibility for multilingual learners across levels of the education system. *Educational Researcher.* https://doi.org/10.3102/0013189X241227913

Hashim, A., **Weddle, H.,** and Irondi, O.* (2024). Bright spots: A multiple case study of district strategies for supporting student learning in the pandemic and lessons for policy. *Education Administration Quarterly.* doi.org/10.1177/0013161X241271317

Weddle, H., Hashim, A., and Irondi, O.* (2024). How state education leaders supported students' access to education amidst the COVID-19 crisis: Lessons for policy. *Educational Policy.* https://doi.org/10.1177/08959048231220374

Weddle, H. (2023). Engaging in research-practice partnerships with policy intermediaries: A case study of collaboration with state education agency leaders. *Educational Evaluation and Policy Analysis.* https://doi.org/10.3102/01623737231213082

Weddle, H., Lockton, M., & Datnow, A. (2023). Fostering, tailoring, and negotiating: The complexities of collaborative coaching in schools under pressure to improve. *Educational Researcher.* https://doi.org/10.3102/0013189X231187372

Hopkins, M., **Weddle, H.,** Castillo, M.,+ (…) & Salas, V.+ (2023). Upholding multilingual learners' civil rights under ESSA and beyond. *American Journal of Education 128*(4), 591-616. https://doi.org/10.1086/720362

Weddle, H. (2022). Approaches to studying teacher collaboration: A review of literature. *Educational Research Review, 35.* https://doi.org/10.1016/j.edurev.2021.100415

Hopkins, M., **Weddle, H.,** Lavadenz, M., Murillo, M. A., & Vahdani, T.* (2022). Examining the English learner policy ecology: how educators navigated the provision of designated English Language Development (ELD) support at the secondary level. *Peabody Journal of Education*, *97*(1), 47-61. https://doi.org/10.1080/0161956X.2022.2026719

Weddle, H., Yoshisato, M., & Hopkins, M. (2021). Professional learning for secondary teachers of English learners: Examining systems of support. *Journal of Professional Capital & Community 7*(2), 176-192. https://doi.org/10.1108/JPCC-11-2020-0084

Weddle, H. (2021). Team emotion matters: Exploring teacher collaboration dynamics over time. *Journal of Educational Change, 24*(1), 77-105. https://doi.org/10.1007/s10833-021-09436-0

Hopkins, M., **Weddle, H.,** Bjorklund Jr, P., Umansky, I. M., & Blanca Dabach, D. (2021). "It's created by a community": Local context mediating districts' approaches to serving immigrant & refugee newcomers. *AERA Open, 7.* https://doi.org/10.1177/23328584211032234

Weddle, H., Lockton, M. & Datnow, A. (2021). Research-practice partnerships "on the ground": Exploring partnership work in urban schools under pressure to improve. *Studies in Educational Evaluation, 70.* https://doi.org/10.1016/j.stueduc.2021.101013

Datnow, A., Lockton, M., & **Weddle, H**. (2020). Capacity building to bridge data use and instructional improvement through evidence on student thinking. *Studies in Educational Evaluation, 60.* https://doi.org/10.1016/j.stueduc.2020.100869

Weddle, H. (2020). Teachers' opportunities to learn through collaboration over time: A case study of math teacher teams in schools under pressure to improve. *Teachers College Record, 122*(12), 1-40. https://doi.org/10.1177/016146812012201204

Weddle, H. (2020). Challenges and opportunities for sustaining purposeful professional collaboration: Leadership frames in urban schools under pressure to improve. *Leadership and Policy in Schools, 21*(4), 733-755. https://doi.org/10.1080/15700763.2020.1827269

Datnow, A., Lockton, M., & **Weddle, H**. (2019). Redefining or reinforcing accountability? An examination of organizational routines in schools. *Journal of Educational Change, 21,* 109-134. https://doi.org/10.1007/s10833-019-09349-z

Hopkins, M., **Weddle, H.**, Gluckman, M., & Gautsch, L. (2019). Boundary crossing in a professional association: The dynamics of research use among state leaders and researchers in a research-practice partnership. *AERA Open 5*(4). https://doi.org/10.1177/2332858419891964

Lockton, M., **Weddle, H.,** & Datnow, A. (2019). When data don't drive: Instructional change as a motivator for reform. *School Effectiveness and School Improvement, 31*(2), 243-265. https://doi.org/10.1080/09243453.2019.1647442

Weddle, H., Lockton, M., & Datnow, A. (2019). Teacher collaboration, division of labor, and emotions in school reform: "It's always take, take, take." *Journal of Professional Capital and Community, 4*(4), 325-343. https://doi.org/10.1108/JPCC-03-2019-0005

PEER-REVIEWED BOOK CHAPTERS

Weddle, H., Graves, D., & Muwwakkil, J. (in press). The importance of student voice in higher education governance. In Schuster, M (Ed) *Students, Campus, and Democracy: Advancing Democracy-Sustaining Learning in Higher Education.*

Hopkins, M., **Weddle, H.,** …& Sweet, T. M. (2022). Critical social network analysis as a method for examining how power mediates improvement efforts in education. In D. Peurach, J. Russell, L., … & A. Daly (Eds.), *The Handbook on Improvement Research in Education.*

Datnow, A., **Weddle, H.,** & Lockton, M. (2022). Teachers' use of evidence to inform practice: Examining cohesion, regulation, and accountability in California. In *The Emerald Handbook of Evidence-Informed Practice in Education*. Emerald Publishing Limited.

Weddle, H. Lockton, M., & Datnow, A. (2020). Teacher collaboration in school improvement. In Anne Hynds (Ed.), *Oxford Bibliographies in Education*. Oxford University Press. doi.org/10.1093/OBO/9780199756810-0248

POLICY REPORTS

Hashim, A., **Weddle, H.,** & Irondi, O.* (2023). *District and school leaders' continued approaches to COVID-19 pandemic recovery.* Education Policy Innovation Collaborative (EPIC) at Michigan State University.

Weddle, H., Hashim, A., & Irondi, O.* (2022). *Leading and learning during the COVID-19 pandemic: District and school leaders' perspectives.* EPIC at Michigan State University.

Hashim, A., & **Weddle, H.,** (2022). *State leaders' perspectives on leading and learning during the COVID-19 pandemic.* EPIC at Michigan State University.

CA Council for Postsecondary Education (2021). *Recovery with equity: A roadmap for higher education after the pandemic.* [taskforce member].

Hopkins, M., & **Weddle, H.,** (2021) Restart and recovery—State leadership guide for engaging stakeholders in continuous improvement of EL programs and services during COVID-19 and beyond. *Council of Chief State School Officers.*

Hopkins, M., & **Weddle, H.** (2020). Restart and recovery—Access and equity for English learner students and families during COVID-19: Recommendations for state leaders. *Council of Chief State School Officers.*

COMMENTARIES AND MEDIA COVERAGE

Russell, D. (2023). *Research news: A collaborative approach to coaching in schools.* Teacher Magazine. [interviewed]

Perera. R., Hashim., A., and **Weddle, H.** (2022). *Family engagement is critical for schools' COVID-19 recovery efforts.* Brookings Institute.

Graves, D., **Weddle, H.,** & Muwwakkil, J.* (2021). *Passing the gavel: Empowering students to lead in higher education governance spaces.* Inside Higher Ed.

PUBLICATIONS IN PROGRESS

Weddle, H., Hopkins, M., Stern, S.*, & Goldstein, H.* (under review). Supporting state education leaders' use of research. *Educational Evaluation and Policy Analysis.*

Weddle, H. & Hopkins, M. (revision under review). Navigating anti-equity politics in multilingual learner education: The complex work of state education agency leaders. *American Education Research Journal.*

Datnow, A., **Weddle, H.,** & Lockton, M. (minor revisions). Becoming different: Teachers' perspectives on the sustainability of reform. *American Journal of Education.*

Couch, C., McCambly, H., & **Weddle, H.** (accepted for special issue). Higher education governance as a mediator of movements toward justice. *New Directions for Higher Education.*

RESEARCH CONFERENCE PRESENTATIONS

Weddle, H. & Hopkins, M. (2025). *Supporting the use of research evidence at the state level of the education system.* Paper presented at the Association of Education Finance and Policy Conference, Washington, DC.

Weddle, H., Hopkins, M., Stern, S., & Goldstein, H.* (2025). *State education leaders' use of research: Leveraging partnerships and evidence to protect equity.* Paper to be presented at the American Educational Research Association Annual Meeting, Denver, CO.

Weddle, H., & Oliveira, G. (2024). *Exploring new educational possibilities through participatory qualitative methods.* Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Goldstein, H.,* & **Weddle, H.** (2024). *How can research-practice partnerships support state education agency leaders as agents of change?* Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Weddle, H. (2024). *Navigating anti-equity politics and policies in multilingual learner (ML) education: The complex work of state education agency leaders.* Paper presented at the Association of Education Finance and Policy Conference, Baltimore, MD.

Irondi, O.,* **Weddle, H.,** & Hashim, A., (2023). *Leading during crisis: State and district leaders' equity-focused practices during COVID-19.* Paper presented at the University Council for Educational Administration (UCEA) Annual Meeting.

Weddle, H., Hopkins, M., & Goldstein, H.* (2023). *How can research-practice partnerships advance equity for multilingual learners?: Examining collaboration with state education leaders.* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Weddle, H., Hashim, A., & Irondi, O.* (2023). *Navigating crisis: The consequential role of state education leaders during the COVID-19 pandemic.* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Weddle, H., & Hopkins, M. (2023). *Defending against challenges to equity for multilingual learner students.* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Weddle, H. (2023). *Examining policy-focused partnerships with state education agency leaders.* Paper presented at the American Education, Finance, and Policy Conference, Denver, CO.

Zumpe, E., Cohen, S., **Weddle, H.,** & Yurfosky, M. (2022). *Unlearning and learning: Developing as advisors and mentors for leaders of equity-focused improvement.* Paper presented at the University Council for Educational Administration (UCEA) Annual Meeting.

Weddle, H., & Hopkins, M. (2022). *Sustaining equity-focused partnerships with state education agency leaders.* Paper presented at the UCEA Annual Meeting.

Yurfosky, Y., Crawford, B., **Weddle, H.,** & Spicer, E. (2022). *Leveraging improvement science in the Carnegie Project on the Education Doctorate (CPED) programs.* Session presented at the CPED Convening, Pittsburgh, PA.

Weddle, H., & Hopkins, M. (2022). *Fostering equitable systems with state leaders: Developing and sustaining research-practice partnerships.* Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Hopkins, M., **Weddle, H.,** & Salas, V.+ (2022). *Methodologies for policy transformation: Partnering with state education agency leaders.* Poster presented at presidential session of the American Educational Research Association Annual Meeting, San Diego, CA.

Weddle, H., Caduff, A.* & Hopkins, M. (2022). *Examining equity for multilingual learners: A policy analysis of states' COVID-19 guidance.* Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Hopkins, M., **Weddle, H.,** & Salas, V.+ (2022). *Upholding multilingual learners' (MLs) civil rights: State leadership & factors shaping federal policy implementation.* Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Weddle, H., & Hopkins, M. (2021). *A critical examination of leadership practices and policies shaping ELs' access to computer science courses.* Paper presented at the University Council for Educational Administration Annual Meeting, Columbus, OH.

Weddle, H. (2021). *Team emotion matters: Exploring teacher collaboration dynamics over time.* Paper presented at the virtual American Educational Research Association Annual Meeting.

Weddle, H. (2020). *Exploring teachers' opportunities to learn through collaborative conversations in urban schools.* Paper accepted for the American Educational Research Association Annual Meeting, San Francisco, CA. *conference cancelled

Lockton, M., **Weddle, H.,** & Datnow, A. (2020). *The role of qualitative research methods in research-practice partnerships.* Paper accepted for American Educational Research Association Annual Meeting, San Francisco, CA. *conference cancelled

Lockton, M., Datnow, A., & **Weddle, H.** (2020). *Capacity building to bridge data use and instructional improvement.* Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA. *conference cancelled

Weddle, H. (2019). *What's the point?: Leaders frames for collaboration in urban schools.* Paper presented at the University Council for Educational Administration Annual Meeting, New Orleans, Louisiana.

Weddle, H. & Lockton, M. (2019). *"It's always take, take, take:" Teacher collaboration, division of labor, and emotions in school reform.* Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

Weddle, H. & Lockton, M. (2019). *Coaching, collaboration, and math instructional improvement in urban schools.* Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

Lockton, M., **Weddle, H.,** & Datnow, A. (2019). *When data don't drive: Structure, culture, and teacher agency for data use in urban schools*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

Datnow, A., **Weddle, H.,** & Lockton, M. (2019). *Continuous improvement "on the ground": Lessons from an urban school district.* Poster presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

Datnow, A., Lockton, M., & **Weddle, H.** (2019). *Redefining or reinforcing accountability? An examination of organizational routines in schools.* Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

Hopkins, M., **Weddle, H.,** & Bjorkland, P. (2019) *Constructing opportunity: How the context of reception for newcomers shapes district policy.* Paper presented at the annual meeting of the American Education Research Association. Toronto, Canada.

POLICY AND PRACTICE PRESENTATIONS

Weddle, H. (2025). *Brokering in Research-Practice Partnerships.* National Network of Education Research-Practice Partnerships (NNERPP) virtual invited talk.

Hopkins, M., & **Weddle, H.** (2024). *Examining Leaders' Implementation of Federal Policy*. Council of Chief State School Officers Fall EL Collaborative Meeting. San Antonio, TX.

Weddle, H. & Hopkins, M. (2024). *Findings from a National Study on Improving State Leaders' Research Use*. National English Learner Advisory Task Force. Dallas, TX.

Weddle, H., Alvarez, K.,+ Brauer, D.,+ & Flick, M+ (2024). *Refining the State Hub for EL Policy.* Council of Chief State School Officers Virtual EL Collaborative Meeting.

Weddle, H., Brauer, D.,+ & Flick, M+ (2023). *Building out a State Hub for EL Policy.* Council of Chief State School Officers Fall EL Collaborative Meeting. Jacksonville, FL.

Weddle, H. & Hopkins, M. (2023). *Improving the Use of Research Evidence in Statewide ML Policy and Practice*. National English Learner Advisory Task Force. Minneapolis, MN.

Weddle, H. (2023). *Using Research to Promote Systemic Change for Multilingual Learners: A Case Study of Research-Practice Partnership Engagement with State Leader*s. National English Learner Advisory Task Force. Phoenix, AZ.

Weddle, H., Alvarez, K.,+ Brauer, D.,+ (2022). *Developing an English Learner Policy Repository.* Council of Chief State School Officers Winter EL Collaborative Meeting. Virtual.

Hopkins, M., **Weddle, H.,** US Department of Education Office of English Language Acquisition, & National Association of EL Program Administrators (2022). *Continuous improvement of EL Programs.* Virtual webinar series.

Weddle, H., Alvarez, L.,+ Flick, M.,+ & Elliot, S.+ (2022). *Leadership moves to promote ML equity.* Council of Chief State School Officers Winter EL Collaborative Meeting. Virtual.

Hopkins, M., & **Weddle, H.** (2020). Computer science for English learners (CSforEL). Computer Science Teachers Association National Conference. Virtual.

GUEST LECTURES

Partnering for Equity Across State Education Agencies. (2024). College of Education. Michigan State University. [invited talk].

Studying a State Partnership (2024). Case Study Methods. University of Maryland.

Alumni Panel. (2023). Communicating about Research. UC San Diego.

Using Qualitative Data Software. (2019). Introduction to Qualitative Methods. UC San Diego.

Best Practices for Writing a Literature Review. (2019). Case Study Methods. UC San Diego.

TEACHING EXPERIENCE

Instructor, Ed. Systems, Macro Policy, and Politics (PhD and MA Course)   2021, 22, 23, 24
University of Pittsburgh

Instructor, Advanced Applied Qualitative Analysis (PhD Course)   2021, 23, 24, 25
University of Pittsburgh

Instructor, Critical Issues in Higher Education Governance (MA Course)   2022
University of Pittsburgh

Instructor, Transforming Education Policy (PhD Course)   2021
University of California, San Diego

Co-Instructor, Introduction to Qualitative Research Methods (PhD Course)   2019
University of California, San Diego

Reader, Early Childhood Development and Education (Undergraduate Course)   2019
University of California, San Diego

Mathematics Teaching Assistant, Sixth-Grade Classroom   2017
Los Penasquitos Elementary

Teaching Assistant, Introduction to Educational Leadership (MA Course)   2014
San Diego State University

HONORS AND AWARDS

Dean's Distinguished Teaching Award, Pitt School of Education   2024

Top Reviewer, American Journal of Education   2024

Outstanding Reviewer, American Education Research Journal   2024

California Recovery with Equity Taskforce, State of California   2020—2021
Selected as one of 15 education leaders in California to guide recovery from the pandemic.

UC Regent, University of California Board of Regents   2018—2020
Selected to serve the ten UC campuses as the sole voting student on the governing body.

Summer Graduate Research Fellowship   2017—2019
Department of Education Studies**,** UC San Diego

David L. Clark Scholar, UCEA National Graduate Student Research Seminar   2019

Outstanding Graduate, Postsecondary Education, San Diego State University   2013

Summa Cum Laude, Sociology Department   2011
University of California, Santa Barbara

Summa Cum Laude, Economics Department   2011
University of California, Santa Barbara

City Club Prize, UC Santa Barbara   2011
Scholarship awarded to the six highest academically achieving women majoring in social sciences.

ADDITIONAL PROFESSIONAL EXPERIENCE

Assistant Director, Associated Students   2013—2016
University of California, San Diego

Project Assistant, Community College Equity Assessment Lab   2012—2016
San Diego State University

AD-HOC REVIEWER

Manuscript reviewer, American Education Research Journal   2022—Present
Manuscript reviewer, Educational Evaluation and Policy Analysis   2022—Present
Manuscript reviewer, Educational Policy   2022—Present
Manuscript reviewer, American Journal of Education   2022—Present
Conference proposal reviewer, *AERA*   2021—Present
Manuscript reviewer, TESOL Journal   2021—Present
Manuscript reviewer, Journal of Professional Capital and Community   2020—Present
Manuscript reviewer, Educational Administration Quarterly   2019—Present

STATE AND NATIONAL SERVICE

Co-Chair, Qualitative Scholars Group, Association for Education Finance & Policy	2023—Present
National Network of Education RPPs	2022—Present
Improvement Science Learning Community	2021—Present
EL Collaborative, Council of Chief State School Officers	2020—Present
CA Student Aid Commission CalFresh Work Group	2020—2021
CA Higher Ed/K-12 Alignment Work Group	2020—2021

UNIVERSITY SERVICE

Faculty Workload Analysis Committee, University of Pittsburgh	2024—Present
Research, Teaching, and Mentoring Committee, University of Pittsburgh	2024—Present
Search Committee for Prof. of Practice in Higher Ed., University of Pittsburgh	2023—Present
School of Education Research Division, University of Pittsburgh	2022—Present
Education Policy Program Committee, University of Pittsburgh	2021—Present
Academic Program Committee, SOE, University of Pittsburgh	2022—2024
UC Federal Title IX Regulations Taskforce	2020—2021
UC Faculty Sexual Misconduct Disciplinary Standards Taskforce	2019—2021
UC Sexual Misconduct in Clinical Settings Workgroup	2019—2020
UC Special Committee on Selection of President of the University	2019—2020
UC Regents Special Committee on Basic Needs (Chair)	2019—2020
UC Merced Chancellor Search Advisory Committee	2019—2020
UC Regents Academic and Student Affairs Committee	2018—2020
UC Regents Audit and Compliance Committee	2018—2020
UC San Diego Department of Education Studies Faculty Search Committee	2017—2018

ADVISING

PhD Advisees
Hannah Goldstein, Education Policy (active)
Sierra Stern, Education Policy (active)
Katie Shanahan, Education Policy (active)

EdD Advisees
Christine Miller, Administrative and Policy Studies (2024)
Dana Romano, Higher Education (active)
Kelly Delaney, Higher Education (active)

Masters Advisees
Miles McFall, Education Policy (2024)
Zachary Young, Education Policy (active)
Rachael Stowe, Education Policy (active)
Jazmin Kent Lorea, Education Policy (active)

DISSERTATION AND MILESTONE COMMITTEES

PhD Milestone Committees
Hillary Henry, Learning Sciences and Policy (2025)
Sierra Stern, Education Policy (Chair, active)
Yuan Gao, Social and Comparative Analysis in Education (active)
Anali Silva-Puentes, Urban Education (active)
Ayman Asiri, Education Policy (active)
Keanna Cash, Education Policy (active)
Maggie Miller, Applied Developmental Psychology (active)
Chelsie Spinner, Public and International Affairs (active)
Gerard Dorve-Lewis, Higher Education (active)

PhD Dissertation Committees
Hannah Goldstein, Education Policy (Chair, active)
Erin Gatz, Learning Sciences and Policy (2022)
Shali Liu, Social and Comparative Analysis in Education (2023)
Ogechi Irondi, Education Policy (active)
Shawn Tomaszewski, Education Leadership (active)
Hanan Perlman, Learning Sciences and Policy (active)
Max Vincente, Social Work (active)

Master's Thesis Committees
Rebecca Daughtery, Education Policy (2023)
Audrey Buzzard, Education Policy (active)

EdD Dissertation in Practice Committees
Christine Miller, Educational Leadership (Chair, 2024)
Dana Romano, Higher Education (Chair, active)
Michele Lagnese, Higher Education (2024)
Laurie Beth Speranzo, Higher Education (active)
Valerie Kerr, Higher Education (active)