
KATRINA E. BULKLEY

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EDUCATION

Stanford University School of Education

Ph.D. Administration and Policy Analysis, 1999

University of North Carolina at Chapel Hill

Master of Arts, Political Science (American Politics and Public Policy), 1995

Wesleyan University

Bachelor of Arts with Honors in Government, 1992

FACULTY AND PROFESSIONAL APPOINTMENTS

Professor of Educational Leadership. Montclair State University College of Education and Human Services, Department of Educational Leadership. 2012-present.

- Doctoral Faculty, Ph.D. in Teacher Education and Teacher Development.

2014-present.

- Associate Professor of Educational Leadership, 2005-2012.

Visiting Lecturer. Universidad Torcuato di Tella, Área de Educación. Buenos Aires, Argentina. 2011-2012.

Assistant Professor of Education Policy. Rutgers University Graduate School of Education, Department of Educational Theory, Policy, and Administration. 1999-2005.

Teacher-Counselor Intern, Edwin Gould Academy, Chestnut Ridge, New York. Worked with adolescents placed in residential treatment facility by New York City family and juvenile courts. 1992-1993.

HIGHER EDUCATION LEADERSHIP AND ADMINISTRATIVE ROLES

(Montclair State University)

Montclair State University is a Carnegie R2, federally designated Hispanic Serving Institution ranked #7 among national universities in *Top Performers on Social Mobility* (#1 outside of California) and #11 in graduation rate performance by US News and World Report (2023). Montclair serves approximately 22,000 undergraduate and graduate students, of whom 33% identify as Hispanic, 13% as Black, 7% as Asian, and 39% as White; 52% of undergraduates are eligible for Pell grants and 48% are first-generation students.

University Innovation Fellow, Office of the President (direct report to President). July 2023-present.

Leverage scholarly and administrative experiences, campus-wide relationships, and strategic analysis to enhance Montclair State University by providing integrative leadership of key cross-functional initiatives. Member of University Leadership Council. Provide leadership on initiatives that require cross-unit collaboration and implementation. Core projects include:

- In partnership with Institutional Research and Effectiveness, developing campus-wide framework and strategy for using data and analytics across multiple platforms in service of undergraduate student success;
- Designing distinctive strategies for incorporating co-curricular student engagement and non-cognitive outcomes shown to impact student success (i.e., sense of belonging, academic self-concept) in university analytics in order to improve resource allocation and predictive analytics that can identify students in need of additional support;
- At the invitation of the Vice President of Student Development and Campus Life, leading team from multiple facets of student affairs to develop sustainable strategic approach, build capacity, and engage in experimental micro-interventions around effective use of data and analytics for formative and summative purposes, including MSCHE accreditation; and
- Co-leading campus-wide committee to develop clear campus vision around *Leadership for the Common Good*, developing concrete structures with clear purposes to better coordinate and further enhance leadership development and related work across students, faculty, staff, and the institution, in conjunction with submission for new Carnegie Elective Classification in *Leadership for Public Purpose*.
- Participating in *Leadership with Evidence, Analytics, and Data* (LEADS) through the *Association for Institutional Research* to enhance knowledge and strategy around data for student success.

Interim Dean, College of Education and Human Services (CEHS). July 2021-June 2023; *Interim Dean*, College for Education and Engaged Learning (CEEL). July 2023.

Administrative, academic, and community leader of college with 107 full-time tenure-line faculty members, 13 additional full-time instructional staff, and 148 university and revenue-funded staff members. Collectively, in Fall 2022, the college enrolled 2,252 undergraduate and 1,907 graduate students in 7 undergraduate, 20 master's, and 3 Ph.D. programs across eight academic departments (*Counseling, Educational Foundations, Educational Leadership, Exercise Science and Physical Education, Family Science and Human Development, Nutrition and Food Studies, Public Health, and Teaching and Learning*) and an interdisciplinary Ph.D. program in *Teacher Education and Teacher Development*.

In Fall 2022, CEHS students accounted for 24% of all degrees and certificates awarded at the university including 41% of all graduate degrees and certificates. In 2023, US News and World Report ranked Montclair #83 for Graduate Education Schools, #22 for Elementary Teacher Education, and #10 in Online Master's in Education Programs (specifically for the M.A. in Educational Leadership). Housed within CEHS were also multiple large revenue-generating centers (~\$7 million in revenue) including the *Center for Autism and Early Childhood Mental Health*, the *Center for Research and Evaluation in Education and Human Services*, and the *Ben Samuels Children's Center*. Outside of these centers, faculty and staff were awarded \$4.5 million in grant funding in FY22.

- Led the **development of two new academic colleges** (*College for Education and Engaged Learning* and *College for Community Health*) and preparation for the dissolution of the *College of Education and Human Services* (changes took effect July 1, 2023). *Specific accomplishments:*

- Collaborated to design the staffing of two distinct deans' offices designed to support existing departments, centers, and programs as well as provide foundations for emerging opportunities (included successful advocacy for roughly \$1M in new university-funded positions);
- Created college-specific plans for supporting student success;
- Actively participated in decisions around budget allocation beyond human resources;
- Directed reorganization of space within single building to be shared by the two colleges; and,
- Worked with all relevant constituencies to provide clear communication and transparent decision-making.
- Supervised all aspects of **college administration**, including hiring, finance, budget, and facilities. *Specific accomplishments:*
 - Led college during substantial transition including appointment of new university president and provost, restructuring of college, and returning to work related to the COVID pandemic;
 - Oversaw and strategically re-oriented \$42.8 million college budget (\$31.3 million university budget and \$11.5 million in external grant and contract funding) to further equity and efficiency;
 - Modified job descriptions to highlight the welcoming and inclusive culture of the college and university; and
 - Supported staff through reconvening of Staff Advisory Council and expanded professional development funding opportunities.
- Oversaw all facets of **academic affairs**, including faculty line requests and hiring, faculty support, curriculum development, and research support. *Specific accomplishments:*
 - In AY23, successfully recruited and hired nine tenure-line faculty members (eight of whom are scholars of color) based on university-level advocacy that resulted in the largest number of tenure-line positions in CEHS in many years;
 - Partnered with *College of Science and Mathematics* to receive and hire for joint tenure-line Strategic Targeted Hire in Computer Science Education;
 - Created data-informed process (in close collaboration with department chairs and faculty) for Master Academic Program Planning (MAPP) to begin revisions of academic program portfolio;
 - Launched CEHS internal research awards through reallocation of resources; and
 - Created competitive funded opportunity for innovative summer curriculum development.
- Furthered **student success and student voice** to improve student academic and career outcomes and sense of belonging. *Specific accomplishments:*
 - Successfully advocated for additional university resources to expand career and internship staffing and organization to better meet student academic needs and professional aspirations;
 - Oversaw creation of Student Advisory Board;
 - Identified additional resources to support doctoral student research;
 - Utilized HEERF funding to redesign student lounge based on student feedback; and
 - Directed creation of student-designed posters posted throughout building highlighting equity, justice, inclusion, and belonging.

- Started and supported efforts to improve the **college climate and culture** through targeted initiatives aimed at diversity, equity, inclusion, and belonging. *Specific accomplishments:*
 - Established Organizational Culture Task Force to identify opportunities to enhance inclusion and address bias as well as broader efforts to enhance the strength of the CEHS community;
 - Funded and promoted department-initiated redesign of student teaching surveys to address concerns related to quality, equity, and bias in evaluations of teaching;
 - Launched monthly CEHS Distinction Awards for faculty and staff;
 - Initiated CEHS community events including gatherings, community walks, and “milestone” recognitions; and
 - Provided forums for open dialogue and community conversations around topics including flexible work and college reorganization.
- Initiated and furthered efforts to **increase public impact** and **elevate university profile**, including through **generation of philanthropic resources** to support college, programs, and students. *Specific accomplishments:*
 - Expanded from 14 to 18 members the college’s philanthropically-oriented advisory board;
 - Oversaw efforts to raise more than \$2.7 million from 124 donors;
 - Built relationships with high-capacity potential donors and participated in strategy development and outreach for campaigns targeting smaller dollar donors; and
 - Designed and executed, in partnership with university-wide team, “Partnering to Address New Jersey’s Educator Shortages” convening with over 150 participants including elected and appointed state officials, and representatives from the federal government, 20 colleges and universities, 40 school districts, and professional associations to discuss ways to prepare and retain highly qualified professionals, especially school professionals of color, in New Jersey’s public schools. Among other outcomes, this initiative led to Montclair State University becoming the first institution of higher education in the State of New Jersey to have a Teacher Certification Registered Apprenticeship Program, which will offer paid pathways to teacher certification for paraprofessionals and community college graduates.

Chair, Department of Educational Leadership. 2019-2021.

Served as inaugural chair of new academic department with large and complex graduate programs in both K-12 and higher education administration and leadership offered in on-campus, off-site, online (both synchronous and asynchronous) modalities. Oversaw all aspects of departmental work including hiring, curriculum, scheduling, budget, and student concerns. *Specific accomplishments:*

- Initiated and oversaw redesign of courses for highly successful online M.A. in Educational Leadership (ranked #10 by U.S. News and World Report in 2023) with an eye towards academic rigor, applied experiences, explicit attention to social justice and equity, an engaging student experience, and consistency across instructors;
- Participated in recruiting, hiring, and mentoring a diverse group of faculty members and staff who are excellent scholars, teachers, and administrators and deeply committed to students and community partners;
- Worked closely with faculty and staff to develop strong and positive departmental culture, effective processes, shared leadership, and clear delineation of roles and responsibilities;

- Collaborated with both tenure track and adjunct faculty to reimagine concentration in higher education as a distinctive equity-oriented M.A. in Higher Education, including working on development of program vision, curriculum design, assessments, and alignment with professional standards;
- Led the initial design of the Newark Montclair Leadership Pipeline Program, collaborating closely with colleagues in the university and Newark Board of Education to develop program aligned with the strengths and needs of Newark families and communities and focusing on recruitment and development of leaders of color with strong ties to Newark (program now recruiting fourth cohort with students partially funded by district); and
- Initiated the creation of meaningful alternatives for K-12 leadership students to meet state field experience requirements when schools abruptly closed during COVID.

Graduate Program Coordinator, Educational Leadership, Department of Counseling and Educational Leadership. 2018-2019.

Served as first faculty program coordinator for M.A. in Educational Leadership and programs that grant students New Jersey certification as Principal, Supervisor, and Director of School Counseling Services. Collaborated on redefining roles and responsibilities between faculty GPC and Educational Leadership Program Administrator.

Chair, Institutional Review Board (IRB). 2013-2019.

Asked by provost to join board as chair: led IRB meetings; recruited and trained new IRB members; oversaw discussion and decision-making around IRB submissions including developing a collaborative board culture focused on a more developmental approach to working with principal investigators and student researchers towards the goal of high quality and ethical research strategies; worked closely with IRB staff and members and university leaders, faculty, and staff to identify opportunities for improvement and recalibrate identification of submissions that required full board review; aided with adoption and implementation of e-IRB system (Cayuse); and shifted focus of board membership towards a better reflection of the expertise needed to review submitted proposals.

PUBLICATIONS¹

Books

Bulkley, K.E., Marsh, J.A., Strunk, K.O., Harris, D.M., & Hashim, A. (2020).

Challenging the One Best System: The portfolio management model and urban school governance. Harvard Education Press.

Recipient of the 2022 Award for Best Publication given by the *Districts in Research and Reform Special Interest Group* of the American Educational Research Association.

Bulkley, K.E., Henig, J.R. & Levin, H.M. (Eds.). (2010). *Between public and private:*

Politics, governance, and the new portfolio models for urban school reform.

Harvard Education Press. (Also published in Mandarin Chinese by Peking University Press.)

Recipient of the 2012 Award for Best Book given by the *Districts in Research and Reform Special Interest Group* of the American Educational Research Association.

Reviews in: Teachers College Record; Educational Review; Journal of Urban Affairs; Education Review; and Journal of School Choice.

^{1*} indicates graduate student co-author

Bulkley, K.E. & Wohlstetter, P. (Eds.). (2004). *Taking account of charter schools: What's happened and what's next?* Teachers College Press.

Edited Journal Issues

Bulkley, K.E., Olah, L.N. & Blanc, S. (Eds.). (2010). Benchmarks for success? Interim assessments as a strategy for educational improvement. *Peabody Journal of Education*, 85(2).

Bulkley, K.E. & Fusarelli, L. (Eds.). (2007). The politics of privatization in education: The 2007 Yearbook of the Politics of Education Association. *Educational Policy*, 21(1).

Journal Articles

Eisenlohr, A., Kennedy, K., **Bulkley, K.E.**, & Marsh, J.A. (2023 – online first). A tale of two systems: Choice and equity in the District of Columbia's charter schools. *Educational Policy*. <https://doi.org/10.1177/08959048231198816>

Bulkley, K.E., Lu, A.,* Meza Fernandez, K.,* & Gerry, A. (2023 – online first). Charter authorizing, applications, and the needs of historically marginalized students: A cross state analysis. *Educational Policy*. <https://doi.org/10.1177/08959048231153596>

Bulkley, K. E., Torres, A. C., Hashim, A. K., Woodward, S.,* Marsh, J. A., Strunk, K. O., & Harris, D. N. (2021). From central office to portfolio manager in three cities: Responding to the principal-agent problem. *American Journal of Education*, 127(4), 597-626.

Marsh, J.A., Allbright,* T., Brown, D.,* **Bulkley, K.E.**, Strunk, K.O., and Harris, D. (2021). The process and politics of educational governance change in New Orleans, Los Angeles, and Denver. *American Educational Research Journal*, 58(1), 107-159.

Marsh, J.A., Allbright, T.,* **Bulkley, K.**, and Kennedy, K.* (2020). Institutional logics in Los Angeles schools: Do multiple models disrupt the grammar of schooling? *American Journal of Education*, 126 (4), 603-651.

Earlier version of paper (titled “*Kaleidoscope of School Options: Differentiating School Missions, Values, and Practices in Los Angeles*”) was recipient of the Best 2019 AERA Annual Meeting Award by the *Organizational Theory Special Interest Group* of the American Educational Research Association.

Torres, A.C., **Bulkley, K.E.**, Kim, T.* (2020). Shared leadership for learning in Denver's Portfolio Management Model. *Educational Administration Quarterly*, 56(5), 819-855.

Torres, A.C., **Bulkley, K.E.**, & McCotter, S.S. (2019). Learning to lead in externally managed and standalone charter schools: How principals perceive their preparation and support. *International Journal of Leadership in Education*, 22(3), 261-278.

Bulkley, K.E. & McCotter, S.S. (2017). Learning to lead with data: From espoused theory to theory-in-use. *Leadership and Policy in Schools*, 17(4), 591-617.

Bulkley, K.E. & Gottlieb, J.* (2017). Policy images of teachers: How influential actors construct images of teachers. *Teachers College Record*, 119(4), 1-34.

McCotter, S. M., **Bulkley, K.E.**, & Bankowski, C.* (2016). Another way to go: Multiple pathways to developing inclusive, instructional leaders. *Journal of School Leadership*, 26(4), 633-650.

- Bulkley, K.E.** & Henig, J.R. (2015.) Local politics and portfolio management models: National reform ideas and local control. *Peabody Journal of Education*, 90(1), 53-83.
- Bulkley, K.E.** (2013). Conceptions of equity: How influential actors view a contested concept. *Peabody Journal of Education*, 88(1), 10-21.
- Bulkley, K.E.** & Travers, E. (2013). Variations on a theme: The shift from distinction to commonality in Philadelphia's Diverse Provider Model 2002-2008. *Journal of School Choice*, 7(4), 532-559.
- Bulkley, K.E.** & Burch, P. (2011). The changing nature of private engagement in public education: For-profit and nonprofit organizations and educational reform. *Peabody Journal of Education*, 86(3), 236-251.
- Bulkley, K.E.** (2011). Charter schools: Taking a closer look. *Kappa Delta Pi Record*, 47(3), 110-115.
- Also published as: **Bulkley, K.E.** (2012). Charter schools...Taking a closer look: How charter schools operate, who attends them, how they are distinctive, and how they fare academically. *Education Digest*, 77(5), 58-62.
- Bulkley, K.E.**, Christman, J.B., Goertz, M. & Lawrence, N. (2010). Building with benchmarks: The role of the district in Philadelphia's benchmark assessment system. *Peabody Journal of Education*, 85(2), 186-204.
- Blanc, S., Christman, J.B., Liu, R.,* Mitchell, C.,* Travers, E., & **Bulkley, K.E.** (2010). Learning to learn from data: Benchmarks and instructional communities. *Peabody Journal of Education*, 85(2), 205-225.
- Bulkley, K.E.**, Olah, L.N. & Blanc, S. (2010). Introduction to the special issue on Benchmarks for success? Why study interim assessments as a strategy for educational improvement. *Peabody Journal of Education*, 85(2), 115-124.
- Bulkley, K.E.** (2007). Bringing the private into the public: Changing the rules of the game and new regime politics in Philadelphia public education. *Educational Policy*, 21(1), 155-184.
- Bulkley, K.E.**, & Fusarelli, L.D. (2007). Introduction: The politics of privatization. *Educational Policy*, 21(1), 5-6.
- Bulkley, K.E.** (2005). Understanding the charter school concept in legislation: The cases of Arizona, Michigan, and Georgia. *International Journal of Qualitative Studies in Education*, 18(4), 527-554.
- Bulkley, K.E.** & Hicks, J.* (2005). Managing community: Professional community in charter schools operated by educational management organizations. *Educational Administration Quarterly*, 41(2), 306-348.
- Bulkley, K.E.** (2005). Losing voice? Educational management organizations and charter schools' educational programs. *Education and Urban Society*, 37(2), 204-234.
- Bulkley, K.E.** (2004). Reinventing an idea: The political construction of charter schools. *Educational Foundations*, 18(1), 5-31.
- Bulkley, K.E.** (2004). Revisiting decision-making and disaggregating charter schools: A comment on Brown, Henig, Lacireno-Paquet and Holyoke. *Social Science Quarterly*, 85(5), 1057-1060.

- Bulkley, K.E.** & Fidler, J.* (2003). A decade of charter schools: From theory to practice. *Educational Policy*, 17(3), 317-342.
- Bulkley, K.E.** (2001). Educational performance and charter school authorizers: The accountability bind. *Education Policy Analysis Archives*, 9(37). Retrieved from <http://epaa.asu.edu/epaa/v9n37.html>
- Camilli, G. & **Bulkley, K.E.** (2001). Critique of 'An evaluation of the Florida A-Plus accountability and school choice program.' *Education Policy Analysis Archives*, 9(7). Retrieved from <http://epaa.asu.edu/epaa/v9n7.html>
- Kirst, M. & **Bulkley, K.E.** (2000). 'New improved' mayors take over city schools. *Phi Delta Kappan*, 81(7), 538-546.
- Bulkley, K.E.** (1999). Charter school authorizers: A new governance mechanism? *Educational Policy*, 13(5), 674-697.
- Bulkley, K.E.** (1999). Interpretations of the charter school concept, or, why does everyone say they like this reform? *Florida ASCD Policy Review*, 7(2), 1-7.

Book Chapters

- Bulkley, K.E.** & J.R. Henig. (2019) Charter school governance and politics. In M. Berends, A. Primus, & M.G. Springer (Eds.), *Handbook of research on school choice, 2nd edition*. Routledge, 118-131.
- Bulkley, K.E.** & Hashim, A. (2019) Portfolio Management Models. In M. Berends, A. Primus, & M.G. Springer (Eds.), *Handbook of research on school choice, 2nd edition*. Routledge, 302-316.
- Bifulco, R. & **Bulkley, K.E.** (2015). Charter schools. In H.F. Ladd & M. Goertz (Eds.), *Handbook of research in education finance and policy: Second Edition*. Routledge, 423-443.
- Bulkley, K.E.** (2010). Introduction: Portfolio management models in urban school reform. In K.E. Bulkley, J.R. Henig & H.M. Levin (Eds.), *Between public and private: Politics, governance, and the new portfolio models for urban school reform*. Harvard Education Press, 3-26.
- Bulkley, K.E.**, Gold, E., & Christman, J.B. (2010). One step back, two steps forward: The making and remaking of "radical" reform in Philadelphia. In K.E. Bulkley, J.R. Henig, & H.M. Levin (Eds.), *Between public and private: Politics, governance, and the new portfolio models for urban school reform*. Harvard Education Press, 127-164.
- Henig, J.R. & **Bulkley, K.E.** (2010). Where public meets private: Looking forward. In K.E. Bulkley, J.R. Henig, & H.M. Levin (Eds.), *Between public and private: Politics, governance, and the new portfolio models for urban school reform*. Harvard Education Press, 323-340.
- Bifulco, R. & **Bulkley, K.E.** (2008). Charter schools. In H.F. Ladd & E.B. Fiske (Eds.), *Handbook of research in education finance and policy*. Lawrence Erlbaum, 425-446.
- Bulkley, K.E.** (2004). Balancing act: Educational management organizations and charter school autonomy. In K.E. Bulkley & P. Wohlstetter (Eds.), *Taking account of charter schools: What's happened and what's next?* Teachers College Press, 121- 141.

- Bulkley, K.E.** & Wohlstetter, P. (2004). Introduction. In K.E. Bulkley & P. Wohlstetter (Eds.), *Taking account of charter schools: What's happened and what's next?* Teachers College Press, 1-8.
- Bulkley, K.E.,** Fairman, J.,* & Martinez, M.C.* (2004). The district and test preparation. In W. Firestone, R. Schorr & L. Monfils (Eds.), *The ambiguity of teaching to the test: Standards, assessment, and educational reform*, Lawrence Erlbaum Associates, 113-141.
- Kirst, M. & **Bulkley, K.E.** (2003). Mayoral takeover: The different directions taken in different cities. In W. Boyd, J. Cibulka, & O. Johnson (Eds.), *A race against time: Responses to the crisis in urban schooling*, Ablex, 63-81.
- Lugg, C., **Bulkley, K.E.,** Firestone, W., & Garner, W. (2002). The contextual terrain facing educational leaders. In J. Murphy (Ed.), *The educational leadership challenge: Redefining leadership for the 21st Century (101st National Society for the Study of Education Yearbook)*. University of Chicago Press, 20-41.

Policy Reports

- Bulkley, K.,** Lu, A.,* Meza Fernandez, K.,* & Gerry, A. (2023). *How charter authorizers shape equity: A cross-state analysis of charter applications*. New Orleans: National Center for Research on Education Access and Choice. Policy Brief retrieved from: <https://reachcentered.org/uploads/policybrief/REACH-Bulkley-et-al-How-Charter-Authorizers-Shape-Equity-2023-01-10.pdf>
- Bulkley, K.,** Lu, A.,* Meza Fernandez, K.,* & Gerry, A. (2023). *Charter authorizers, applications, and the needs of historically marginalized students: A cross state analysis*. New Orleans: National Center for Research on Education Access and Choice. Technical report retrieved from: <https://reachcentered.org/uploads/technicalreport/REACH-Bulkley-et-al-Charter-Authorizers-Applications-Tech-Report-2023-01-10.pdf>
- Bulkley, K.E.,** Marsh, J.A., & Mulfinger, L. (2021). *States can play a stronger role in promoting equity and access in student choice*. New Orleans: National Center for Research on Education Access and Choice. Policy Brief retrieved from: https://reachcentered.org/uploads/policybrief/20211201-REACH-Year-1-Qual-Report-Policy-Brief_2022-02-04-164652_pbum.pdf
- Bulkley, K.E.,** Marsh, J.A., & Mulfinger, L.S. (2021). *State choice policy and levers effecting equity: Surveying the landscape*. New Orleans: National Center for Research on Education Access and Choice. Technical report retrieved from: <https://reachcentered.org/uploads/technicalreport/REACH-Year-1-Qual-Tech-Report.pdf>
- Haderlein, S., Marsh, J., Tong, T.,* **Bulkley, K.,** Jabbar, H., Germain, E.,* Quinn, D.,* Bradley, D.,* Alonso, J.,* & Mulfinger, L. (2021). *Schools and school choice during a year of disruption: Views of parents in five states*. New Orleans: National Center for Research on Education Access and Choice. Retrieved from: https://reachcentered.org/uploads/technicalreport/20211004-Haderlein-et-al-REACH-COVID-Parent-Survey-Appendix_211005_145617_2022-02-04-211028_itvq.pdf

- Christman, J.B., Neild, R.C., **Bulkley, K.E.**, Blanc, S., Liu, R.,* & Mitchell, C.* (2009). *Making the most of interim assessment data: Lessons from Philadelphia*. Philadelphia: Research for Action. Retrieved from: http://www.researchforaction.org/wp-content/uploads/publication-photos/41/Christman_J_Making_the_Most_of_Interim_Assessment_Data.pdf
- Bulkley, K.E.** (2007). *Abbott students attending charter schools: Funding disparities and legal implications*. Newark, NJ: Education Law Center. Retrieved from: <http://www.edlawcenter.org/ELCPublic/Publications/PDF/AbbottFundingDisparities.pdf>.
- Bulkley, K.E.**, Mundell, L.,* & Riffer, M.* (2004). *Contracting out schools: The first year of the Philadelphia diverse provider model*. (Research Brief). Philadelphia, PA: Research for Action. Retrieved from: http://www.researchforaction.org/wp-content/uploads/publication-photos/28/Bulkley_K_Contracting_Out_Schools.pdf
- Bulkley, K.E.** & Fisler, J.* (2002). *A decade of charter schools: From theory to practice*. (Policy Brief RB-35). Philadelphia: Consortium for Policy Research in Education. Retrieved from: http://www.cpre.org/sites/default/files/policybrief/876_rb35.pdf
- Hill, P., Lake, R., Celio, M., Campbell, C., Herdman, P., & **Bulkley, K.** (2001). *A study of charter school accountability: National charter school accountability study*. U.S. Department of Education, Office of Educational Research and Improvement.
- Bulkley, K.** & Tantillo, S. (2001). School choice. In T. Corcoran and R. Lewis (eds.), *Agenda New Jersey: Better schools*. New Brunswick: The Fund for New Jersey, 45-51.

Additional Publications

- Menefee-Libey, D., Herrington, C., Choi, K.J., Marsh, J., & **Bulkley, K.E.** (2023). Bending Without Breaking - COVID-19 Tests the Resilience of State Education Policymaking Institutions. (EdWorkingPaper: 23-888). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/rph8-8j04>
- Bulkley, K.E.** (2014). *Does public education improve when urban districts manage a "portfolio" of schools?* Cambridge, MA: Scholars Strategy Network, Harvard University. Retrieved from: <http://www.scholarsstrategynetwork.org/content/does-public-education-improve-when-urban-districts-manage-portfolio-schools>
- Bulkley, K.E.** (2013). *Review of "Mayoral governance and student achievement: How mayor-led districts are improving school and student performance."* Boulder, CO: National Education Policy Center. Retrieved from: <http://nepc.colorado.edu/thinktank/review-mayoral-governance>
- Henig, J.R., **Bulkley, K.E.**, & Levin, H.M. (2010, October 6). Commentary: Can 'portfolio management' save urban schools? *Education Week*. Retrieved from: <http://www.edweek.org/ew/articles/2010/10/06/06henig.h30.html>
- Bulkley, K.E.** (2010). *Review of "Fix the city schools: Moving all schools to charter-like autonomy."* Boulder, CO and Tempe, AZ: Education and the Public Interest Center & Education Policy Research Unit. Retrieved from: <http://epicpolicy.org/thinktank/review-fix-city-schools>

- Bulkley, K.E.** & Hicks, J.* (2003). *Educational management organizations and the development of professional community in charter schools*. (Occasional Paper #69). New York: National Center for the Study of Privatization in Education, Teachers College, Columbia University. Retrieved from: http://www.ncspe.org/publications_files/133_OP69.pdf
- Bulkley, K.E.** (2002). *Recentralizing decentralization: Educational management organizations and charter schools' educational programs*. (Occasional Paper #60). New York: National Center for the Study of Privatization in Education, Teachers College, Columbia University. Retrieved from: http://www.ncspe.org/publications_files/144_OP60.pdf
- Bulkley, K.E.** & Fislser, J.* (2002). *A review of the research on charter schools* (CPRE Web Paper Series, WP-01). Philadelphia: Consortium for Policy Research in Education. Retrieved from: <http://www.cpre.org/Publications/WP-01.pdf>
- Camilli, G. & **Bulkley, K.E.** (2001). *Review of: A reply to 'Critique of "An evaluation of the Florida A-Plus accountability and school choice program," by Jay Greene*. Tempe, Arizona: Arizona State University, Education Policy Research Unit. Retrieved from: http://www.asu.edu/educ/eps/EPRU/peer_reviews/cerai-01-11.html
- Camilli, G. & **Bulkley, K.E.** (2001). *Review of: "An evaluation of the Florida A-Plus accountability and school choice program," by Jay Greene*. Tempe, Arizona: Arizona State University, Education Policy Research Unit. Retrieved from: http://www.asu.edu/educ/eps/EPRU/peer_reviews/cerai-01-09.html
- Bulkley, K.** (1999). *Telling stories: The political construction of charter schools*. (Unpublished doctoral dissertation). Stanford, CA: Stanford University.
- Bulkley, K.** (1995). *The role of schools' racial composition in the educational attainment of African-American students* (Unpublished master's thesis). Chapel Hill, NC: University of North Carolina at Chapel Hill.

PRESENTATIONS

Conference Presentations, Peer-Reviewed

- Lu, A., Meza Fernandez, K., **Bulkley, K.E.**, and Gerry, A. (2022, April). *Targeted populations: How the social construction of race determines means and ends in charter schools*. Paper presented at the Annual Meeting of the American Educational Research Association in San Diego, CA.
- Menefey-Libey, D., Herrington, C., Choi, K.J., Marsh, J.A., and **Bulkley, K.E.** (2022, March). *State policy responses to COVID-19*. Paper presented at the Annual Meeting of the Association for Public Policy Analysis and Management in Austin, Texas.
- Bulkley, K.E.**, Meza Fernandez, K., Gerry, A., and Lu, A. (2021, April). *Educational equity through charter authorizing? A cross state analysis of charter authorizers and applications*. Paper presented at the Annual Meeting of the American Educational Research Association (virtual).
- Eisenlohr, A., Kennedy, K., **Bulkley, K.E.**, and Marsh, J.A. (2021, April). *A tale of two systems: Choice and equity in the District of Columbia's charter schools*. Paper presented at the Annual Meeting of the American Educational Research Association (virtual).

- Bulkley, K.E.**, Meza Fernandez, K.M., Gerry, A., and Lu, A. (2021, March). *Educational equity through charter authorizing? A cross state analysis of charter authorizers and applications*. Paper presented at the Annual Meeting of the Association for Education Finance and Policy (virtual).
- Marsh, J.A., Allbright, T., **Bulkley, K.E.**, and Kennedy, K. (2019, April). *Kaleidoscope of school options: Differentiating school values and practices in Los Angeles*. Paper presented at the Annual Meeting of the American Educational Research Association in Toronto, Ontario, Canada. (Selected as Best Paper at AERA 2019 for the Organizational Theory Special Interest Group).
- Torres, A.C., **Bulkley, K.E.**, Kim, T. (2019, April). *Shared leadership for learning in Denver's Portfolio Management Model*. Paper presented at the Annual Meeting of the American Educational Research Association in Toronto, Ontario, Canada.
- Bulkley, K.E.**, Torres, A.C., Hashim, A., Woodward, S., Marsh, J.A., Chu, E., Strunk, K.O., and Harris, D. (2018, April). *From Central Office to Portfolio Manager: System Change through the Mechanisms of the Portfolio Management Model*. Paper presented at the Annual Meeting of the American Educational Research Association in New York, NY.
- Marsh, J., Allbright, T., Brown, D., **Bulkley, K.E.**, Strunk, K.O., and Harris, D. *The process and politics of educational system change in New Orleans, Los Angeles, and Denver*. Paper presented at the Annual Meeting of the American Educational Research Association in New York, NY.
- Torres, A.C., **Bulkley, K.E.**, & McCotter, S.S. (2016, April). *Leading in charter schools: The role of leaders in externally managed and standalone charter schools*. Paper presented at the Annual Meeting of the American Educational Research Association in Washington, DC.
- Torres, A.C., **Bulkley, K.E.**, & McCotter, S.S. (2015, November). *Learning to lead in externally managed and standalone charter schools: How principals perceive their preparation and support*. Paper presented at the Annual Meeting of the University Council for Educational Administration in San Diego, CA.
- McCotter, S.S. & **Bulkley, K.E.** (2015, April). *Learning to lead for strong school-parent relationships: From aspiring to practicing leaders*. Paper presented at the Annual Meeting of the American Educational Research Association in Chicago, IL.
- Bulkley, K.E.** & McCotter, S.S. (2014, November). *Learning to lead with data: From espoused theory to theory in practice*. Paper presented at the Annual Meeting of the University Council for Educational Administration in Washington, D.C.
- Bulkley, K.E.** & Gottlieb, J.J. (2014, April). *Images of teachers: Policy design and the social construction of teachers*. Paper presented at the Annual Meeting of the American Educational Research Association in Philadelphia, PA.
- McCotter, S.S., **Bulkley, K.E.**, & Celfo, C. (2014, April). *How'd they do? First year leaders reflect on multiple pathways to preparation*. Paper presented at the Annual Meeting of the American Educational Research Association in Philadelphia, PA.
- Bulkley, K.E.** (2013, April). *Conceptions of equity: How influential actors view a contested concept*. Paper presented at the Annual Meeting of the American Educational Research Association in San Francisco, CA.

- McCotter, S. S., **Bulkley, K.E.**, & Bankowski, C. (2013, April). *Another way to go: Multiple pathways to developing inclusive, instructional leaders*. Paper presented at the Annual Meeting of the American Educational Research Association in San Francisco, CA.
- Bulkley, K.E.**, McCotter, S.S., & Bankowski, C. (2012, November). *Developing an espoused theory of data use in alternative leadership preparation programs*. Paper presented at the Annual Meeting of the University Council for Educational Administration in Denver, CO.
- McCotter, S.S., **Bulkley, K.E.**, & Bankowski, C. (2012, November). *Building stronger leaders: The role of non-traditional leadership preparation programs in developing inclusive and instructional leaders*. Paper presented at the Annual Meeting of the University Council for Educational Administration in Denver, CO.
- Bulkley, K.E.**, Christman, J., & Gold, E. (2010, May). *One step back, two steps forward: The making and remaking of "radical" reform in Philadelphia*. Paper presented at the Annual Meeting of the American Educational Research Association in Denver, CO.
- Christman, J., **Bulkley, K.E.**, & Nield, R.C. (2009, April). *Leading, learning and data: The role of school leaders in Philadelphia's low-performing elementary schools*. Paper presented at the Annual Meeting of the American Educational Research Association in San Diego, CA.
- Bulkley, K.E.** & Travers, E. (2009, April). *Variations on a theme: The shift from distinction to commonality in Philadelphia's diverse provider model*. Paper presented at the Annual Meeting of the American Educational Research Association in San Diego, CA.
- Christman, J. & **Bulkley, K.E.** (2008, October). *Learning to learn from data: The role of school leaders in Philadelphia's low-performing elementary schools*. Paper presented at the Annual Meeting of the University Council for Educational Administration in Orlando, FL.
- Bulkley, K.E.**, Christman, J., Goertz, M., & Lawrence, N. (2008, March). *Building with benchmarks: The role of the district in Philadelphia's benchmark assessment system*. Paper presented at the Annual Meeting of the American Educational Research Association in New York City, NY.
- Blanc, S., **Bulkley, K.E.**, Christman, J., Hugh, R., Mitchell, C., Neild, R., & Travers, E. (2008, March). *Learning to learn from data*. Paper presented at the Annual Meeting of the American Educational Research Association in New York City, NY.
- Blanc, S., **Bulkley, K.E.**, Christman, J.B., Neild, R.C., & Travers, E. (2007, April). *Studying micro-processes of school-based educators' use of data in cross-school qualitative research*. Paper presented at the Annual Meeting of the American Educational Research Association in Chicago, IL.
- Blanc, S., **Bulkley, K.E.**, Travers, E., & Christman, J.B. (2007, March). *Learning to learn from data: Dissonance and consensus in applied research about data use*. Society for Applied Anthropology. Tampa, Florida.
- Bulkley, K.E.** & Gold, E. (2006, April). *Bringing the private into the public: Changing the rules of the game and new regime politics in Philadelphia public education*. Paper presented at the Annual Meeting of the American Educational Research Association in San Francisco, CA, and the Politics of Education Association Conference in Palo Alto, CA.

- Christman, J., Gold, E., **Bulkley, K.E.**, & Useem, E. (2005, April). *Blurring the boundaries: Private sector involvement in Philadelphia public schools*. Paper presented at the Annual Meeting of the American Educational Research Association in Montreal, Canada.
- Christman, J., Gold, E., **Bulkley, K.E.**, & Herrold, B. (2005, February). *The joint venture: Private sector involvement in Philadelphia school reform*. Presentation at the 26th Annual Ethnography in Education Research Forum, University of Pennsylvania Graduate School of Education, Philadelphia, PA.
- Bulkley, K.E.**, Mundell, L., & Riffer, M. (2004, April). *Contracting out schools: The first year of the Philadelphia diverse provider model*. Paper presented at the Annual Meeting of the American Educational Research Association in San Diego, CA.
- Bulkley, K.E.** & Hicks, J. (2003, April). *Managing community: Professional community in charter schools operated by educational management organizations*. Paper presented at the Annual Meeting of the American Educational Research Association in Chicago, IL.
- Bulkley, K.E.** (2003, April). *State testing: District influences on teachers beliefs and classroom responses*. Paper presented at the Annual Meeting of the American Educational Research Association in Chicago, IL.
- Bulkley, K.E.** (2002, November). *Recentralizing decentralization? Educational management organizations and charter schools' educational programs*. Paper presented at the Annual Meeting of the University Council for Educational Administration in Pittsburgh, PA.
- Bulkley, K.E.** (2002, April). *Balancing act: Educational management organizations and charter school autonomy*. Paper presented at the Annual Meeting of the American Educational Research Association in New Orleans, LA.
- Bulkley, K.E.**, Fairman, J., & Martinez, M.C. (2002, April). *Teaching the test to the teachers: District capacity and policy pedagogy*. Paper presented at the Annual Meeting of the American Educational Research Association in New Orleans, LA.
- Kirst, M. & **Bulkley, K.E.** (2001, April). *Mayoral takeover: The different directions taken in different cities*. Paper presented at the Annual Meeting of the American Educational Research Association in Seattle, WA.
- Bulkley, K.E.** (2000, April). *Charter school authorizers and educational performance: The accountability bind*. Paper presented at the Annual Meeting of the American Educational Research Association in New Orleans, LA.
- Bulkley, K.E.** (1999, April). *Understanding the charter school concept in legislation: The cases of Arizona, Michigan and Georgia*. Paper presented at the Annual Meeting of the American Educational Research Association in Montreal, Canada.
- Bulkley, K.E.** (1998, April). *Charter school sponsors, a new governance mechanism: The cases of the Arizona Board of Education, the Arizona Charter School Board and Central Michigan University*. Paper presented at the Annual Meeting of the American Educational Research Association in San Diego, CA.

Sullivan, T., **Bulkley, K.E.** & Schaller, T. (1994, September). *The mysterious mistress: Timing and momentum in Congressional activity*. Paper presented at the Annual Meeting of the American Political Science Association in New York, NY.

Invited Research Presentations

- Bulkley, K.E.** & Marsh, J.A. (2020, January). *Choice policies and policy levers: State perspectives*. Presentation given at the National Center for Research on Education Access and Choice meeting in New Orleans, LA.
- Harris, D.N. & **Bulkley, K.E.** (2020, January). *Beyond mixed methods projects: REACH as a mixed methods center*. Presentation given at the Institute for Educational Sciences Annual Principal Investigators Meeting in Washington, DC.
- Bulkley, K.E.** (2016, April). *Portfolio Management Models, charter schools, and market-based education*. Presentation given at the Market-Based Solutions to Problems in Public Education Conference, Classical Liberal Institute at NYU School of Law.
- Bulkley, K.E.** (2015, June). Session moderator. *CMOs and new non-profits*. The Urban Education Future? Lessons from New Orleans 10 years after Hurricane Katrina. Education Research Alliance for New Orleans, Tulane University.
- Bulkley, K.E.** (2015, April). *Portfolio Management Models in urban reform*. Politics and Education Seminar Series, Michigan State University.
- Bulkley, K.E.** (2014, April). *The past and present of Philadelphia's portfolio of schools: Private managers and charter schools in a time of turmoil*. Charter School & School Choice Special Interest Group (SIG) at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Bulkley, K.E.** (2011, September). *Improving education through governance change? Urban district reform in the United States*. Universidad Torcuato di Tella, Buenos Aires, Argentina.
- Bulkley, K.E.** & Henig, J.R. (2011, April). *Portfolio management models and urban school reform*. Districts in Research and Reform Special Interest Group at the Annual Meeting of the American Educational Research Association in New Orleans, LA.
- Bulkley, K.E.** (2010, September). *Portfolio management models: The road to urban school reform?* National Education Policy Center, University of Colorado. Boulder, CO.
- Bulkley, K.E.** (2009, May). *Portfolio management models in urban reform: Concepts and questions*. Private Initiatives in Public Education Conference, sponsored by the Stanford Center on Philanthropy and Civil Society, Stanford University. Palo Alto, CA.
- Bulkley, K.E.** (2003, April). *A public/private hybrid: For-profit educational management organizations and public education*. Economic Policy Institute, Conference on Public Sector Efficiency, Washington, D.C.
- Bulkley, K.E.** (2001, November). *Balancing act: Educational management organizations and charter school autonomy*. Consortium for Policy Research in Education, Educational Issues in Charter Schools Conference, Washington, D.C.
- Bulkley, K.E.** (2001, July). *Are markets the answer to education's problems? Approaches to school choice in the United States*. University of Cape Town, South Africa.

Invited Presentations to Policy Maker, Practitioner, and Public Audiences

- Bulkley, K., *Lu, A., *Meza Fernandez, K., & Gerry, A.** (2023, January). *How charter authorizers shape equity: A cross-state analysis of charter applications*. Presentation given at the Brookings Institution for panel on “The future of charter schools in the United States.”
- Bulkley, K.E.** (2014, May). *Portfolio models and district reform*. Education Writers Association 67th National Seminar. Nashville, TN.
- Bulkley, K.E.** (2012, October). Panel member at community meeting discussing the future of district governance sponsored by the Orleans Public Education Network (OPEN). New Orleans, LA.
- Bulkley, K.E.** (2011, May). Panel member at NJ Spotlight event on Charter School Accountability. Rutgers University, Newark, NJ.
- Bulkley, K. E.** (2011, May). Panel member at Charter School Forum held at Millburn High School, Millburn, NJ.
- Bulkley, K.E.** (2010, November). Guest on cable television network current events show to discuss charter schools. *Fresh Outlook*. EBRU TV.
<http://www.ebru.tv/en/genres/TalkShow/fresh-outlook/episodes/4/412>
- Bulkley, K.E.** (2010, June). Guest on weekly radio show. *The New Orleans Imperative: Quality Education for All Children*. WBOK 1230 AM: New Orleans.
- Bulkley, K.E.** (2010, June). *Charter schools: An introduction*. Presentation at the Montclair Charter School Forum, an open public meeting sponsored by the League of Women Voters of the Montclair Area. Montclair, NJ.
- Christman, J.B., Blanc, S., Travers, E., **Bulkley, K.E.**, & Neild, R.C. (2007, June). *Learning to learn from data: School-based educators' use of student performance data*. School District of Philadelphia Administration Building.
- Bulkley, K.E.** (2004, October). *Charter schools: Issues and challenges*. Politics of Education Institute Session on “Charter schools in New Jersey and nationwide: How are they doing?” Newark, NJ.
- Christman, J.B., **Bulkley, K.E.**, & Gold, E. (2004, October). *The "joint venture": Private sector involvement in Philadelphia school reform*. Presented at meeting on “Private Sector Involvement in Urban School Reform: Emerging Themes.” New York, the Ford Foundation.
- Bulkley, K.E.** (2004, October). *The role of educational management organizations in the shifting world of charter schools*. Education Writers Association Conference on “Election 2004: Charter Schools and Education Finance.” Seattle, WA.
- Bulkley, K.E.** (2004, May). *Lessons learned from district-wide strategies: Lessons from Philadelphia*. Association of Baltimore Area Grantmakers, “Conference on Charters, Innovation and New Schools” in Baltimore, Baltimore, MD.
- Bulkley, K.E.** (2003, October). *Charter schools: Present and future*. Annual meeting of the National Association of State Boards of Education, Baltimore, Maryland.

- Bulkley, K.E.** (2003, January). *Charter schools: Theory and research*. National Association of State Boards of Education, Charter Schools Study Group, Washington, D.C.
- Bulkley, K.E.,** Fairman, J., & Martinez, M.C. (2002, May). *Teaching the test to the teachers: District capacity and policy pedagogy*. Politics of Education Institute, New Brunswick, New Jersey.
- Bulkley, K.E.** (2002, May). *How are charter schools accountable to government?* Consortium for Policy Research in Education, U.S. Congressional Briefing and Affiliates Meeting, Washington, D.C.
- Kirst, M.** & Bulkley, K.E. (2001, July). *Mayoral takeover and influence: Different directions taken in different cities*. Annual Meeting of the Education Commission of the States. Philadelphia, PA.
- Bulkley, K.E.** (2000, October). *Charter schools: Research and accountability*. American Educational Research Association, Meeting of Organization of Institutional Affiliates, Washington, D.C.
- Bulkley, K.E.** (2000, September). *Hearing on, "The success of charter schools."* Testimony before the United States House of Representatives Committee on Education and the Workforce, Washington, D.C.
<http://archives.republicans.edlabor.house.gov/archive/hearings/106th/fc/charter92800/bulkley.htm>

GRANT FUNDING AND CONSULTING

Total funding as PI or co-PI: \$2,772,000

- Senior Research Partner (Principal Investigators: Douglas Harris, Katharine Strunk, Joshua Cowan, Julie Marsh, and Amy Ellen Schwarz). *National Center for Research on Education Access and Choice*. 2018-2023. Institute of Education Sciences. \$10,000,000 (sub-award of \$166,189).
- Co-Principal Investigator (Principal Investigator: Blanca Vega). *Faculty Research Mentoring Program*. 2019-2020. Montclair State University, Office of Research and Sponsored Programs. \$8,000.
- Principal Investigator (with Douglas Harris, Julie Marsh, & Katharine Strunk). *The New "One Best System?": Urban Governance and Educational Practice in the Portfolio Management Model*. 2016-2020. Spencer Foundation, Lyle Spencer Research Awards. \$1,000,000.
- Content Area Expert (Principal Investigator: Eden Kyse). *Evaluation of the New Jersey Charter Schools Program Grant*. 2012-2015. New Jersey Department of Education, Office of Charter Schools to the Center for Research and Evaluation on Education and Human Services (CREEHS). \$257,848.
- Principal Investigator (with Suzanne McCotter). *Data Use and Leadership Preparation: Multiple Pathways to the Data-Driven Principals*. 2011-2012. Spencer Foundation Small Grant. \$40,000.

- Co-Principal Investigator (with Jeffrey Henig, Principal Investigator, and Henry Levin). *Contracting Regimes and Urban School Reform: Toward a New Understanding of Diverse Provider Models and the Exercise of Democratic Authority in a More Privatized Educational System*. 2008-2010. Spencer Foundation Conference Grant. \$71,000.
- Co-Principal Investigator (with Jolley Christman, Principal Investigator, and Ruth Curran Neild). *Learning to Learn from Data: How Low-performing Schools Build Capacity to Use Data for Improved Student Outcomes*. 2005-2008. Spencer Foundation Major Grant. \$460,000.
- Principal Investigator. *Case Studies of "Learning to Lead for Student Success: Developing School Board/Superintendent Teams through Training."* 2005-2007. New Jersey Department of Education. \$20,000.
- Contracted Researcher. *Analysis of Disparities in Funding for Charter Schools Serving Students from Abbott Districts*. 2005-2007. Geraldine R. Dodge Foundation/Education Law Center. \$21,000.
- Principal Investigator (Montclair State University sub-contract). *Managing Schools: The Impact of External Management on Internal School Operations in Philadelphia*. 2003-2004. Multiple funders to Research for Action. \$26,000.
- Principal Investigator. *Charter Schools: Conference, Literature Review and Research on Educational Management Organizations*. 2000-2003. U.S. Department of Education, Office of Educational Research and Improvement to the Consortium for Policy Research in Education. \$167,000.
- Consultant. School District of Philadelphia. 2002. Consultant on criteria for selection of educational management organizations to operate Philadelphia public schools.
- Co-Principal Investigator (with William Firestone, Principal Investigator, Gregory Camilli, & Roberta Schorr). *Supporting High Quality Instructional Practice Through Professional Development in Mathematics and Science*. 1999-2002. National Science Foundation. \$935,000.
- Principal Investigator (sub-contract). *New Regimes in Educational Governance, Study of Charter School Accountability*. 1999. U.S. Department of Education, Office of Educational Research and Improvement to the Consortium for Policy Research in Education. \$45,000.
- Spencer Foundation. 1997-1998. Research Training Grant to support dissertation research, Stanford University.

TEACHING

Montclair State University: Effective Leadership in a Diverse Society (online course developer); School and Community Relations (online course developer); Action Research/Using Research for School Improvement; Administrative Aspects of Management and Supervision/Leading the Learning Organization; Systems Analysis/Organizational Change; Qualitative Methods for Educational Research I (doctoral methods course); Supervised Field Experience in Administration and Supervision; Schools as a Context for Teacher Learning (Ph.D. course)

Rutgers University: Educational Planning and Policy Development/Policy Analysis; Educational Change: Theory and Practice; Qualitative Research Methods in Education I and II (doctoral methods courses – co-designed new courses and sequence)

Dissertation Committees (Chair), Montclair State University

Completed

Andrew Matteo. *Using video to reframe the teacher evaluation process as a professional learning experience: An action research study*. Ph.D. in Teacher Education and Teacher Development. 2020.

Douglas Walker. *Reconsidering professional development and its impact on teacher learning: An examination of teacher motivation in a self-directed model of teacher professional development*. Ph.D. in Teacher Education and Teacher Development. 2021.

In Progress

- Kate Meza Fernandez. Proposal approved.
- Caroline Murray. Proposal approved.

Dissertation Committees (Member, Completed)

Montclair State University

José Celis. *Healing that leads to action: Restorative justice, school leadership, and institutional change*. Ph.D. in Teacher Education and Teacher Development. 2023.

Necole Jadick. *Gendered leadership and patriarchy: A healing feminist autoethnography*. Ph.D. in Teacher Education and Teacher Development. 2023.

LaChan Hannon. *You don't know my story – Engaging black parents with culturally responsive school practices*. Ph.D. in Teacher Education and Teacher Development. 2020.

Florita Cotto. *Culturally relevant pedagogy: The views of Latinx students inform teacher professional development on critical consciousness*. Ph.D. in Teacher Education and Teacher Development. 2019.

Elliott Harrington. *The counseling experiences of women who have placed a child for adoption*. Ph.D. in Counselor Education. 2018.

Kevin Schafer. *Helping students achieve their goals: The experience of working with students with mental health concerns in a residence hall*. Ph.D. in Counselor Education. 2016.

Tulane University

Danica Brown. *Does high "school choice" matter for college? A mixed-methods study of diverse public & private schooling options, college enrollment and college culture of charter schools*. Ph.D. in Sociology-City, Culture, and Community. 2022.

Rutgers University (School of Public Health)

Jennifer Turner. *Using a multiple-case study design to evaluate the implementation of the Healthy Schools Program at select New Jersey charter school*. Doctor of Public Health. 2019.

Columbia University

Samuel Abrams. *521 Fifth Avenue: The corporate makeover of education and its limits*. Ph.D. in Politics and Education, Teachers College. 2018.

University of North Carolina at Chapel Hill

Danielle Allen. *A site of resistance and/or reclamation? The role of the Black Church in the charter school movement*. Ph.D. in Education: Policy, Leadership, and School Improvement. 2017.

Ontario Institute for Studies in Education (OISE), University of Toronto

Jennifer Elliott. *The Business of Schooling: Marketing in Canadian Independent Schools*. Ph.D. in Leadership, Higher and Adult Education. 2014, External Examiner.

Rutgers University-Newark

Joanna Cichon Maulbeck. *Understanding the factors that shape low-income immigrant student experience: A case study of an urban preschool*. Ph.D. in Urban Systems. 2014.

University of Illinois at Chicago

Marlon Cummings. *The influence of privatization on the cost-effectiveness of delivering school district support services*. Ph.D. in Policy Studies in Urban Education. 2013.

Rutgers University-New Brunswick

Kevin Doyle. *Why and how do parents decide to send their children to the inter-district school choice program at the magnet program for math and science*. Ed.D. in Educational Leadership. 2017.

Kristen Kugelman. *A street-level perspective: New Jersey educators make sense of the anti-bullying bill of rights*. Ed.D. in Educational Leadership. 2015.

- Winner – Rutgers Graduate School of Education Dissertation Award. 2016.

Robin Diamond. *The experiences of academically struggling Asian-American women in higher education*. Ed.D. in Social and Philosophical Foundations of Education. 2007.

Joanna Lynch. *Teacher motivations for the integration of service learning in high schools and their effects on design and practice*. Ed.D. in Social and Philosophical Foundations of Education. 2007.

Christopher Manno. *Teacher leadership in mathematics and science: Subject content knowledge and the improvement of instruction*. Ed.D. in Educational Administration and Supervision. 2006.

Nancy Gigante. *Teacher leadership in context: Its relationship with social, material, and human resources in schools implementing reform*. Ed.D. in Educational Administration and Supervision. 2006.

Debra Ackerman. *"The learning never stops:" Lessons from military child development centers for teacher professional development*. Ph.D. in Education. 2006.

- M. Cecilia Martinez. *Sources of school leadership: Their influence on school capacity, teaching, and learning*. Ph.D. in Education. 2006.
- Heather Casey. *Making room for the middle: Understanding effective middle school teachers and their work with struggling readers and writers*. Ph.D. in Education. 2006.
- Melinda Mangin. *Leadership and instructional improvement: The enactment of formal teacher leadership roles*. Ph.D. in Education. 2005.
- Carolyn Hogan. *A case study of the relationship between teacher's perception, classroom experience, and retention of nontraditional college students*. Ed.D. in Social and Philosophical Foundations of Education. 2004.
- Edward J. Doolan. *Systemic change and standards-based reform: An historical policy analysis of educational policy formation in New Jersey*. Ed.D. in Educational Administration and Supervision. Rutgers University. 2004.
- Jennifer Fisler. *Leadership, social capital and resources: Promoting teacher learning in a professional development school*. Ed.D. in Educational Statistics and Measurement. 2002.
- Janet Raze. *The influence of New Jersey policy, standards and assessment on elementary science teaching*. Ed.D. in Educational Administration and Supervision. 2001.

Dissertation Committees (Member, in process)

Montclair State University

Melissa Susnosky

Master's Thesis Committees (Member) – Montclair State University

Kornoelje, Joanne. *Environmental Studies*
Nepomuceno, Suzanne. *Early Childhood and Elementary Education*
Giles, Evelyn. *Early Childhood and Elementary Education*
Folkes, Mary-Ann. *Early Childhood and Elementary Education*
Cavaleri, Jessica. *Early Childhood and Elementary Education*
Neubauer, Carolyn. *Early Childhood and Elementary Education*
Perillo, Christin. *Early Childhood and Elementary Education*

SERVICE

National Service

- Member (2016-17)/Chair (2017-2019), Publications Committee, *Politics of Education Association*.
- Mentor, University Council on Educational Administration, *Barbara L. Jackson Scholars Program*. 2014-2016. Mentees: Danielle Allen (University of North Carolina at Chapel Hill), Aditi Rajendran (University of Washington).
- Academic Advisor, *Spencer Education Journalism Fellowship at the Columbia University School of Journalism*. Advisee: Sara Mosle. 2015-2016.

Executive Committee Member, *Districts in Research and Reform (AERA SIG)*. 2015-2018.

Mentor, *William L. Boyd National Education Politics Workshop*, co-sponsored by the Politics of Education Association and the University Council for Educational Administration. 2008, 2013, 2015, 2016, 2018-21. Co-Chair of Boyd Workshop, 2009-2011.

Advisory Board Member for the *2015 International School Choice and Reform Conference*.

Invited Participant. *Disciplined Dialogue Project Meeting on Charter Schools*. Spencer Foundation. Scottsdale, AZ. January 7-10, 2014.

Executive Committee Member, *Division L Executive Committee*, American Educational Research Association, 2010-2012.

Co-Organizer, *Conference on Diverse Provider Models*. November 21-22, 2008.
Conference held at Teachers College, Columbia University.

Nominations Committee Co-Chair, Politics of Education Association. 2007-2008.

Expert Reviewer, General Accounting Office, U.S. Government. 2002. *External reviewer for GAO Report, "Public Schools: Insufficient Research to Determine Effectiveness of Selected Private Education Companies."*

Newsletter Editor, American Educational Research Association (Division L). 002. Chair, Charter School Research and Evaluation Special Interest Group, American Educational Research Association – 2000-2002.

Organizer, *Educational Issues in Charter Schools Conference*. November 12-13, 2001.
Washington, DC. Conference co-sponsored by the Consortium for Policy Research in Education, the Center for Education Policy Analysis, and the Center on Reinventing Public Education.

National Editorial and Reviewing Service

Advisory Board Member, *American Journal of Education*. 2015-present

Member, *Small Grants Review Committee*, Spencer Foundation. 2012-14

Program Section Chair, *American Educational Research Association, Division L*, 2011 Annual Meeting, 2005 Annual Meeting

Article Reviewer: *American Educational Research Journal; Educational Administration Quarterly; Educational Evaluation and Policy Analysis; American Journal of Education; Teachers College Record; Educational Policy; Sociology of Education; Journal of Educational Administration; Policy Studies Journal; Peabody Journal of Education; Critical Studies in Education; Journal of School Choice; Journal of Education for Students Placed at Risk; International Journal of Qualitative Studies in Education; Journal of Policy History; Policy Sciences; Journal of Gay and Lesbian Issues in Education; Comparative Education Review; Urban Affairs Review; Public Budgeting & Finance; Berkeley Review of Education*

Book Prospectus Reviewer: *Teachers College Press; Harvard Education Press; MIT Press*

Grant Proposal Reviewer: *Spencer Foundation; National Science Foundation; Smith Richardson Foundation*

Conference Reviewer: *American Educational Research Association (Division A, Division L, Charter Schools SIG, School Choice SIG, Politics of Education Association); University Council for Educational Administration; International Conference on School Choice & Reform; World Education Research Association Focal Meeting*

University Service

Montclair State University – University Level

- Presidential Search Committee, Member 2020-21
- University Institutional Review Board (IRB), Chair 2013-2019; alternate member 2019-2020
- University Graduate Council, Elected Member 2012-2013, ex-officio Member (as IRB chair) 2013-2019
- University Institutional Repository Advisory Committee, Member 2017-2021
- University Task Force for Middle States Commission on Higher Education accreditation, Council on University Effectiveness and the Collaborative Implementation Project, Standard 7: Governance, Member 2015-2017
- University Sabbatical Review Committee, Elected Member 2014-2015
- Program Committee, Provost's Series on University Teaching and Learning, Member 2009-2010
- University Strategic Planning Steering Committee, College of Education and Human Services Representative, 2008-2009

Montclair State University – College, Department, and Program Levels

- Departmental Personnel Advisory Committee (DPAC), Department of Counseling and Educational Leadership, Chair 2010-2011, 2012-2013, 2015-2016, Member, 2008-2011, 2012-2015
- Educational Leadership Program Administrator Search Committee, Chair, 2019
- Educational Leadership Faculty Search Committees: Chair 2013-2014, 2014-2015, Member 2005-2008, 2012-2013
- Admissions reviewer, Ed.D. in Teacher Education and Teacher Development, 2010-11, 2015-2021
- College of Education and Human Services Grants Coordinator Search Committee, Chair 2007, Member 2014
- College of Education and Human Services Doctoral Council, Chair 2008-2009, Member 2006-2011
- College of Education and Human Services Advisory Group on Faculty Scholarship, Chair 2007-2008, Member 2008-2011
- College of Education and Human Services Research Committee, Member 2005-2008

- College of Education and Human Services Assessment Committee, Member 2005-2006

Rutgers University

- Graduate School of Education Academic and Scholastic Standing Committee, Member 2003-2005
- Ph.D. in Education, Concentration in Policy, Admissions Coordinator 2002-2005
- Graduate School of Education Ad Hoc Committee on Qualitative Methods, Ph.D. in Education, Member 2001-2005
- Livingston College Fellow, Rutgers University, 2000-2005
- Graduate School of Education Rules of Procedure Committee, Member 2000-2002
- Hubert Humphrey Fellowship Program, Advisor 2000-2001

Professional Affiliations

Member, American Educational Research Association

Member, National Research Team. *Education Research Alliance for New Orleans*, Tulane University. 2015-present. <https://reachcentered.org/team/katrina-bulkley>

Fellow, National Education Policy Center (NEPC), University of Colorado at Boulder (formerly Education Policy Project/Education Policy Research Unit/Education and the Public Interest Center, University of Wisconsin-Milwaukee/Arizona State University/University of Colorado at Boulder), 2000-present.
<http://nepc.colorado.edu/author/bulkley-katrina>

Member, Scholars Strategy Network (SSN) – New Jersey Chapter. 2014-present.
<http://www.scholarsstrategynetwork.org/scholar-profile/986>

Faculty Fellow, Newark Schools Research Collaborative, Rutgers-Newark Institute on Education Law and Policy, 2009-2013.

Faculty Associate, National Center for the Study of Privatization in Education (NCSPE), Teachers College, Columbia University, 2008-present.

Affiliated Researcher, Consortium for Policy Research in Education, University of Pennsylvania, 1999-2009.

Senior Research Associate, Center for Education Policy Analysis, Rutgers University, 1999-2005.

MEDIA COVERAGE

Interviewed for print, radio, and online media: *Los Angeles Times*; *Politico*; *Education Week*; *Associated Press*; *NJ.com*, *WBEZ (Chicago Public Radio)*; *WHYY (Philadelphia Public Radio)*; *St. Petersburg Times*; *CQ Researcher*; *Newark Star Ledger*; *Pittsburgh Post-Gazette*; *Trenton Times*; *Philadelphia Public School Notebook*; *NJ Spotlight*; *Catalyst for Cleveland Schools*; *KPLU News (Seattle)*; *ColorLines Magazine*; *Crain's Business*; *Education Daily*; *Dollars and Sense*; *Rutgers Focus*; *The 74 Million*.

HONORS AND AWARDS

Recognition of “Public Presence” in education policy by inclusion in the “RHSU Educator Scholar Public Presence Rankings” published by *Education Week* in 2013, 2014, 2015, and 2016.

Rutgers University Graduate School of Education Alumni Association Outstanding Faculty Teaching Award, 2004.