

Dr. Kathryn E. Wiley

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PROFESSIONAL APPOINTMENTS

Assistant Professor, Educational Leadership and Policy Studies
Howard University, School of Education, Washington, D.C. 2022- present

Assistant Teaching Professor and Faculty Fellow
University of Colorado Boulder, School of Education, Boulder, CO 2020-2022

RESEARCH INTERESTS

Educational policy; K-12 school discipline and climate; Racial segregation and desegregation; Educational leadership, governance, and funding; Critical sociological theories of race, policy, and organizations; Ethnography, case study, community-based research, social network analysis, and historical methods.

EDUCATION

University of Colorado Boulder
Ph.D., Educational Foundations, Policy, and Practice Boulder, CO

University of Colorado Boulder
M.A., Educational Foundations, Policy, and Practice Boulder, CO

HONORS AND AWARDS

- Dissertation of the Year Award, Leadership for School Improvement SIG AERA 2017
- Dissertation Fellowship, National Academy of Education/Spencer Foundation 2016
- Dissertation Completion Fellowship, CU Boulder Graduate School 2015

SCHOLARLY ACTIVITY

Funded Projects and Grants

- Co-PI. NEPC Price of Opportunity California. 2021-2022. Stuart Foundation. \$100,000
- PI. Public Funds Public Schools: 2021 Voucher Legislation Analysis. Education Law Center. 2021-2022 \$5,000
- Co-PI. Through Their Lens: Photo Journey Project for Affirming and Inclusive Learning Environments for Black Children. Denver Foundation. 2021-2022. \$2,500
- PI. School-based restorative practices to increase implementation uptake. The Barton Institute for Philanthropy and Social Enterprise, University of Denver. 2019-2020. \$15,000
- PI. Creating Schools Within Schools? A Mixed-Methods Study of In-School Discipline Strategies and Racial Stratification in Educational Opportunity. Spencer Foundation. 2018-2019. \$50,000

- Co-PI. Sankofic Journey to Inclusive and Affirming Early Care and Learning Environments For Black Children. Public Good Fund, Center for Community Engagement and Service Learning, University of Denver. 2018-2019. \$15,000

JOURNAL ARTICLES

* Publications co-written with graduate students mentored and guided by Dr. Wiley

+ indicates community partner

- **Wiley, K.,** & Starr, J. P. (in-press). The resolution passed, now what? Implementation complexities of a police-free schools' resolution. *Journal of Cases in Educational Leadership*, in AERA LSJ Special Issue Critical Cases for Anti-Racist Leadership. (Eds.) Drs. LaSonja Roberts, Detra D. Johnson, and Lok-Sze Wong.
- **Wiley, K.,** *Townsend, C., *Trujillo, M., & Anyon, Y. (2022). Deep punishment and internal colony: a critical analysis of in-school suspension rooms inside two racially "integrated" middle schools. *The Urban Review*. <https://doi.org/10.1007/s11256-021-00629-8>
- Anyon, Y., **Wiley, K.,** Samimi, C., & *Trujillo, M. (2021). Sent out or sent home: Understanding racial disparities across suspension types from Critical Race Theory and Quantcrit perspectives. *Race Ethnicity and Education*. <https://doi.org/10.1080/13613324.2021.2019000>
- **Wiley, K.** (2021). A Tale of Two Logics: Racial Disparities and School Discipline in a Mostly-White Middle School. *American Journal of Education*, Vol. 127(2), p. 163-192. DOI: [10.1086/712084](https://doi.org/10.1086/712084)
- Moses, M. S., & **Wiley, K.** (2019). Social Context Matters: Bridging Philosophy and Sociology To Strengthen Conceptual Foundations For College Access Research. *American Educational Research Journal*, Vol. 57(4), p. 1665-1687. DOI: [10.3102/0002831219883587](https://doi.org/10.3102/0002831219883587)
- Yang, J., Anyon, Y., Pauline*, M., **Wiley, K.,** Cash+, D., Downing+, B.,... Lisa Pisciotto+ (2019): "We have to educate every single student, not just the ones that look like us": Support service providers' beliefs about the root causes of the school-to-prison pipeline for youth of color, *Equity & Excellence in Education*. Vol. 51(3-4), p. 316-331. DOI: [10.1080/10665684.2018.1539358](https://doi.org/10.1080/10665684.2018.1539358)
- **Wiley, K.,** Anyon, Y., Yang, J., Pauline*, M., Rosch, A., Valladares*, G., & Pisciotto+, L. (2018). Looking back, moving forward: Technical, normative, and political dimensions of school discipline reform. *Educational Administration Quarterly*, Vol. 54 (2), p. 275-302. DOI: [10.1177/0013161X17751179](https://doi.org/10.1177/0013161X17751179)
- Anyon, Y., Atteberry, B., Yang, J., Pauline*, M., **Wiley, K.,** Cash+, D., Downing+, B., Greer+, E., & Pisciotto+, L. (2018). 'It's all about the relationships': Educators' rationales and strategies for building connections with students to prevent exclusionary school discipline outcomes. *Children and Schools*, Vol. 40, p. 221-230. DOI: [10.1093/cs/cdy017](https://doi.org/10.1093/cs/cdy017)
- Hopkins, M., **Wiley, K. E.,** Penuel, W. R., & Farrell, C. C. (2018). Brokering research in science education policy implementation: the case of a professional association. *Evidence & Policy: A Journal of Research, Debate and Practice*, Vol. 14 (3), p. 459-476. DOI: [10.1332/174426418X15299595170910](https://doi.org/10.1332/174426418X15299595170910)
- Baker, B. D., Libby, K., & **Wiley, K.** (2015). Charter School Expansion And Within District Equity: Confluence Or Conflict? *Education Finance and Policy*, Vol. 10(3), p. 423-465. DOI: [10.1162/EDFP_a_00169](https://doi.org/10.1162/EDFP_a_00169)

BOOK CHAPTERS

- **Wiley, K.,** & Garcia, L. (in-press). Creating and maintaining a health school climate with attention to diversity and reassessing student discipline policies: The story of Revere High School. In York, A., Welner, K., & Kelley, L.M. (Eds). *Schools of opportunity: 10 research-based models of equity in action*. Teachers College Press.
- Anyon, Y., Yang, J., **Wiley, K.**, Greer⁺, E., Downing⁺, B., Kim, D., Martinez⁺, R. (2018). The Evolution Of A Researcher-Practitioner Partnership On Equity In School Discipline. In B. Bevan & W. Penuel (Ed.) *Connecting Research and Practice for Educational Improvement: Ethical and Equitable Approaches*. (pp. 66-82). New York: Routledge.
- **Wiley, K.**, Shircliffe, B., & Morley, J. (2012). Conflicting Mandates Amid Suburban Change: Educational Opportunities In A Post-Desegregation District. In G. Orfield & E. Frankenberg (Eds.) *The Resegregation of Suburban Schools: A Hidden Crisis in American Education* (pp. 139-162). Cambridge, MA: Harvard Education Press.

POLICY REPORTS, RESEARCH REVIEWS, AND POLICY NEWSLETTERS

- **Wiley, K.** (2022, May 5). It's time to end corporal punishment. NEPC Newsletter. National Education Policy Center: University of Colorado Boulder. [Available here.](#)
- **Wiley, K.** (2021, June 29). One year into police-free schools: Three trends to know. NEPC Newsletter. National Education Policy Center: University of Colorado Boulder. [Available here.](#)
- **Wiley, K.**, & Somerville, K. (December 2021). *NEPC Review: "Suspended reality: The impact of suspension on student safety."* (Wisconsin Institute for Law and Liberty, October 2021). Boulder, CO: National Education Policy Center. [Available here.](#)
- **Wiley, K.**, & Welner, K.G. (2021, October 5). The Great Equalizer Myth. NEPC Newsletter. National Education Policy Center: University of Colorado Boulder. [Available here.](#)
- **Wiley, K.** (2021, June 29). One year into police-free schools: Three trends to know. NEPC Newsletter. National Education Policy Center: University of Colorado Boulder. [Available here.](#)
- **Wiley, K.** (2021, July 13). Where does funding for School Resource Officers come from? Three federal programs explained. NEPC Newsletter. National Education Policy Center: University of Colorado Boulder. [Available here.](#)
- **Wiley, K.** & Burris, M. (2020, December 10). Newsletter. The pandemic to prison pipeline: A timely Q&A. National Education Policy Center: University of Colorado Boulder. [Available here.](#)
- Anyon, Y., & **Wiley, K.** (2018 February). *NEPC Review: "The academic and behavioral consequences of discipline policy reform: Evidence from Philadelphia."* (Fordham Institute, December 2017). Boulder, CO: National Education Policy Center. [Available here.](#)
- Baker, B.D., Libby, K., & **Wiley, K.** (2012). Policy Brief. Spending by the major charter management organizations: comparing charter school and local public district financial resources in new York, Ohio, And Texas. Boulder, CO: National Education Policy Center. [Double-blind peer reviewed.]. [Available here.](#)

- Pflieger, R. & **Wiley, K.** (2012). Policy Brief. Colorado Disciplinary Practices, 2008-2010: Disciplinary Actions, Student Behaviors, Race, and Gender. National Education Policy Center: University of Colorado Boulder. [Available here](#).

CONFERENCE PRESENTATIONS

- Adams, F., Deese, A., **Wiley, K.** 2021. The Price of Opportunity. Paper session (accepted). University Council for Educational Administration conference.
- **Wiley, K.**, *Townsend, C., *Trujillo, M., & Anyon, Y. 2020. Deep Punishment and Internal Colony: A Critical Analysis of In-School Suspension Rooms Inside Two Racially “Integrated” Middle Schools. Roundtable. American Educational Research Association.
- Saldaña, C., **Wiley, K.**, Deese, A., Welner, K., & Valladares, M. 2020. The Price of Opportunity: A Costing-Out Method for Closing K-12 Educational Opportunity Gaps. Paper presented at the meeting of the American Educational Research Association.
- **Wiley, K.**, Anyon, Y., & Yang, J. 2017. The Technical, Normative, And Political Dimensions of School Discipline Policy Reform. Paper presented. Paper presented at the meeting of the American Educational Research Association, San Antonio, TX
- Hopkins, M. **Wiley, K.**, Weddle, H., Bjorklund, P. Umansky, L., & Dabach, D. 2017. Supporting Immigrant and Refugee Students In Complex Political Times. Paper presented. University Council for Educational Administration conference. Denver, CO.
- **Wiley, K.** 2016. For Learning’s Sake? School Leaders, Learning, And Racial Disparities In School Discipline. Paper presented at the meeting of the American Educational Research Association. Washington, D.C.
- **Wiley, K.** 2015. Explaining The “Highflyers” And The "Good Kids": Social Context & Educators’ Discourses Of Discipline Disparity. Roundtable presentation at the meeting of the American Educational Research Association, Chicago, IL.

PUBLIC SCHOLARSHIP AND PRESS

- Gilbert, D. (2021, November 12). [A caring high school principal or a criminal? A situation in Salida may have national implications.](#) *The Colorado Sun*.
- **Wiley, K.**, & Anyon, Y. (2020, October 6). [Changes to school police – more than symbolic?](#) *Medium*. Partnership for the Future of Learning.
- Evans, A. (2020, June 11). [A first step: BVSD updates its discipline policy and looks at ending its relationship to police departments.](#) *Boulder Weekly*.
- Asmar, M. (2016, August 16). [What do schools with low student suspension rates have in common?](#) *Chalkbeat*.
- Asmar, M. (2016, December 20). [How issues of race and equity played out in Colorado schools in 2016.](#) *Chalkbeat*.

UNIVERSITY TEACHING

Howard University

- Fall 2022 **ELPS 514 Organizational Change:** This course explores theories and examples of organizational change in the context of education systems. Course content addresses decision-making, leadership, organizational theory and change, and the influence of internal and external actors and policies, and resistance to equity-oriented change. A case study approach is used to learn from real-world examples. The course culminates in a Change Issue Proposal. This course is aligned with National Educational Leadership Preparation standards.
- Fall 2022 **ELPS 231 Current Issues in Multicultural Education:** This course explores multicultural education issues and trends to support policies and practices of particular relevance to Black students, teachers, and systems' leaders and to promote racial and social justice in schools. The course is structured semi-chronologically to provide an understanding of how "multicultural education" has evolved over time, and related concepts/ This course culminates in a Multicultural Education Action Plan. Candidates will create an Action Plan consisting of recommendations for strengthening the candidate's school/ workplace's approach to multiculturalism / multicultural education.

University of Colorado Boulder

- Fall 2021,
'20, '21 **EDU 3013 School & Society:** Serves as a core course across CU campus, including a human diversity requirement for the College of Arts and Sciences. This course introduces students to public K-12 schooling in the U.S. Topics include education policy, governance, finance, history of public education, urban school reform, racial inequalities in education. Online and in-person.
- Spring 2022,
'21, '20 **EDUC 4140 | 5150 Introduction to Qualitative Research Methods:** Serves as methods course for Doctoral, Master, and Bachelor students for Liberal Arts and Sciences programs. Addresses research design and methods, ethics, and critical issues of race, power and positionality. Students acquire hand-on research experiences by developing a semester-long research project. Online and in-person.
- Fall 2021-
Spring
2022 **EDU 4501 | EDUC 4502 Leadership Capstone Course:** A year-long course for Leadership and Community Engagement Majors offered through CU Engage Center for Community-Based Learning and Research. Students apply skills and knowledge developed throughout the Major to design and implement public action project. Critically examine local context, policy and governance, organizational structure, and social movements. Identify partners and develop relationships based on reciprocity and mutually. Develop theory of change for project and design evaluation tools to measure impact.