

## **CLAIRE ELIZABETH SMREKAR**

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**Associate Professor of Public Policy and Education, Peabody College of Vanderbilt University**

### **AREAS OF SPECIALIZATION**

The social context of education and the social organization of schools, with specific reference to school communities and social policy; design, development, and evaluation of educational leadership programs/professional doctorate programs. Current research focuses upon desegregation policy; school choice; family-school-community relationships; innovative school leadership preparation programs/school impact.

### **EDUCATION**

- 1991            Stanford University, Stanford, California  
Doctor of Philosophy Degree, Administration and Policy Analysis, School of Education
- 1989            Stanford University, Stanford, California  
Master of Arts Degree, Sociology
- 1986            Stanford University, Stanford, California  
Master of Arts Degree, Administration and Policy Analysis, School of Education
- 1982            University of California, Los Angeles, California  
Bachelor of Arts Degree, Political Science

### **PROFESSIONAL EXPERIENCE**

- 2011            Visiting Scholar, Fudan University, Shanghai, China.
- 1998-Present    Associate Professor, Department of Leadership, Policy and Organizations, Peabody College of Education, Vanderbilt University, Nashville, Tennessee.
- 1999-2002       Special Assistant to the Provost, Vanderbilt University, Nashville, Tennessee.
- 1991-2008       Fellow, Vanderbilt Center for Nashville Studies. Areas of public policy research include: school choice, magnet schools, family-school relations.

- 1991-1998 Assistant Professor, Department of Educational Leadership, Peabody College of Education, Vanderbilt University, Nashville, Tennessee.
- 1989-1990 Research Assistant, Stanford University School of Law (Professor Michael Wald). Reviewed literature on issues related to educational inequality and public policy.
- 1986-1989 Associate Policy Analyst, Policy Analysis of California Education (PACE), Condition of Children in California Project (Professor Michael Kirst). Planned and coordinated research strategy. Conducted primary research on state-level policymaking for children. Authored and edited chapters on children's policy, demographics, and family life.
- 1986-1987 Field Research Assistant, Accelerated Schools Project (Professor Henry Levin). Developed research and evaluation strategies for university-school collaborative project. Coordinated small-group meetings with teachers on issues of school governance and community relations. Developed models of family-school partnerships.
- 1985-1986 Research Assistant, Stanford Education Policy Institute. Edited and prepared for publication research reports, newsletters, and publication announcements.
- 1982-1985 Research Associate, U.S. Senate Special Committee on Aging, Washington, DC. Researched and analyzed federal programs and legislative proposals in the areas of health and education.

## **PUBLICATIONS**

### **Books**

Smrekar, C.E. & Goldring, E.B. (2009), From the courtroom to the classroom: The shifting landscape of school desegregation. Cambridge: Harvard Education Press.

Smrekar, C. E., & Goldring, E. B. (1999). School choice in urban America: Magnet schools and the pursuit of equity. New York: Teachers College Press.

Smrekar, C. E. (1996). The impact of school choice and community: In the interest of families and schools. Albany, NY: State University of New York Press.

### **Book Chapters**

Smrekar, C. (2014). DoDEA: history, organization, and the explanations for high performance. In D. Brewer & L. Picus (Eds), Encyclopedia of Education Economics and Finance, New York: Sage.

Smrekar, C.E. & Clark, L. (2013). Diversity and community in Catholic schools. In P. Bauch (Ed.), Catholic schools in the public interest: Past, present, and future trends. Greenwich, CT: Information Age Publishing.

Smrekar, C. & Bentley, L. (2012). Diversity in education. In D. Coates, K. Smith, & C. Walldorf (Eds), The Oxford Companion to American Politics, New York: Oxford University Press.

Stein, M., Goldring, E., & Smrekar, C. (2011). Dynamics of parental involvement in urban charter schools: Parents' perceptions, principals' expectations and student achievement. In S. Auerbach (Ed.), School Leadership for Authentic Family and Community Partnerships: Research Perspectives for Transforming Practice.

Crowson, R., Smrekar, C.E., & Bennett, J. (2011). Education as a civic good: Children's services perspective. In D. Mitchell, R. Crowson, & D. Shipp (Eds), Shaping Education Policy: Power and Processes. San Francisco: Taylor & Francis.

Smrekar, C.E. & Goldring, E. (2011). Rethinking magnet school policies and practices: A response to declining diversity and judicial constraints. In E. Frankenberg & E. DeBray (Eds), Integrating Schools in a Changing Society. Chapel Hill: University of North Carolina Press.

Smrekar, C.E. & McGraner, K. (2010). Rethinking the Ed.D. culminating project: The Peabody model. In J.M. Gaetane & A. Normore (Eds), Educational leadership preparation: Innovative and interdisciplinary approaches to the Ed.D. and graduate education. New York: Palgrave Macmillan.

Smrekar, C.E. (2009). Public housing reform and neighborhood schools: How local contexts *must* matter. In R. Crowson & E. Goldring (Eds), The new localism in American education: National society for the study of education yearbook. New York: Wiley.

Smrekar, C.E. (2009). The social context of magnet schools: How and why parents choose magnets. In M. Berends, M. Springer, D. Ballou, & H. Walberg (Eds), Handbook of Research on School Choice. Mahwah, NJ: Lawrence Erlbaum.

Smrekar, C.E. & Cohen-Vogel, L. (2009). Mapping family-school relations in comprehensive school reform models and charter school designs: A call for a new research agenda. In S. Christenson & A. Reschly (Eds), Handbook on School-Family Partnerships for Promoting Student Competence. Routledge/Taylor/Francis Publishing.

Smrekar, C.E. (2008). From control to collaboration: Mapping school communities across diverse contexts. In A. Pomson (Ed.), The challenges and prospects of community in Jewish day schools. London: Littman Library.

Smrekar, C.E. & Sims, P. G. (2006). Organizational alignment within the Department of Defense Dependents Schools: A course for high academic achievement? In K. Wong & S. Rutledge (Eds.), System-wide efforts to improve student achievement. Greenwich, CT: Information Age Publishing.

Smrekar, C.E. & Owens, D.E. (2003). Student achievement in Department of Defense schools: The mission and message of high performance. Developments in School Finance (National Center for Education Statistics).

Smrekar, C.E. (2003). Parenting in high risk neighborhoods. Encyclopedia of Education. Second edition. Macmillan reference.

Smrekar, C.E., & Walker, J. (2003). Parenting: Influence of parents' level of education. Encyclopedia of Education. Second edition. Macmillan reference.

Smrekar, C.E. & Walker, J. (2003). Parenting: Influence of educational aspirations and attainment. Encyclopedia of Education. Second edition. Macmillan press.

Smrekar, C.E. (2003). Magnet schools. Encyclopedia of Children and Childhood. Macmillan reference.

Smrekar, C. (2001). Lessons (and questions) from workplace schools on the interdependence of family, school and work. In R. Crowson (Ed.), Advances in research and theories in school management and educational policy, (Vol. 5). Greenwich, CT: JAI Press.

Smrekar, C. E., & Mawhinney, H. B. (1999). Integrated services: Challenges in linking schools, families, and communities. In J. Murphy & K. Seashore Louis (Eds.), Handbook of research on educational administration. San Francisco: Jossey-Bass.

Goldring, E., Hawley, W., Saffold, R., & Smrekar, C. (1997). Parental choice: Consequences for students, families, and schools. In R. Shapira & P. Cookson (Eds.), Autonomy and choice in context: An international perspective. London: Pergamon Press.

Smrekar, C. E. (1996). The Kentucky family resource centers: The challenges of re-making family-school interactions. In J. Cibulka & W. Kritek (Eds.), Coordination among school, families, and communities: Prospects for educational reform (pp. 3-25). Albany, NY: State University of New York Press.

Smrekar, C. E. (1994). The organization of family-school interactions: A prelude to school-linked social services. In R. Levin (Ed.), Greater than the sum: Professionals in a comprehensive services model (pp. 55-62). Washington, DC: American Association of Colleges for Teacher Education/ERIC monograph.

Smrekar, C. E. (1993). Building community: The influence of school organization and management. In S. Bacharach & R. Ogawa (Eds.), Advances in research and theories of school management and educational policy (pp. 1-24). Greenwich, CT: JAI Press.

Smrekar, C. E. (1989). State policy making for children. In M. Kirst (Ed.), The condition of children in California (pp. 323-332). Berkeley, CA: Policy Analysis of California Education (PACE).

Evans, J. E., Wald, M. S., Smrekar, C. E., & Ventresca, M. (1989). A sociodemographic portrait. In M. Kirst (Ed.), The condition of children in California (pp. 13-25). Berkeley, CA: Policy Analysis of California Education.

Wald, M. S., Evans, J. W., Smrekar, C. E., Ventresca, M. (1989). Family life. In M. Kirst (Ed.), The condition of children in California (pp. 29-45). Berkeley, CA: Policy Analysis of California Education (PACE).

## Articles

### Refereed Journals

Smrekar, C.E. & Bentley, L. (2011). Social context of education. Oxford Bibliographies Online. New York: Oxford University Press.

Cohen-Vogel, L., Goldring, E. & Smrekar, C. (2010). The influence of local conditions on social service partnerships, parent involvement, and community engagement in neighborhood schools. American Journal of Education, 117(4).

Smrekar, C.E. & Williams, S. (2009). Resegregation. Encyclopedia of African American Education. Sage.

Smrekar, C.E. (2007, July). Commentary: A practical end to racial diversity in schools. Teachers College Record.

Smrekar, C.E. (2007, April). Commentary: Why states should follow the Pentagon's lead when it comes to children's education, Teachers College Record.

Goldring, E., Cohen-Vogel, L. & Smrekar, C.E. (2006, May). From court-ordered to court-ended busing: Neighborhood contexts matter in the post-busing era, American Journal of Education, 112(3), 335-362.

Smrekar, C.E. (2003, May). "It's a way of life for us." High achievement and high mobility in Department of Defense schools. Journal of Negro Education.

Smrekar, C.E., & Goldring, E.B. (2002, September/October). The changing role of magnet schools in an era of court-ended busing. The Clearing House, 76(1), 13-15.

Goldring, E., & Smrekar, C. E. (2000). Magnet schools and the pursuit of racial balance. Education and Urban Society, 33(1), 17-35.

Smrekar, C. E. (1998, May). The organizational and political threats to school linked integrated services. Educational Policy, 12(3), 284-304.

Mawhinney, H. B., & Smrekar, C. E. (1996). Negotiating the institutional constraints in school/community collaborations. Educational Policy, 10(4), 480-501.

Smrekar, C. E. (1996). The influence of the family services coordinator on family-school interactions in school-linked social service programs. The Elementary School Journal, 16(4), 453-467.

Smrekar, C. E. (1994, Winter). The missing link in school-linked social service programs. Educational Evaluation and Policy Analysis, 16(4), 422-433.

Smrekar, C. E. (1993). Rethinking family-school interactions: The prologue to linking schools and social services. Education and Urban Society, 25(2), 175-186.

## **Journals**

Smrekar, C.E. & Honey, N. (in press). The desegregations aims and demographic contexts of magnet schools: How parents choose & why siting policies matter. Peabody Journal of Education.

Smrekar, C.E. & Bentley, L. (2011). HOPE VI neighborhoods and neighborhood schools: Understanding how revitalized neighborhoods influence school environments. Peabody Journal of Education, 86(4), 416-435.

Smrekar, C.E., & Bentley, L. (2010, Fall). The New Coalition: Rethinking the Potential for Family-School Collaborations in Jewish Day School Communities. HaYidion: Journal of the Jewish Community Day School Network.

Smrekar, C.E. & McGraner, K. (2009). From curricular alignment to the culminating project: The Peabody College Ed.D. Capstone. Peabody Journal of Education, 84(1), 48-60.

Smrekar, C.E (2009). Beyond the tipping point: Issues of racial diversity in magnet schools following unitary status. Peabody Journal of Education, 84(2), 207-226.

Smrekar, C. E., & Cohen-Vogel, L. (2001). The voices of parents: Rethinking the intersection of family and school. Peabody Journal of Education, 76(2), 75-101.

Smrekar, C. E. (1996). The political threats to school-linked family services. International Directions in Education, 4(1).

## National Policy Reports

Smrekar, C. (2014, November). Desegregation and magnet school plan analysis in *HCS v United States*. Report to the U.S. Department of Justice, Civil Rights Division, Washington, D.C.

Smrekar, C. (2014, October). Desegregation Plan Design & Analysis in *Cowan v. United States*. Report to the U.S. Department of Justice, Civil Rights Division, Washington, DC.

Smrekar, C., McQueen, C. & Knudson, H. (2013, Feb). Education Research Paper: NashvilleNext Initiative, Metropolitan Planning Department, Davidson County, TN.

Smrekar, C. & Honey, N. (2012, December). The demographic context of magnet schools: How parents choose and why it matters. Report to the Office of Innovation and Improvement, U.S. Department of Education.

Smrekar, C. (2010, March). The Indianapolis charter school case studies. Report to the U.S. Department of Education. National Center on School Choice, Vanderbilt University.

Smrekar, C. (2007, March). The social context of success: School, neighborhood, and family structures that support high academic achievement in DoDEA schools. Report to the Deputy Under Secretary of Defense for Military Community and Family Policy, Washington, D.C.

Smrekar, C. & McGraner, K. (2007, January). The march toward excellence continues: An updated snapshot of high academic achievement in DoDEA schools. Report to the Deputy Under Secretary of Defense for Military Community and Family Policy, Washington, D.C.

Smrekar, C., Guthrie, J.W., Owens, D.E., & Sims, P.G. (2001, September). March toward excellence: School success and minority student achievement in Department of Defense schools. Report to the National Education Goals Panel.

Goldring, E. B., & Smrekar, C. E. (1995, June). Parental choice: Consequences for families, students, and schools. Report to the Spencer Foundation.

Smrekar, C. E. (1994, June). Families, schools, and unmet needs: The impact of the Kentucky school-linked social services program on family functioning and school interactions. Report to the Danforth Foundation.

Kirst, M. W., McLaughlin, M., Massell, D., & Smrekar, C. E. (1990). Improving policies for children. Albany, NY: State University of New York, The Nelson A. Rockefeller Institute of Government.

McLaughlin, M., & Smrekar, C. E. (1988). School-linked comprehensive service delivery programs for middle schools. New York: Carnegie Corporation, Carnegie



## PRESENTATIONS

### **Invited Presentations**

Parents' Choice Patterns: Using GIS to Map Racial and Social Segregation in Magnet School Districts. Presentation to the Center for Education Leadership, Goodwin College, December, 2013.

How Parents Choose and Why It Matters to Magnet School Leaders. Presentation to the annual conference of the Magnet Schools Association Leadership Academy, Washington, DC. August 15, 2012.

Building Civic Capacity: Portfolios, Public Engagement and School Choice Policy. Office of Innovation and Improvement, U.S. Department of Education, Washington, D.C. December 9, 2011.

Neighborhood Schools and Neighborhood Capacity: How Social Context Matters. Presentation to the Department of Sociology and the School of Education at Brigham Young University (BYU), Colloquium Series, Provo, UT, March, 2007.

Education and the News Media: How (and Why) to Connect the Public's Interest to Education Research. AERA Invited Presentation at the annual conference of the American Education Research Association, San Francisco, CA, April, 2006.

Social Context and Strategic Alignment of the Department of Defense Schools (with Pearl Sims). Distinguished Lecture, the Military Child Education Coalition annual conference, Colorado Springs, CO, July, 2004.

Neighborhood Capacity in the Era of Unitary Status: What Does "Closer to Home" Mean? (with Ellen Goldring and Lora Cohen Vogel). Presentation to the New York University conference: *Brown Plus 50: A Renewed Agenda for Social Justice*, New York City, NY, May, 2004.

Minority Student Achievement in Department of Defense Schools: An Examination of the Evidence, (with Deborah Owens). Presentation to the National Center for Education Statistics Summer Data Conference, U.S. Department of Education, Washington, D.C., July, 2002.

March Toward Excellence: An Overview of School Success in the Department of Defense Education Activity, Presentation to the American Youth Policy Forum, Washington, D.C., April, 2002.

Getting it Right: Lessons from the Study of Department of Defense Schools, Presentation to the Education Writers Association, Washington, D.C., April 2002.

Social Class Isolation and Racial Diversity in Magnet Schools, Presentation to the

National Center for the Study of Privatization in Education (NCSPE), The Civil Rights Project at Harvard University; Columbia University, May 2000.

### **International Conferences**

Smrekar, C.E. (2006, June). From Control to Collaboration: Mapping School Communities Across Diverse Contexts. The Melton Centre for Jewish Education Conference, Hebrew University, Jerusalem, Israel.

Smrekar, C. E. (1995, June). The Principal Design: The Struggle for Leadership and Accountability in School-Linked Social Service Programs. Paper presented at the annual conference of the Canadian Society for the Study of Education, Montreal, Quebec, Canada.

Smrekar, C. E. (1994, January). The Case for School Choice: The Promise of Equity for Students, Families, and Schools. Paper presented at the annual conference of the International Congress for School Effectiveness and Improvement, Melbourne, Australia.

### **National Conferences**

Smrekar, C. & Honey, N. (June, 2014). The Desegregation Aims and Demographic Contexts of Magnet Schools: How Parents Choose and Why Siting Policies Matter. Penn State University Conference on Civil Rights and Education, University Park, PA.

Smrekar, C. (June, 2014). How City-Based Policy Networks are Resetting the Pace and Priority of the Charter School Movement. Paper presented at the University of Notre Dame, Center for Research on Educational Opportunity, South Bend, IN.

Smrekar, C. & Honey, N. (April, 2014). The Geography of (Missed) Opportunity: Examining the Implications of School Vouchers and Market Mismatch. Paper presented at the annual conference of the American Educational Research Association (AERA), Philadelphia, PA.

Smrekar, C. & Honey, N., (November, 2013). Education Markets and Private School Missions: the Supply Side of the Tennessee School Voucher Proposals. Paper presented at the Association for Public Policy Analysis & Management (APPAM) Conference, Washington, DC.

Smrekar, C. & Knudson, H. (November, 2013). Localism, Education Reform, and the NashvilleNext Urban Planning & Policy Initiative. Paper presented at the annual conference of the University Council for Educational Administration (UCEA), Indianapolis, IN.

Smrekar, C. & Honey, N. (March, 2013). Mapping Magnet Schools: Desegregation and School Choice in a Changing Climate of Court Ordered Desegregation. Paper

presented at the Annual Conference of the Association for Education Finance and Policy (AEFP), New Orleans, Louisiana.

Smrekar C. & Honey, N. (January, 2013). Location, Location, Location: How Space and Place Shape (and Shift) Diversity in Magnet Schools. Paper presented at the Annual International School Choice and Reform Academic Conference, Ft. Lauderdale, Florida.

Smrekar, C.E. & Henrick, E. (November, 2012). From Collaboration to Conflict: A Cautionary Tale of University-Community Partnerships. Paper presented at the annual conference of the University Council for Educational Administration (UCEA), Denver, CO

Smrekar, C.E. (November, 2012). Learning and Leading: The Ed.D. Capstone. Paper presented at the annual conference of the University Council for Educational Administration (UCEA), Denver, CO.

Smrekar, C.E. (April, 2012). A New Localism Effect? How Policy Contexts and Charter Missions Shape Parent Involvement Strategies. Paper presented at the annual conference of the American Education Research Association, Vancouver, British Columbia.

Smrekar, C.E. (April, 2011). Taking Charge of Choice: New Leaders for New Schools. Paper presented at the annual conference of the American Education Research Association, New Orleans, LA.

Smrekar, C.E. & Bentley, L. (2010, October). The Impact of New Public Housing on Local Schools: How Neighborhood Contexts Matter. Paper presented at the University Council for Educational Administration (UCEA). New Orleans, LA.

Smrekar, C.E. (2010, October). The Dissertation Disconnect: How New Thesis Designs Connect the Professional with Practice. Paper presented at the University Council for Educational Administration (UCEA). New Orleans, LA.

Smrekar, C.E. & Mavrogordato, M. (2010, October). What it Means to be a Teacher: An Examination of Teachers' Roles and Responsibilities in Charter Schools. Paper presented at the University Council for Educational Administration (UCEA). New Orleans, LA.

Smrekar, C.E. (2010, May). Children's Services Perspectives: Policies since 1950. Paper presented at the annual conference of the American Education Research Association, Denver, CO.

Smrekar, C.E. (2010, April). The Shifting Landscape of School Desegregation: Practical and Policy Implications for Educators, Students, and School District Leaders. Council for Exceptional Children National Conference, Nashville, TN.

Smrekar, C.E. (2009, October). The Context and Consequences of Mayor Authorized Charter Schools: The Case of Indianapolis. Paper presented at the National Center on School Choice conference, Nashville, TN.

Smrekar, C.E. (2009, April). Policy Communities & the Capacity to Change: How Charter School Contexts Matter. Paper presented at the annual conference of the American Education Research Association, San Diego, CA.

Smrekar, C.E. (2009, April). Neighborhood Schools in the Aftermath of Court-ordered Busing. Paper presented at the annual conference of the American Education Research Association, San Diego, CA.

Smrekar, C.E. (2009, April). Rethinking Magnet School Policies and Practices: A Response to Declining Diversity and Judicial Constraints. Paper presented at the "Looking to the Future of Civil Rights" Conference, University of North Carolina (Chapel Hill) Law Center, Raleigh, NC.

Smrekar, C.E. (2008, March). Taking Charge of Choice: Mayoral Control of Charter Schools in Indianapolis. Paper presented at the annual conference of the American Education Research Association, New York, NY.

Smrekar, C.E. (2008, March). From Control to Collaboration: Mapping Family-School Relations Across CSR & Charter School Models. Paper presented at the annual conference of the American Education Research Association, New York, NY.

Smrekar, C.E. (2007, November). The Shifting Policy Landscape Impacting

Parent Choice: Issues of Racial Diversity after Unitary Status. Paper presented at the University of Connecticut conference: Public School Choice in a Post-desegregation World, Storrs, CT, November, 2007.

Smrekar, C.E. (2007, November). Magnet School Enrollment after Unitary Status: Implications for Equity and Diversity. Paper presented at the annual conference of the University Council for Educational Administration, McLean, VA.

Smrekar, C.E. (2007, April). Public Schools at the Workplace: Implications for Families, Educators, and Corporate Communities. Paper presented at the annual conference of the American Education Research Association, Chicago, IL.

Smrekar, C.E. (2006, April). Beyond the Tipping Point in Magnet School Enrollment: Issues of Racial Diversity After Unitary Status in Nashville. Paper presented at the annual conference of the American Education Research Association, San Francisco, CA.

Smrekar, C.E. (2005, April). Neighborhood Schools in the Aftermath of Court-ended Busing: How Context Matters. Paper presented at the annual meeting of the American Education Research Association, Montreal, Canada.

Smrekar, C.E. (2004, April). Building School Community and Social Capital in the Aftermath of Cross-town Busing. Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.

Smrekar, C.E. (2004, January). Social Context of Department of Defense Schools: Impact on Patterns of Parental Involvement and Development of Social Capital. Paper presented at the International Conference on Education, Honolulu, HI.

Goldring, E.B., Smrekar, C.E. & Vogel, L.C. (2003, April). Neighborhood Capacity in the Post-busing Era: What Does “Closer to Home” Mean for Families and Schools. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

Smrekar, C.E., Owens, D.E. & Sims, P.G. (2003, April). Why Department of Defense Schools Outperform America’s Public Schools. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

Goldring, E.B., & Smrekar C.E.(2002, August) Shifting from Court-Ordered to Court-Ended Desegregation in the South: Student Assignment and Teacher Resources, Paper presented at the Conference on Resegregation of Southern Schools, University of North Carolina Center for Civil Rights, Chapel Hill, NC, August, 2002.

Smrekar, C.E. (2002, April). Social Capital and a Sense of Place in “the New American Neighborhood”. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Smrekar, C.E., & Vogel, L.C. (2001, October). The Voices of Parents: Rethinking the Intersection of Family and School. Paper presented at the annual conference of the University Council for Educational Administration, Cincinnati, OH

Smrekar, C.E. (2001, April). Schools at the Workplace. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Smrekar, C. E. (2000, April). New Models of Social Capital Development Through Economic Revitalization: Workplace Schools and the Social Integration of Family, School and Work. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Smrekar, C. E. (1999, October). Lessons From Workplace Schools on Interdependence of School Family and Community. Paper presented at the annual conference of the University Council for Educational Administration, Minneapolis, MN.

Smrekar, C. E. (1999, April). Challenges of Organizing and Managing High Schools to Meet the Demands of the Quiet Revolution in Education-to-Employment. Symposium panelist at the annual meeting of the American Educational Research Association, Montreal, Canada.

Goldring, E. B., & Smrekar, C. E. (1998, April). Curriculum and Instruction in Magnet and Nonmagnet Schools: The Myth of Market-Driven Differentiation. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA

Smrekar, C. E., Crowson, R. L., & Goldring, E. B. (1997, November). Community development and school reform: Implications of new models of the community relationship. Paper presented at the annual conference of the University Council for Educational Administration, Orlando, FL.

Smrekar, C. E., & Goldring, E. (1997, March). New directions for magnet schools: Rethinking our choices. Paper presented at the national meeting of the American Educational Research Association, Chicago, IL.

Smrekar, C. E. (1996, April). The social context of school choice. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Smrekar, C. E. (1995, October). Magnet schools and the context of school choice: Implications for social policy. Paper presented at the annual conference of the University Council for Educational Administration, Salt Lake City, UT.

Smrekar, C. E. (1995, April). In the absence of a consensus view: The case of the Kentucky Family Resource Centers. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Smrekar, C. E., & Mawhinney, H. B. (1994, October). Professional ethics, child

advocacy, and institutional constraints in school-community collaboration: An international perspective. Paper presented at the annual conference of the University Council for Educational Administration, Philadelphia, PA.

Smrekar, C. E. (1994, October). Value communities and the case for school choice. Paper presented at the annual conference of the University Council for Educational Administration, Philadelphia, PA.

Smrekar, C. E. (1994, April). Building bridges: The social influence and leadership role of family-school liaisons. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Smrekar, C. E. (1994, April). The character and content of family-school interactions in a school-linked integrated services model. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Smrekar, C. E. (1993, October). Family resource centers: The leadership challenges of school-linked social services. Paper presented at the annual conference of the University Council for Educational Administration, Houston, TX.

Smrekar, C. E. (1992, October). Cultural capital and school community: Equity for parents and students. Paper presented at the annual conference of the University Council for Educational Administration, Minneapolis, MN.

Smrekar, C. E. (1992, April). Building community: The influence of school organization on pattern of parent participation. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Smrekar, C. E. (1989, March). Rethinking the intersection of family and school. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

## **GRANTS**

### **Principal Investigator**

“Examining the Learning and Leadership Outcomes of the EdD Capstone” (\$7,800). Peabody College, Vanderbilt University, 2012-13.

“Does Race Matter? The Shifting Landscape of School Desegregation in American Cities” (\$40,000), Vanderbilt Center for Nashville Studies, Vanderbilt University, 2007-09.

“The Impact of HOPE VI Housing Programs on Neighborhood Schools,” (\$2,800), Center for Community Studies at Peabody College, Vanderbilt University, 2007-10.

“The Impact of HOPE VI Housing Programs on Neighborhood Schools, Part II,”

(\$2,200), Peabody College Small Grants Award, Vanderbilt University, 2007-10.

“The Impact of GEAR UP on Students’ College Aspirations and Choice,” (\$2,600), Peabody College Small Grants Award, Vanderbilt University, 2006-07.

“The Social Context of DoDEA Schools,” (\$5,212), Peabody College Small Grants Award, Vanderbilt University, 2002-2003.

"Schools at the Workplace: The New American Neighborhood?" (\$145,500), The Spencer Foundation, 1999-2001.

"Reclaiming Communities: Choice, Diversity, Equity, and Access in the Post-Busing Era." (\$6,200), Peabody College Small Grants Award, Vanderbilt University, 1999-2000.

"Families, Schools, and Unmet Needs: The Impact of the Kentucky School-Linked Social Services Program on Family Functioning and School Interactions," (\$43,000), Danforth Foundation, 1993-1995.

"Families, Schools, and Unmet Needs: The Impact of the Kentucky School-Linked Social Services Program on Family Processes and School Interactions," (\$6,500), University Research Council, Vanderbilt University, 1992-1993.

### **Co- Investigator**

“Reclaiming Communities: Diversity, Equity, and Access in the Post-Busing Era,” (\$537,000), The William T. Grant Foundation, 2001-2006.

"Parental Choice: Consequences for Families, Students, and Schools," (\$262,000), Spencer Foundation, 1993-1996.

### **Investigator**

“Indianapolis Charter School Studies,” National Center for School Choice, Institute for Educational Sciences, U.S. Department of Education, 2004-2009.



## SERVICE

### Professional Field Service

- 2014 Consultant, U.S. Department of Justice, Civil Rights Division.
- 2012-13 Consultant-Developer, Tennessee Charter Schools Association. *Connections 360°* Parent Engagement Model.
- 2012-13 Member, Nashville 2040 Metropolitan Planning Initiative (White Paper Series: Education).
- 2011-13 Member, Technical Working Group, Magnet Schools Assistance Program, U.S. Department of Education
- 2010 Consultant, Metro Nashville Public Schools/Metro Legal Department.
- 2010 Faculty Advisor, David L. Clark Research Seminar (AERA)
- 2007 Member, Magnet School Advisory Panel, Office of Innovation & Improvement, U.S. Department of Education.
- 2006-09 Member, Editorial Review Board, Educational Administration Quarterly.
- 2005 Member, External Review Panel, The Spencer Foundation Dissertation Fellowship Awards.
- 2005 Chair, Review Panel, Equity Assistance Center Grant Program, U.S. Department of Education.
- 2001-02 Member, Editorial Board, Encyclopedia of Education, Macmillan Reference.
- 1998-2002 Member, Technical Work Group, Magnet Schools Assistance Program, U.S. Department of Education
- 1997-Present Reviewer, Division A, Division L, American Educational Research Association (AERA) Conference Program.
- 1995-Present Reviewer, University Council for Educational Administration (UCEA) Conference Program.
- 1991-Present Reviewer, American Educational Research Journal, Educational Administration Quarterly, Educational Evaluation and Policy Analysis, Review of Educational Research, Urban Education, Academic Press, State University of New York Press.
- 1997 Reviewer, Institute on Education Reform, University of Kentucky

- 1996-1997 Section Chair, Division L, AERA Conference Program.
- 1996 Reviewer, Office of Educational Research and Improvement, U.S. Department of Education.
- 1995-1996 Section Chair, Division A, AERA Conference Program.
- 1994-1996 Dissertation Award Committee, Division A, AERA.

**University**

- 2012-2015 Member, Vanderbilt University Faculty Senate
- 2011-2012 Reviewer, Vanderbilt University Graduate School, Dissertation Grants
- 2010-2012 Reviewer, Vanderbilt International Office, Grants Program
- 2010-2012 Fellow, Cal Turner Program in Ethics, Divinity School
- 2010-2013 Member, Traffic & Parking Committee
- 2008-2011 Member, Vanderbilt University Faculty Senate
- 2005-2007 Member, Editorial Board, Vanderbilt Undergraduate Research Journal
- 2004-2007 Member, Vanderbilt University Faculty Senate
- 2002 Member, Search Committee, Office of Volunteer Activities
- 1998-2003 Member, External Affairs Committee.
- 1998-2002 Member, Editorial Board, Kaleidoscope, Vanderbilt Children's Hospital.
- 1997-1999 Reviewer, University Research Council.
- 1993-1996 Member, Campus Security Committee.
- 1993-1994 Member, Faculty Delegate Assembly.

**College**

- 2005-present Director, Peabody Scholars Program
- 2009-10 Member, Faculty Affairs Committee, Peabody Faculty Council
- 2007-09 Chair, Faculty Affairs Committee, Peabody Faculty Council

2007-08 Member, Task Force on Teacher Education

2006-08 Member, Vanderbilt Center for Nashville Studies Program Taskforce

2006-07 Member, Library Advisory Committee

2002-2003 Member, Committee on Affirmative Action and Diversity, Faculty Council

2000-2001 Chair, Committee on Teaching, Faculty Council.

1999-2000 Member, Committee on Teaching, Faculty Council.

1999 Member, Search Committee, Department of Special Education.

1999 Reviewer, Peabody College Small Grants Program.

1997-1999 Chair, Committee on Teaching, Faculty Council.

1996-1999 Member-at-Large, Faculty Council.

1995-1997 Member, Faculty Affairs Committee, Faculty Council.

1992-1994 Member, Academic Standards Committee, Faculty Council.

### **Department**

2006-present Director, Ed.D. Capstone Program

2009-present Member, Admissions Committee (MPP; Ed.D.)

2014-15 Member, Faculty Search Committee

2010-11 Member, 2<sup>nd</sup> Year Faculty Review Committee

2008-10 Member, Faculty Search Committee

2008-09 Member, 2<sup>nd</sup> Year Faculty Review Committee

2000-2002 Member, Admissions Committee

2000-2002 Member, Faculty Search Committee

1991-1995 Director of Graduate Studies

### **Community**

2011-present Contributor, State Collaborative On Reforming Education (SCORE)

2004-2005 Member, Metropolitan Nashville Board of Education, Committee on School Choice

### **College & Community Presentations**

Thinking Regionally: Neighborhoods, Schools, and Public Housing. Presentation to the Humphrey Scholars, Vanderbilt University, November, 2013.

NashvilleNext: A Metropolitan Revolution? Presentation to the Vanderbilt Center for Nashville Studies Advisory Board, Vanderbilt University, August, 2013.

School Voucher Research & What It Means for Stakeholders. Presentation to the League of Women Voters of Nashville, Peabody College, February, 2013.

Social Context of Education: Explaining Patterns of Parent Engagement. Presentation to the Humphrey Scholars, Peabody College. November, 27, 2012.

Parent Involvement: Paradigms and Patterns. Presentation to ELLE, Peabody College. October 23, 2012.

School Choice: Perspectives and Policy Values. Presentation to ELLE, Peabody College, November 2, 2011.

Socio-Economic Diversity: Challenges for School Leaders: Presentation to the Humphrey Scholars Program, Peabody College, November 1, 2011.

Neighborhoods, Poverty & the Culture of Schools: A U.S. Perspective. Presentation to the Humphrey Scholars Program, Peabody College, November 16, 2010.

The Social Context and Public Purpose of Higher Education. Presentation to the Peabody Professional Institute for Senior Academic and Enrollment Services Professionals, Peabody College, June 28, 2010.

Qualitative Research and Policy Development. Presentation to the Special Education Department, Peabody College, March 29, 2010.

Separate Countries, Separate Schools. Presentation to the Peabody International Lunch Series, March 24, 2010.

Diversity Issues in the Aftermath of Unitary Status. Presentation to the Center for Community Studies, Peabody College, March, 19, 2010.

Ethics, Poverty, and Policy: The Social Context of School Resegregation. Presentation to the Divinity School, Vanderbilt University, March 2, 2010.

The Philosophical and Policy Implications of School Choice in the U.S. Presentation to the Fulbright Fellows and Humphrey Scholars, Peabody College, October, 2009.

We Have So Much Here, and It's Still Not Enough. Neighborhood Schools, Neighborhood Poverty, and the End of Court-ordered Busing. Presentation to the Vanderbilt University Faculty Assembly, May, 2008

The Practitioner-Scholar Model for Ed.D. Programs: Lessons Learned from the Vanderbilt Capstone Experience. Presentation to the University of Kansas School of Education faculty, January, 15, 2008.

Magnet Schools and the Aims of Diversity: What's Our Choice? Presentation to Leadership Nashville Education Forum, December, 6, 2007.

The Changing Face of Choice in the U.S. Presentation to the Chinese School Leadership Delegation, Peabody College, Vanderbilt University, November, 2007.

The Face of Learning: Desegregation, Resegregation, Immigration and Nashville Schools, (with Ellen Goldring), symposium sponsored by the Vanderbilt Center for Nashville Studies & the Frist Center, Nashville, TN, October, 2007.

School Choice in the U.S.: Context and Scope. Presentation to the Chinese School Leadership Delegation, Peabody College, Vanderbilt University November, 2006.

Neighborhood Revitalization and Neighborhood Schools: The Impact of HOPE VI on Public Education, Presentation to the Graduate Program in Community Research and Action, Center for Community Studies, Department of Human and Organizational Development, Peabody College, Nashville, TN, October, 2006.

Magnet Schools in the Post-Busing Era: A Case Study of Class and Access. Presentation to the Peabody College conference on the 50<sup>th</sup> Anniversary of Brown v. Board of Education, Nashville, TN, April, 2004.

Pursuing a Purpose of Education in an Era of Public Accountability: Contemporary Dilemmas for School Leaders. Presentation to the Peabody Leadership Academy Nashville (PLAN), Vanderbilt University, Nashville, TN, October, 2003.

Teaching Graduate and Professional Seminars: Building Faculty-Student Relationships. Presentation to the "Conversations on Teaching" Faculty Program, Center for Teaching, Vanderbilt University, October, 2003.

The Social History of American Schools: Challenges to Leadership in the 21st Century, Presentation to the Peabody Leadership Academy Nashville (PLAN), Vanderbilt University, Nashville, TN, August 2001.

Charter Schools and the Politics of Reform, Presentation to Leadership Nashville, December 1998.

School Choice and Social Equity, Presentation to Leadership Nashville, December 1997.

Magnet Schools, Charters, and Vouchers: The Current State of School Choice, Presentation to the Vanderbilt Institute for Public Policy Studies/Freedom Forum, First Amendment Center, Vanderbilt University, October 1997.

The Dilemmas of Fieldwork in Qualitative Research Studies, Presentation to the Seminar Series, Special Education Department, Peabody College, Spring 1997.

School-Linked Social Services and the Role of Principals, Presentation to the Metro/Vanderbilt Leadership Institute, February 1996.

The Challenge of Community Development: Implications for School Leadership, Presentation to the Vanderbilt International Institute for Principals, July 1995.

Integrated Services and School Reform: The Kentucky Initiative, Presentation to the Kentucky Institute on Education Reform, Frankfort, Kentucky, 1993.

## TEACHING

### Courses Taught

"Qualitative Research Methods" (LPO 3902). Doctoral level. Examination and application of research methodologies and strategies, including planning, designing, collecting, and analyzing qualitative research studies.

"The Social Context of Education" (LPO 3600). Doctoral level (PhD/Ed.D). Exploration of contemporary social, philosophical, and political issues and their influence on educational leadership and organizations, including the impact of family structures and processes, ethnic and racial diversity, equity and choice.

"Urban Education & Social Policy (LPO 3460-08). Masters level. This course explores the interaction between contemporary social issues and education policy. The course is designed to examine the complex relationships between schools and American society by: 1) analyzing the role of socio-economic and racial factors in schooling; 2) exploring the differential impact of schooling on individuals; and 3) unpacking the influence of neighborhood characteristics and housing policy on school outcomes.

"Ed.D. Capstone Seminar" (LPO 3600). Doctoral level. Three-semester course that immerses doctoral students in a real-time research design, data collection, data analysis and evaluation project organized to address school and district consulting needs.

"Education Policy" (HOD 2810). Undergraduate level. Analysis of contemporary education policy debates and underlying policy values, including equity, diversity, efficiency and competition. Exploration of the relationship between the social context of education and school performance.

"Peabody Scholars Seminar" (EDUC 2690). Undergraduate level. An introduction to service- and study abroad opportunities; an examination of research conducted at Peabody College.