

ANDREW MATSCHINER

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ACADEMIC APPOINTMENTS

Visiting Assistant Professor, Miami University 2023–Present
Department of Educational Leadership
Oxford, Ohio

EDUCATION

Ph.D. in Education, University of California San Diego 2023
Certificate in School Administration & Supervision, Johns Hopkins University 2017
M.S. in Educational Studies, Johns Hopkins University 2013
B.A. in Religious Studies, Whitman College 2011

RESEARCH AND TEACHING INTERESTS

Educational Leadership; Racial Equity in P-12 Education; Organizational Theory; School Improvement; Qualitative Research

DISSERTATION

A National Analysis of the Establishment, Design, and Politicization of P-12 District Equity Director Roles

This dissertation provides the first national portrait of district equity director (ED) roles. Leveraging a qualitative design, I draw on interviews, a survey, and document analysis from over 70 EDs across 29 states. This interdisciplinary project draws on organizational theory from sociology and management scholars and theories of contentious politics to explore ED role establishment, ED role support, and political pushback against district equity-focused programming. Findings illustrate how internal influence and external pressure drove ED role proliferation with 90% role growth over the 2019–2022 school years; how unsubstantial staffing, precarious financial resources, experiences of racial-gender oppression, and limited decision-making authority undermine ED role impact and leader sustainability; and how local reactive political contestation led to instances of districts stopping or suspending equity efforts in 40% of districts in which EDs worked during the 2020–2022 school years.

PEER-REVIEWED PUBLICATIONS

Puente, M., Rogers, K., Crawford, J., & Matschiner, A. (2023). Critical consciousness in praxis: Towards an uncovering and recovering of the self in a student-led, doctoral-level education course. *New Directions for Student Leadership*.

Matschiner, A. (2022). A review of the literature on professional development explicitly addressing race and racism with inservice teachers. *Review of Educational Research*, 93(4), 594–630.

- Pollock, M. & Matschiner, A. (2022). “Well, what’s wrong with the Whites?”: A conversation starter on raising expectations for inservice professional development on race with White teachers. *Urban Education*.
- Pollock, M., Rogers, J., Kwako, A., Matschiner, A., Kendall, R., Bingener, C., Reece, E., Kennedy, B., & Howard, J. (2022). The conflict campaign: Exploring local experiences of the campaign to ban “critical race theory” in public K–12 education in the U.S., 2020–2021. UCLA’s Institute for Democracy, Education, and Access.
- Matschiner, A. (2020). What he learned to think he earned. *InterActions: UCLA Journal of Education and Information Studies*, 16(2).
- Matschiner, A. (in press). In service of disruption: Examining mediators of White racial identity through inservice professional development addressing race and racism. *Whiteness and Education*.
- Matschiner, A. (under revision). A National Analysis of P–12 Equity Director Role Establishment. *American Educational Research Journal*.
- Matschiner, A. (under review). P–12 equity directors’ experiences of local anti-equity organizing and district equity “shutdown” during the 2020–2022 school years.
- Matschiner, A. (under review). A National Portrait of P–12 Equity Director Roles and Role Design.
- Miller, I. & Matschiner, A. (under review). District Equity Directors’ Equity Leadership Activity: Differences Between Enacted and Perceived Actions Supporting Equity-Focused Change. In D. Irby (Ed.), *The Work of Equity Leadership for Justice and Systems Change*.

GRANT-FUNDED RESEARCH

Exploring Experiences of the Campaign to Ban “Critical Race Theory.” Co-Investigator. Principal Investigator: Dr. Mica Pollock and Dr. John Rogers. Spencer Foundation, \$40,000. Funded: 2021.

Interviewed P–12 equity directors, analyzing directors’ experiences with recent anti-“Critical Race Theory” pushback against teaching addressing race and equity.

Supporting Educators’ Postelection Equity and Inclusion Dialogues. Co-Investigator. Principal Investigator: Dr. Mica Pollock. Spencer Foundation, \$50,000. Funded: 2018–2019.

Co-led national fieldwork analyzing teacher professional development addressing race and racism using observations, interviews, focus groups, and a questionnaire.

Science & Mathematics Teacher Recruitment and Retention Initiative. Co-Investigator. Principal Investigators: Dr. Julie Bianchini and Dr. Cheryl Forbes. Funded: 2017–2018.

Interviewed teacher candidates about science and math classroom practices and beliefs related to language and linguistic diversity in classrooms.

PEER-REVIEWED CONFERENCE PRESENTATIONS

Matschiner, A. (2023). *A National Portrait of P-12 Equity Director Roles and Role Design*. Paper accepted for the University Council for Educational Administration Annual Meeting, Minneapolis, MN.

Matschiner, A. (2022). *Understanding the work and strategic considerations of district equity officers*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Matschiner, A. & Pollock, M. (2022). *White teachers, equity PD*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Matschiner, A. (2021). *Building district capacity to address racial inequality through a district equity office*. Paper presented at the American Educational Research Association Annual Meeting, Virtual.

Matschiner, A. (2021). *A review of literature on inservice professional development explicitly addressing racism with practicing teachers*. Paper presented at the American Educational Research Association Annual Meeting, Virtual.

Matschiner, A. (2020). *In service of disruption: Exploring disruptions for White educators engaged in inservice professional development*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA. [canceled due to Covid-19].

Cooper Geller, R. Morales, A., Matschiner, A. Pollock, M., Rogers, J., & Hamann, T. (2020). *Designing supports for educators in a Trump era*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA. [canceled due to Covid-19].

Matschiner, A. (2019). *Hegemonic whiteness and teacher education in the Trump era: A review of the literature, 2016-2019*. Paper presented at the National Association of Multicultural Education Annual Meeting, Tucson, AZ.

MEDIA CITATIONS

Lewis, Katherine. (2023, September 14). Schools spend billions on training so every student can succeed. They don't know if it works. *USA Today*.

Alfonseca, Kiara. (2022, February 6). Critical race theory thrust into spotlight by misinformation. *ABC News*.

Pendharkar, Eesha. (2022, January 27). Efforts to ban critical race theory could restrict teaching for a third of America's kids. *Education Week*.

FELLOWSHIPS & AWARDS

| | |
|---|---------------------|
| University of California President's Dissertation Year Fellowship | 2022–2023 |
| Just Education Policy Institute Doctoral Fellowship | 2022 |
| California Educating Teacher Educators Fellowship | 2021–2023 |
| UC San Diego Education Studies Graduate Research Fellowship | Summers 2018 & 2019 |

TEACHING EXPERIENCE

Instructor of Record, Dissertation Methods (Ed.D. in Educational Leadership) 2023–Present
Miami University

Instructor of Record, Sociocultural Studies in Education (Undergraduate) 2023–Present
Miami University

Instructor of Record, Psychology of Learning (Undergraduate) 2021–2023
Chapman University

Instructor of Record, Language, Culture, and Education (Undergraduate) 2021
University of California San Diego

Instructor of Record, Seminar in Transformational Teaching (M.Ed. in Education) 2015–2017
Johns Hopkins University

PROFESSIONAL AFFILIATIONS

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|---|--------------|
| University Council for Educational Administration | 2022–Present |
| Sociology of Education Association | 2021–Present |
| American Educational Research Association | 2019–Present |
| Division A: Administration, Organization & Leadership | |
| Division K: Teaching and Teacher Education | |

SERVICE

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| Conference Reviewer, University Council for Educational Administration | 2023–Present |
| Conference Reviewer, AERA: Division K and Division L | 2021–Present |

RELEVANT PROFESSIONAL EXPERIENCE

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|---|-----------|
| Graduate Teaching Consultant, UC San Diego Engaged Teaching Hub | 2021–2022 |
| Instructional Coach, Baltimore City Schools | 2014–2017 |

