
Linda Renzulli, Ph.D.
Department Head, Sociology

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Education

- **Ph.D. Sociology**, University of North Carolina--Chapel Hill, 2001
- **M.A. Sociology**, University of North Carolina--Chapel Hill, 1998
- **B.A. Sociology and Special Education**, Rutgers University, 1996

Positions

- **Senior Associate Vice Provost for Faculty Affairs**, Purdue University, 2026-
- **Department Head of Sociology**, Purdue University, 2016-2025
- **Professor, Department of Sociology**, Purdue University, 2016-
- **Editor, *Sociology of Education*** 2016-2021, American Sociological Association
 - Flagship sociology of education journal – Impact Factor 3.3
- **Assistant to Full Professor, Department of Sociology**, University of Georgia, 2001-2016
 - **Director of Graduate Studies, Department of Sociology**, 2007-2015

Affiliate Positions

- **Affiliate**, Center for Early Learning, Purdue University
- **Fellow**, Institute of Higher Education, University of Georgia, 2009-2023

Academic Leadership Training

- Big 10 Department Head/Chair Sociology Forum
- CIC/Big 10 Academic Leadership Program
- HERS: Women in Higher Education Leadership
- Department Executive Officers' Seminar, Big 10 Academic Alliance
- Mediation Training, Purdue University
- Future Leaders, University of Georgia

Administrative Accomplishments

Department Head of Sociology

2016 - Present: Manage day-to-day operations of the department, providing academic leadership, office management, faculty career development, and external visibility and support. Authority over hiring, staffing, financial, and budgetary matters for a unit with a ~\$7M budget, 33 faculty members (32 TT, 1 NTT), 5 lecturers, 4 limited-term lecturers, 31 graduate students, 10 postdoctoral fellows, and 7 full and part-time staff members, manages 3 majors (600 students) and ~11,000 credit hours a semester.

Faculty Initiatives and Accomplishments:

- Hired 22 new faculty members including 2 Associate Professors, and 4 Full Professors.
- Successful promotion of 6 assistant to associate and 5 associate to full faculty
- Recruited 2 “Dream Hires”
 - Top cited faculty with over 30,000 citations and the Executive Director of the American Bar Foundation.
 - Top NIH grant recipient and leading the interdisciplinary, cross college initiative for sociogenomics and One Health.
- Led multi-year process to promote faculty to distinguished and named status.
 - Promoted two faculty to Distinguished Faculty bringing the total number in the department to 3 – the largest number in the College of Liberal Arts since 2016.
 - Promoted associate professor to Dean’s Rising Star Associate Professorship of the College of Liberal Arts
- Hired clinical faculty of practice to lead teaching corner chats and faculty development around undergraduate teaching
- Developed the first departmental process for nominating faculty for teaching awards.
 - Notable: Nominated and received top University awards for faculty – University Scholar, Aday Award and Morrill Award, and Excellence in Teaching, as well as several external disciplinary awards.
- Created time allocation contracts for research and teaching with all faculty to equalize loads.
 - Reduced teaching loads from 4 to 3 based on grant activity and productivity.
 - Increased grant submissions by ~25% in the first year with all junior faculty submitting a federal or foundation grant within the first three years.
- Expanded colloquium speaker series. Participation increased by 50% or more since 2016.
- Expanded summer course opportunities to yield significant departmental revenue.
- COACHE Survey results show positive change on department collegiality, up by 33% and engagement by 10% from 2018-2022.
- Implemented a mentor/mentee team-based approach for junior faculty advising based on assessed needs across intellectual, work/life coordination, and university norms. COACHE Survey benchmarks had a 20% positive change from 2018 to 2022 mentoring.

Undergraduate Student Initiatives and Accomplishments:

- Schedule and staff three majors: Sociology (134), Law & Society (389), and Digital Criminology (76). Maintaining nearly 12000 credit hours a semester and 3000 in summer sessions
- Created 2 DEI taskforces:
 - Law & Society curriculum revisions
 - Created handbook for inclusive education strategies
- Created an Undergraduate Teaching Assistant Program to provide leadership opportunities for undergraduates and resources for faculty in the classroom. Program started with 8 UGTAs and expanded to ~18 a semester
- Successfully navigated online, hybrid, and in-person teaching for over 50 course offerings a semester in the Covid semesters.
- Increased our double majors through "Degree +" to 181 across the 3 majors
 - Degree + is an avenue for students to double major across colleges and CLA
 - Increases interdisciplinarity of student and increase diverse course taking
- Collaborated with the Computer Network and Information Science in the Polytechnic College to create a BS Major in Digital Criminology (first BS in the College of Liberal Arts). Number of majors increased from 15 currently 76 majors- over 400% increase since 2021 .
- Expanded faculty and course offering for Cornerstone Integrated Liberal Arts and the Daniels School of Business. Hired faculty to teach in Cornerstone for Business in economic sociology.

Graduate Education Initiatives and Accomplishments:

- Revised graduate curriculum to improve Ph.D. time to degree and methodological training, focusing on dissertation preparation and providing more structure and feedback for the 3rd-year transition from coursework to dissertation.
- Raised baseline graduate stipends by 64% and provided summer funding through revenue-generating online courses, currently totaling \$35K combined.
- Created 8-week seminar classes for graduate students in methods and substantive areas to increase course taking breadth and depth in subject area.
- Facilitated sociology participation in college and university -level initiatives in AI
 - Online masters program in AI with development and teaching of MS-AI 521/2 program
 - AI micro credential creation
- Created Maymester graduate teaching class for development of college instruction for graduate student success in the classroom
- Created a graduate fellowship for Global Health Research through donor endowment.
- Creation of an experimental lab for implementation of focus groups, social psychology, and political experiments for graduate training with the Department of Political Science.

College-Level Initiatives

- **Promotion and Tenure Area Committee**
 - College-level P&T committee. Review and evaluate dossiers across arts, humanities, and social science disciplines.
- **Chaired Department Head Initiatives for College:**

- **Grant Course Buy-out Policy** in the College of Liberal Arts to increase grant submission incentives and activity
- **Graduate Student Recruitment Protocols.** Created a protocol with the Associate Dean for Research and Graduate Education to streamline the process of graduate recruitment for success in the recruitment efforts of top students.
- **Research Faculty Guideline Committee.** Created recruitment and promotion procedures for research faculty.
- **Chaired the Recruitment of the Political Science Head**
 - Recruited diverse pool, reviewed applications, organized interviews
 - Ran meetings with dean leadership team and department of Political Science
- **Chaired committee on college baccalaureate of science credential**
 - Created core requirements
 - Passed through the University Curriculum Committee.
- **Advisory Board Member: College of Liberal Arts Research Academy:**
 - Supported the research community through mini-grants, mentorship activities, and events to raise the visibility of research.
 - Outcome of the Strategic Planning Committee, of which I was a member.
- **Invited Member: College of Liberal Arts Strategic Vision Planning Committee (2017-2019):**
 - Articulated a more research-focused vision for the College of Liberal Arts, leading to the establishment of a Research Academy and support for grant-writing and publication efforts.
- **Member: College space committee**
 - Collaboration with college leadership, architects, and space management for College of Liberal Arts space and renovation project.
- **Invited Member: Dean Review Committee**
 - Lead committee to create report to HR for the College of Arts and Sciences Dean 360- review
- **Head Representative:**
 - College of Liberal Arts Senate
 - College of Liberal Arts 150th Anniversary Planning

University-Level Initiatives

- **Provost Advisory Board-ongoing**
 - One of 12 invited members, the only representative from the College of Liberal Arts.
 - Advised on communication strategies, initiatives, and policy.
- **Chaired Sociogenomics Cluster Initiative Inception- College of Liberal Arts and College of Science:**
 - Recruited top "Dream" scholar from leading institution: created a wet lab, and allocated space and budget with the Provost's office, Office of Finance, Discovery Park at Purdue.
 - Hired 4 scholars in Sociology and 1 in Biology, 2 in History; ongoing initiative.
 - Oversee the creation of the sociogenomics center, ongoing

- Created postdoctoral lines and established a lab model within Sociology and interdisciplinary fields.
- Supported Indianapolis Campus Lab space for sociogenomics for Sociology faculty and researchers
- **Steering Committee- Cluster Hire initiative for One Health**
 - Cluster Hire for health and medical scholars across Daniles School of Business, Health and Human Sciences, Pharmacy, School of Agriculture, and College of Liberal Arts
 - Hiring in process.
- **Invited Presenter: Provost Leadership and Head Forums**
 - Seminar on Leadership
 - Seminar on Time Management in Administrative Roles
 - Seminar on Conducting Reviews
- **Committee Member: Recruitment and selection of Vice Provost for Faculty Affairs**
 - Successfully recruited top candidate
- **Program Review Task Force**
 - Invited by Vice Provost of Faculty Affairs
- **Purdue Insights Faculty**
 - Presenter and Discussant
 - Mentor

Selected Fundraising Initiatives (2017-2024, ~\$1,500,000)

- Established the Louis Cohen Graduate Fellowship for Global Health Research.
- Davidson Conference Room (~440 sq feet).
- Joe and Maggie Kernan Social Science Behavior Lab (~1200 sq feet), an experimental lab for implementation of focus groups, social psychology, and political experiments.

GRANTS AND FELLOWSHIPS

External Funding (Career Total: ~\$890,000)

- Renzulli, Linda. National Science Foundation. 2021-2023 Collaborative Research: School family nexus and educational differences during the Covid-19 pandemic and beyond. (PI with collaborator PI Thurston Domina). # 2049594 (total: \$380,000)
- Renzulli, Linda. National Science Foundation. 2016-2018. Sociology and the Broadening Participation Programs Collaborative Research: Parent-Teacher Organizations and the Distribution of Learning Opportunities. (PI with Collaborator PI Thurston Domina). # 1626889 (total \$480,000)
- Renzulli, Linda. National Science Foundation. 2010-2012. "An Analysis of Organizational Mortality: The Case of Charter Schools from 1992-2005," #039310-01. (\$260,104)
- Renzulli, Linda. American Education Research Association Research Grant, 2002-2003. "School Choice, Whose Choice?" From the National Science Foundation and the U.S.

Department of Education's National Center for Education Statistics and the Office of Educational Research and Improvement --NSF Grant #REC-9980573. (\$20,000)

- American Education Research Association Dissertation Grant, 2000-2001. From the National Center for Education Statistics and the Office of Educational Research and Improvement (U.S. Department of Education) and the National Science Foundation under NSF Grant #RED-9452861. (\$10,000)

Awards and Honors

- Sociological Research Association, inducted 2023
- Lilly Fellowship, University of Georgia Office of Instructional Support and Development
- J. Hatten Howard III Teaching Professor, University of Georgia Honors Program
- Sarah H. Moss Fellowship, University of Georgia
- Senior Teaching Fellow, University of Georgia
- Teaching Academy, University of Georgia
- Richard B. Russell Undergraduate Teaching Award, University of Georgia
- Sandy Beaver Award for Excellence in Teaching, University of Georgia

Editorial Service

- Editor, Sociology of Education, American Sociological Association Journal 2016-2022
 - Flagship Sociology of Education Journal. Impact rose from 2.0 to 4.6 during my editorship
- Deputy Editor, Social Currents
- Editorial Board, Sociological Forum, American Sociological Review, Sociology of Education, American Sociological Association
- Sociology of Education, Stevenson Committee Best Student Paper
- Sociology of Education, Program Committee
- Sociology of Education, Nominations Committee
- Sociology of Education, Program Committee

Publications

1. Garza, A., Renzulli, L., Kearney, C., Garza, Domina, T. Forthcoming. Remote School Parenting: Assessing Home-School Contexts and Parent Practices to Engage Children in Learning. *Social Currents*.
2. Kearney, C., Garza, A. N., Perez, L., Renzulli, L., Domina, T. 2023. Offer it and they will come? An investigation of the factors associated with the uptake of school-sponsored resources. *American Educations Research Journal*. (61) 1, 145-176. <https://doi.org/10.3102/00028312231209231>

3. Renzulli, L., Boylan, R., & Paino, M. (2023). Blending in and standing out: College-going rates across charter and traditional public high schools. *Social Science Research*, 110, 102838. <https://doi.org/10.1016/j.ssresearch.2022.102838>
4. Kaul, Vasundhara and Linda Renzulli. 2021. "The Duality of Persistence: Academic Enclaves and International Students' Aspirations to Stay in the U.S." *Journal of International Students* 12(2): 467-488 <https://doi.org/10.32674/jis.v12i2.3198>
5. Domina, T., Renzulli, L., Murray, B., Garza, A. N., Perez, L. (2021). "Remote but Resilient: Predicting Successful Engagement with Online Learning During COVID-19." *Socius*, 7. <https://doi.org/10.1177/2378023120988200>
6. Boylan, R. L., Petts, A., Renzulli, L., Domina, T., & Murray, B. (2021). Practicing Parental Involvement: Heterogeneity in Parent Involvement Structures in Charter and Traditional Public Schools. *Educational Administration Quarterly*. 57(4): 570-606. <https://doi.org/10.1177/0013161X21990431>
7. Petts, A. L., Perdomo, R., Boylan, R., & Renzulli, L. (2020). Racially biased high-school support? The heterogeneous effects of support on bachelor-degree enrollment for first-generation immigrants. *Race Ethnicity and Education*, 26.6: 1-18. <https://doi.org/10.1080/13613324.2020.1798380>
8. Murray, B., Domina, T., Petts, A., Renzulli, L., & Boylan, R. (2020). "We're in This Together": Bridging and Bonding Social Capital in Elementary School PTOs. *American Educational Research Journal*. 57.5:2210-2244. <https://doi.org/10.3102/0002831220908848>
9. Renzulli, L. A., Werum, R. E., & Kronberg, A. K. (2020, June). The rise of homeschooling regulation in the era of school choice: Legislative and judicial trends, 1972–2009. In *Sociological Forum* (Vol. 35, No. 2, pp. 297-322). <https://doi.org/10.1111/socf.12582>
10. Murray, Brittany, Thurston Domina, Linda Renzulli, Rebecca Boylan. 2019. Civil society goes to school: A contextual analysis of parent teacher associations. SF: The Russell Sage Foundation *Journal of the Social Sciences*. 5(3) 41-63. DOI: <https://doi.org/10.7758/RSF.2019.5.3.03>
11. Renzulli, Linda and Ashley Barr. 2017. Adapting to family setbacks: Malleability of students' and parents' educational expectations. *Social Problems*. 64(3) 351-372.
12. Paino, Maria, Linda Renzulli and Rebecca Boylan. 2016. The Closing Door: The Effect of Race on Charter School Closures. *Sociological Perspectives*. 60(4), 747–767. <https://doi.org/10.1177/0731121416674948>
13. Renzulli, Linda, Ashley Barr, Maria Paino. 2015. Innovative Education? A Test of Specialist Mimicry or Generalist Assimilation in Trends in Charter School Specialization Over Time. *Sociology of Education*. 88 (1): 83-102. <https://doi.org/10.1177/0038040714561866>
14. Renzulli, Linda. 2014. Educational Transformations and Why Sociology Should Care. *Social Currents*. 1(2). 149-156. <https://doi.org/10.1177/2329496514524545>
15. Boylan, Rebecca and Linda Renzulli. 2014. Routes Out, Paths Back: The Influence of Push and Pull Reasons for Leaving School on Students' School Reengagement. *Youth & Society*. 1-26. (2014: <https://doi.org/10.1177/0044118X14522078>
16. Paino, Maria, Linda Renzulli, Rebecca Boylan, Christen Bradley. 2014. For Grades or Money?: Charter School Failure in North Carolina. *Education Administration Quarterly*. 50(3). 500-536. <https://doi.org/10.1177/0013161X13505289>

17. Renzulli, Linda, Jeremy Reynolds, Kimberly Kelly and Linda Grant. 2013. The Roots of Gender Inequality in Academic Salaries: The Impact of Segregation, Reward Dualism, and Niches. *Research in Social Stratification and Mobility*. 34 58–72.
18. Johnson, David, Linda Renzulli, Jackson Bunch, and Maria Paino. 2013. "Everyday Observations: Developing a Sociological Perspective through a Portfolio Term Project." *Teaching Sociology*. 41(3). 314-321
<https://doi.org/10.1177/0092055X13480642>
19. Paino, Maria, Linda Renzulli. 2013. "Digital Concept of Cultural Capital: The (In)Visible Advantages for Students Who Exhibit Computer Skills." *Sociology of Education*. 86 (2).124 – 138.
<https://doi.org/10.1177/0038040712456556>
20. Bradley, Christen, Linda Renzulli. 2012. "The Complexity of Non-Completion: The Interactive Effects of Race, Class, and Gender in a Multiple-Outcome Model of Student High School Dropout." *Social Forces*.90(2). 521-545. <https://doi.org/10.1093/sf/sor003>
21. Renzulli, Linda A., Heather Mcpherson-Parrott, Irene Beattie. 2011. "Racial Mismatch and School Type: Teacher Satisfaction and Retention in Charter and Traditional Public Schools" *Sociology of Education*. 84(1) 23–48. <https://doi.org/10.1177/0038040710392720>
22. Howard-McMahon, Jennifer, Jody Clay-Warner, and Linda Renzulli. 2009. "Criminalizing Spousal Rape: The Diffusion of Legal Reforms" *Sociological Perspectives*. 52(4):505-532.
<https://doi.org/10.1525/sop.2009.52.4.505>
 - Winner of the Pacific Sociological Association's 2010 Distinguished Contribution to *Sociological Perspectives* Award. Renzulli, Linda A., Vincent Roscigno. 2007. "Charter Schools, Achievement, and the Public Good." *Contexts*. 6:31-36.
23. Renzulli, Linda A. 2006. "District Segregation, Race Legislation, and Black Enrollment in Charter Schools." *Social Science Quarterly*. 82(3): 618-637. <https://doi.org/10.1111/j.1540-6237.2006.00400.x>
24. Renzulli, Linda A., Linda Grant and Sheejita Kathuria. 2006. "Equity With Constraint: Gender Equity in Faculty Wages at Historically Black Colleges and Universities." *Gender & Society*. 20:491-510.
<https://doi.org/10.1177/0891243206287130>
25. Davis, Amy, Linda A. Renzulli, and Howard E. Aldrich. 2006. "Mixing or Matching? The Influence of Voluntary Associations on Small Business Owners' Networks" *Work & Occupations* 33(1):42-72.
<https://doi.org/10.1177/0730888405281914>
26. Renzulli, Linda A. and Vincent Roscigno. 2005. "Charter School Policy, Implementation, and Diffusion in the United States" *Sociology of Education*. 78:344-365.
<https://doi.org/10.1177/003804070507800404>
27. Renzulli, Linda A. and Lorraine Evans. 2005. "School Choice, Charter Schools, and White Flight" *Social Problems* 52:398-418. <https://doi.org/10.1525/sp.2005.52.3.398>
28. Renzulli, Linda A and Howard E. Aldrich. 2005. "Who Can You TurnTo? Tie Activation within Core Business Discussion Networks." *Social Forces* 84:323-342. <https://doi.org/10.1353/sof.2005.0122>
29. Reynolds, Jeremy and Linda A. Renzulli. 2005. "Economic Freedom or Self- imposed Strife: Work-Life Conflict, Gender, and Self-Employment." *Research in the Sociology of Work* 15:33-60.
30. Renzulli, Linda A. 2005. "Organizational Environments and the Emergence of Charter Schools in the U.S." *Sociology of Education* 78:1-26. <https://doi.org/10.1177/003804070507800101>

31. Renzulli, Linda A., Howard E. Aldrich, Jeremy Reynolds. 2003. "It's Up in the Air or Is It?" *Teaching Sociology*. 31 (1): 38-59. <https://doi.org/10.2307/3211424>
32. Renzulli, Linda A. 2002. "Entrepreneurial Ambitions in the Public Sector: A Random Effects Model of the Emergence of Charter Schools in North Carolina." *Education Policy Analysis Archives* 10(19): Retrieved from <http://epaa.asu.edu/epaa/v10n19/>.
33. Renzulli, Linda A., Howard E. Aldrich, and James Moody. 2000. "Family Matters: Gender, Networks, and Entrepreneurial Outcomes." *Social Forces* 79: 523-546. <https://doi.org/10.2307/2675508>
 - Reprinted in: "Women Entrepreneurs" edited by Patricia Greene, Candida S. Brush, Nancy M. Carter, Elizabeth Gatewood, and Myra M. Hart, in THE INTERNATIONAL LIBRARY OF ENTREPRENEURSHIP - Series Editor: David Audretsch
34. Renzulli, Linda A. 2000. "Connecting the Classroom to County Characteristics." *Teaching Sociology* 28:249-260. <https://doi.org/10.2307/1318994>
35. Aldrich, Howard E., Linda A. Renzulli, and Nancy Langton. 1998. "Passing on Privilege." *Research in Social Stratification and Mobility* 16:291-318.

Other Publications: Book Chapters and Book Reviews

1. Renzulli, Linda and Maria Paino. 2019. "School Choice: Policy and Perspectives." In *Education and Society An Introduction to Key Issues in the Sociology of Education*. Edited by Thurston Domina, Benjamin G. Gibbs, Lisa Nunn, and Andrew Penner.
2. Renzulli, Linda and Amy Petts. 2018. "Educational Inequality" Wiley Blackwell Encyclopedia of Sociology, 2nd Edition.
3. Renzulli, Linda A. and Bridget Curry. 2017. Book Review "Unequal City: Race, Schools, and Perceptions of Injustice" by Carla Shedd. New York: Russell Sage Foundation, 2015. 225 pp. *Contemporary Sociology: A Journal of Reviews* 46 (5) 599-601.
4. Renzulli, Linda A. 2014. Book Review "Whither Opportunity: Rising Inequality, Schools, and Children's Life Chances." Edited by Duncan, Greg J., and Richard J. Murane. Russell Sage and Spencer Foundation. *Contemporary Sociology: A Journal of Reviews* 43 (1), 82-83.
5. Renzulli, Linda A. and Maria Paino. 2013. Charter School Accountability. *Contexts* 12 (3). 16-25.
6. Renzulli, Linda A., Maria Paino. 2013. "Charter Schools," *Sociology of Education: An A to Z Guide* edited by James Ainsworth. Sage Publications.
7. Renzulli, Linda A. 2009. Book Review "Race and Entrepreneurial Success: Black- Asian- and White-Owned Business in the United States. Robert W. Fairlie and Alicia M. Robb. Cambridge, MA: MIT Press, 2008." *Administrative Science Quarterly*. 531-532.
8. Grant, Linda and Linda A. Renzulli. 2006. "Teachers and Gender." In *Encyclopedia of Sociology*. edited by George Ritzer. Malden, MA: Blackwell Publishing. 11:4141-4145.

10. Purcell, Kristen, Lee Clarke, and Linda A. Renzulli. 2000. "Menus of Choice: The Social Embeddedness of Decisions." Pp. 62-82 in *Risk in the Modern Age*, edited by M. Cohen. London: MacMillan Publishers.

Selected conference papers since 2021:

2021

Garza, Alma Nidia, Amy L. Petts, Linda Renzulli, Thurston Domina, and Brittany Murray. "Framing Resilience: How Social Class Shapes Family-School Connections in Moments of Crisis." Presented at the virtual annual meeting of the American Sociological Association.

2022

Kearney, C.E., Domina, T., Renzulli, L. "Resource caravans during times of crisis: resource distribution during the COVID-19 pandemic." Society for Research on Educational Effectiveness Research Conference.

Kearney, C.E., Domina, T., Renzulli, L. "Resource caravans during times of crisis: resource distribution during the COVID-19 pandemic." Association for Education Finance and Policy Annual Conference.

Garza, Alma Nidia, Linda Renzulli, Thurston Domina, and Caitlin Kearney. "Firm or Fragile: How Parent Connections Shape Children's Resources." Presented at the Midwest Sociology of Education Conference, South Bend, IN.

2023

Kaufman, C., Domina, T., Garza, A. N., Kearney, C.E., Murray, B. C. "Role of Schools in Fostering Parent-Level Connectedness." American Sociological Association Annual Meeting.

Garza, Alma Nidia, Linda Renzulli, Thurston Domina, and Caitlin Kearney. "Bending Over Backward: Flexible Resources, Parenting, and Child Engagement During Remote Learning." Presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Kaufman, Christopher, Alma Nidia Garza, Caitlin Kearney, Brittany Murray, Thurston Domina, and Linda Renzulli. "Role of Schools in Fostering Pandemic Social Connectedness." Presented at the American Sociological Association Annual Meeting, Philadelphia, PA.

2024

Kaufman, Christopher, Alma Nidia Garza, Caitlin Kearney, Brittany Murray, Thurston Domina, and Linda Renzulli. "No Way Out but Through: How Schools Demonstrated Functional Resilience During the COVID-19 Pandemic." Presented at the Midwest Sociology of Education Conference, Evanston, IL.

Murray, Brittany, Thurston Domina, Linda Renzulli, Alma Nidia Garza, and Caitlin Kearney. "Socially Distant Schooling: The Limits of Weak Ties among Parents in a Pandemic." Presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

2025

Kaufman, Christopher, Linda Renzulli, Amy Petts, Rebecca Boylan. Building Different Foundations: Compensatory and Compound Effects of Family and School Support for College-Going by Race and Ethnicity” Presented at the American Sociological Association Conference, Chicago, IL.

Selected Courses Taught

- Graduate Methods in Sociology
- Graduate Organizational Theory
- Professional Seminar for Graduate Students
- Job Market Seminar for Graduate Students
- Sociology of Education
- Social Inequality
- Honors Introduction to Sociology

Ph.D. and Post-Doctoral Mentees

- Maria Paino: Oakland University
- Christen Bradley Long: PNC Healthcare Operations, now Grant Street Group
- Zachary Palmer: East Texas A&M
- Preethi Krishnan: Western Carolina University, now OP Jindal Global University
- Julie Dallavis- Sociology of Education Ph.D. student- Norte Dame - outside member- now Assistant Professor of the Practice, Institute for Educational Initiatives at University of Notre Dame
- Amy Petit: Interim Dean of Libraries, Ball State
- Rebecca Boylan: University of Texas Austin, Population Research Center
- Alma Garza: University of Texas Arlington
- Caitlyn Kearny: ongoing
- Christopher Kaufman: ongoing
- Bridget Curry- Sociology of Education Ph.D. student at Norte Dame - outside member – ongoing

Professional Service and Membership

Sociological Research Association

- Membership committee, 2025

Program and Unit Reviewer

- Indiana University Department of Sociology
- University of Georgia Department of Communications
- University of Georgia Psychology Department
- University of Georgia Warnell School of Forestry and Natural Resources (salary review)

American Sociological Association

- Publications Committee, editor member

Southern Sociological Society:

- Co-chair, Committee on the Status of Students
- Elected Executive Committee
- Nominations and Elections Committee
- Program Committee
- Publications Committee
- Honors Committee

Member, American Education Research Association