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**EDUCATION**

The University of California, San Diego  
Ph.D., Anthropology (2000), M.A. Anthropology (1995), B.A. Anthropology (1993)

**PROFESSIONAL POSITIONS**

**The University of Chicago**

*Associate Senior Instructional Professor, Associate Director of Instructional Programs, Co-Director of the Education and Society Minor in the Committee on Education (July 2021-present)*

*Senior Lecturer and Associate Director in the Committee on Education (Oct 2019-July 2021)*

- Teach and advise students in the Education and Society Undergraduate Minor and MA Certificate Programs
- Work with the Faculty Director of the Committee on Education (COE) to define and evaluate learning objectives across COE's curricular programs and cocurricular initiatives to ensure program quality
- Manage COE curricular programs
- Supervise lecturers and graduate student instructors in COE's curricular programs, including guidance on syllabus design
- Develop and lead co-curricular programming to support the academic goals of the degree programs and enrich COE curricular programs
- Co-author doctoral training grant applications and manage training grant awards

*Executive Director, UChicago Science of Learning Center (May 2015-September 2019)*

- Serve as chief advisor to Faculty Director to provide overall direction for the Center
- Develop and refine long-term strategy for the success of the Center
- Lead development efforts, including identifying and pursuing donor and foundation support
- Foster collaboration among faculty, practitioners, and key stakeholders to develop new initiatives to translate research into interventions to improve learning

- Develop and oversee key initiatives, such as the UChicago Science of Learning Network
- Design and lead planning of strategic events and work closely with staff to ensure their success
- Create strong strategic partnerships with internal and external stakeholders, such as the Urban Education Institute, the Urban Labs, the Office of the Mayor, and the Chicago Public Schools
- Ensure effective management and implementation of Center-sponsored studies
- Serve as the main liaison to the Center's Governing Board
- Build and maintain strong, strategic relationships with key university faculty and leaders
- Develop and lead all Center-related communications and outreach, including website content (<https://scienceoflearning.uchicago.edu/>) and quarterly newsletter.

*Research Program Director, Successful Pathways from School to Work (December 2012-September 2019)*

- Manage financial and administrative functions of \$17M grant program with \$1.2M annual budget
- Work closely with Faculty Director to develop strategic plans for achieving the initiative's objectives and programs of inquiry consistent with those goals
- Lead conversations with outside funders about prospective partnerships to deepen the initiative's capacity to achieve key objectives
- Cultivate prospective new research projects and provide feedback on emerging proposals
- Represent the initiative to key administrative units within the University
- Manage the review and evaluation of faculty and student grant proposals
- Monitor and evaluate progress of funded projects
- Communicate broadly about the initiative to faculty, students, and civic partners
- Develop and lead program communications and outreach, including program website ([successfulpathways.uchicago.edu](http://successfulpathways.uchicago.edu))
- Organize and co-lead academic programs to advance strategic objectives
- Serve as primary liaison to the family of Hymen T. Milgrom, whose gift supports the initiative
- Organize and co-lead meetings of the governing board
- Cultivate relationships with key institutional partners, such as the Chicago Public Schools

*Research Professional, the Committee on Education (January 2009-2015)*

- Co-author, *The Ambitious Elementary School: Its Conception, Design, and Contribution to Educational Equality* (University of Chicago Press, 2017)

*Research Associate (Assistant Professor), the Urban Education Institute and the Center for School Improvement (September 2000- December 2008)*

- Directed UEI's Research Group and served on the UEI Management Team (2006-2008)
- Supervised and mentored graduate research assistants
- Advised the Faculty Director and provided formative feedback to colleagues aimed at supporting the enactment of the organization's mission
- Undertook research on issues of urban school improvement with an emphasis on processes of organizational development, culture, and change
- Led the research team for the Information Infrastructure Systems (IIS) Project, an ambitious multi-year study focused on using technology as a lever for organizational change in schools and involving a novel partnership between schools, universities and for-profit entities
- Completed an ethnographic case study examining the social and cultural processes involved in the IIS Project's novel institutional partnerships
- Taught undergraduate and graduate courses on educational policy and the social and cultural foundations of urban schooling in the College, the Harris School, and the Urban Teacher Education Program
- Advised undergraduate students in the College

## **PUBLICATIONS**

Hassrick, Elizabeth M., Stephen W. Raudenbush, and Lisa Rosen. *The Ambitious Elementary School: Its Conception, Design and Contribution to Educational Equality*. Chicago, Ill: University of Chicago Press (2017).

Hamann, Edmund T. and Lisa Rosen. "What Makes the Anthropology of Educational Policy Implementation 'Anthropological?'" In *A Companion to the Anthropology of Education*, Bradley A.U. Levinson and Mica Pollack (Eds.), Wiley-Blackwell Press. (2011).

Rosen, Lisa. "Examining a Novel Partnership for Educational Innovation: Promises and Complexities of Cross-Institutional Collaboration." In *Research and Practice in Education: Building Alliances, Bridging the Divide*, Cynthia E. Coburn and Mary Kay Stein (Eds.), Rowman & Littlefield Press. (2010).

Rosen, Lisa. "Rhetoric and Symbolic Action in the Policy Process." In *Handbook of Education Policy Research*, Gary Sykes, Barbara Schneider, and David N. Plank (Eds.), Routledge Press. (2009).

Rosen, Lisa and Hugh Mehan. "Reconstructing Equality on New Political Ground: The Politics of Representation in the Charter School Debate at UCSD." *American Educational Research Journal*, Vol. 40, No. 3, pp. 655-682. (2003).

Rosen, Lisa. "The Politics of Identity and the Marketization of US Schools: How Local Meanings Mediate Global Struggles." In *Local Meanings, Global Schooling: Anthropology and World Culture Theory*, Kathryn M. Anderson-Levitt (Ed.), Palgrave/St. Martins Press. (2003).

Rosen, Lisa. "Myth-Making and Moral Order in a Debate on Mathematics Education Policy." In *Policy as Practice: Toward a Comparative Sociocultural Analysis of Educational Policy*, Margaret Sutton and Bradley A. Levinson (Eds.), Ablex Press. (2001).

Rosen, Lisa. "Review of *American Conversations: Puerto Ricans, White Ethnics and Multicultural Education*," *Anthropology and Education Quarterly*, 31:2. (2000).

## **TEACHING**

"Schooling and Social Inequality," Education and Society Program, University of Chicago, Autumn 2019, Autumn 2020, Autumn 2021.

"Education and Social Inequality," Education and Society Program, University of Chicago, Autumn 2019, Autumn 2020, Autumn 2021.

"Schooling and Identity," Education and Society Minor Program, University of Chicago, Winter 2020, Winter 2021, Winter 2022.

"Language, Culture and Education," Teacher Education Program, University of California, San Diego, 1999; Education and Society Minor Program, University of Chicago, Spring 2020, Spring 2021, Spring 2022.

"Urban Schools and Communities." Urban Teacher Education Program, the University of Chicago, 2004-2006

"Human Development and Learning: Ways of Looking at Children." Urban Teacher Education Program, the University of Chicago, 2005-2006

"Social and Cultural Dimensions of U.S. Educational Policy," the Harris School of Public Policy, the University Chicago; Public Policy Studies Program, The University of Chicago, Undergraduate College, 2001-2004

## **SELECTED HONORS**

Associate Member, MacArthur Foundation Network on Teaching and Learning, 2004-2007

Semi-finalist, National Academy of Education/Spencer Postdoctoral Fellowship, 2003, 2004

Invited Scholar, Young Faculty Leaders Forum, Center for Business and Government, John F. Kennedy School of Government, Harvard University, 2002-2006

Invited Scholar, Spencer Foundation Advanced Studies Institutes, "Reconsidering the Interrelationship of Anthropology and Education," 2000-2001

Honorable Mention, Outstanding Dissertation Award, Council on Anthropology and Education, 2000

Spencer Foundation Dissertation Fellowship, 1997

AERA/Spencer Foundation Doctoral Research Fellowship, 1996

### **PROFESSIONAL MEMBERSHIPS**

American Anthropological Association

American Educational Research Association

Sociology of Education Association