

CURRICULUM VITAE

April 2019

PERSONAL INFORMATION

Name: David Diehl

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Vanderbilt University
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CURRENT APPOINTMENT

August 2014 -
Present

Assistant Professor, Vanderbilt University,
Department of Human and Organizational Development

AREAS OF SPECIALIZATION

Social network analysis; sociology of education; organizational theory

EDUCATION

2011

Stanford University, Ph.D.
Sociology of Education

2002

Lesley University, M.A.
Conflict Resolution Education

1999

University of Michigan, B.A.
Psychology

PAST EMPLOYMENT

August 2011 -
May 2014

Postdoctoral Research Fellow, Duke University,
Duke Network Analysis Center

PUBLICATIONS

PEER-REVIEWED JOURNAL ARTICLES AND INVITED BOOK CHAPTERS

- Diehl, David.** (Forthcoming) “Beyond the Disposition and Deliberation Dichotomy: The Interrelation of Teacher Habit and Intention in the Adoption of Student Advisories.” *Sociological Inquiry*
- Diehl, David.** (Forthcoming). “The Multiplexity of Professional Learning Communities: Exploring The Co-Evolution of Teacher Social Networks.” *Research Papers in Education*
- Diehl, David.** (2019) “Teacher Professional Learning Communities and Institutional Complexity: Negotiating Tensions Between Institutional Logics” *Sociological Spectrum*.
- Diehl, David,** James Houseworth and Tabitha Grier-Reed. (Forthcoming). “Examining the Variable Relationship Between Race and Considerations of Campus Withdrawal.” (First author). *College Student Journal*
- Diehl, David** and Robert Marx (2019) “Following the Leader: The Evolving Network of Charter School Giving.” (First author). *Teachers College Record*.
- Diehl, David.** (2018). “Language and Interaction: Applying Sociolinguistics to Social Network Analysis.” *Quality and Quantity*. Advance online publication.
- Diehl, David.** (2017). “Re-Enchantment of School Bureaucracy: The Historical Relationship Between Rationality and Romanticism.” *Educational Theory*, 67(3): 291-307.
- Grier-Reed, Tabitha, James Houseworth and **Diehl, David.** (2017). “Breaking Down Walls and Building Bridges: A Study of Cross-Racial Interactions Across Two Predominantly White Campuses.” *The Journal Committed to Social Change on Race and Ethnicity*, 3(2): 1-23.
- McFarland, Daniel A., James Moody, **David Diehl**, Jeff Smith, and R. Jack Thomas. (2014). “Adolescent Societies: Their Form, Evolution, and Variation.” *American Sociological Review* 79 (6): 1088-1121.
- Diehl, David** and Daniel A. McFarland. (2012). “Classroom Ordering and the Situational Imperatives of Routine and Ritual.” (Co-author) *Sociology of Education*. 85 (4): 326-349.

Diehl, David and Daniel A. McFarland. (2010). "Toward a Historical Sociology of Situations." (First author) *American Journal of Sociology*. 115 (6): 1713-1752.

BOOK CHAPTERS _____

Diehl, David and Daniel A. McFarland. (2015). "The Social Organization of Schools and Classrooms." (First author). *Emerging Trends in the Social and Behavioral Sciences*, edited by Robert Scott and Stephen Kosslyn. Hoboken, NJ: Wiley and Sons

McFarland, Daniel A, **David Diehl** and Craig Rawlings. (2011). "Methodological Transactionalism and the Sociology of Education." In *Frontiers in the Sociology of Education*, edited by Maureen Hallinan. Springer Publishing: New York.

BOOK REVIEWS _____

Review of *Experience: New Foundations for the Human Sciences*, by Scott Lash, *Contemporary Sociology* (forthcoming)

MANUSCRIPTS IN PREPARATION/SUBMITTED FOR REVIEW _____

Diehl, David. "Ties May Come and Ties May Go: The Formation and Dissolution of Co-Funding Relationships in the Network of Foundations Giving to Charter Schools." (Revise and Resubmit)

Baer, Lauran and **David Diehl**. "Foster Care for Teenagers: Motivators, Barriers, and Strategies to Overcome Barriers. (Revise and Resubmit)

Diehl, David and Daniel A. McFarland. "Situating Multivocality: From Strategies to Structures." (Co-author). (Revise and Resubmit)

Diehl, David. "Assumptions about Beliefs and Practices in Reform: Lessons from the Sociology of Culture and Cognition." (Under Review)

Diehl, David. "The Relationship Between Personality Traits and Cross-Racial Interactions and Friendships on Campus." (Under Review)

Diehl, David, Dominique Tunzi, and Robert Marx. "On Contexts and Cores: Is There A Core Body of Knowledge Taught in Social Context of Education Courses?" (Under Review)

Diehl, David. “The Multiple Institutional Pathways of Multicultural Education in the Anglosphere: Comparing Australia, Canada, the United Kingdom, and the United States” (Under Review)

Diehl, David. “What Exactly is “Social” About Social Networks?: Accounting for Socio-Cultural Context in Networks of Human Interaction.” (Under Review)

Diehl, David. “Educational Belief Systems Among the Public: Exploring the Structure of Educational Attitudes Beyond Partisan Divides.” (Manuscript Available)

CONFERENCE PRESENTATIONS _____

TALKS

Diehl, David. (2019, Accepted). “The Multiple Institutional Pathways of Multicultural Education in the Anglosphere: Comparing Australia, Canada, the United Kingdom, and the United States.” American Sociological Association, New York, NY

Diehl, David. (2019). “Relational Analysis of Educational Belief Systems.” American Educational Research Association, Toronto, Canada

Diehl, David. (2019). “Cross-Racial Engagement on Campus and Personality Differences.” American Educational Research Association, Toronto, Canada

Diehl, David. (2018) “Doing More Than You Can Say, Saying More Than You Can Do During School Reform.” American Sociological Association, Philadelphia, PA

Diehl, David and Robert Marx. (2016). “Network Dynamics and the Changing Logics of Philanthropic Giving to California Charter Schools.” 2016. American Educational Research Association, Washington DC

Greer-Reid, Tabitha and **David Diehl.** (2016). “Unintended Outcomes of Diversity on Campus: White Students and Perceptions of Discrimination.” National Conference on Race and Ethnicity in American Higher Education, San Francisco, CA

Diehl, David. (2013). “Sketches of a Practice-Network Program.” American

Sociological Association, New York, NY

Diehl, David. (2013). "School Change and Modes of Teacher Practical Action." American Educational Research Association, San Francisco CA

Diehl, David. (2010). "School Reform, Teacher Networks and Instructional Change." American Educational Research Association, Denver CO

Diehl, David and Daniel A. McFarland. (2010). "Cueing Orders: Discursive Moves and the Accomplishment of Network Forms in Classrooms." Sociology of Education Association, Monterey CA

McFarland, Daniel A., **David Diehl** and Craig Rawlings. (2009). "Social Network Perspectives on Education." American Sociological Association, San Francisco CA

Diehl, David and Daniel A. McFarland. (2009). "Discursive Behavior and the Stability of Classroom Routines." American Educational Research Association, San Diego CA

HONORS AND AWARDS _____

2015-16 Junior Faculty Teaching Fellow, Vanderbilt University

PROFESSIONAL AFFILIATIONS AND SERVICES _____

Ad-hoc Reviewer

American Journal of Sociology
American Sociological Review
Sociological Theory
Sociology of Education
Social Psychology Quarterly
Symbolic Interaction
Journal of Social Structure
Social Forces
Journal of Classical Sociology
American Journal of Education
Theory and Society
Culture and Organizations

Professional Organization Member

American Sociological Association: Sections on sociology of education; sociology of culture; social theory; organizations, occupations and work

American Educational Research Association: Sections on social context of education; administration, organization and leadership.

TEACHING EXPERIENCE _____

INSTRUCTOR OF RECORD

Duke University

- Social Theory (Undergraduate) Spring 2012
- Organizations and Markets (Undergraduate) Fall 2013

Vanderbilt University

- Understanding Organizations (Undergraduate) Fall 2014, 2015, 2016, 2018, Spring 2017
- Social Network Analysis (Graduate) Fall 2014, 2015, 2016, 2018
- Organizational Theory and Change (Graduate) Spring 2016, 2017, 2018
- Theories of Inequality (Graduate) Fall 2016, 2017

ADVISING _____

Currently advising: 31 undergraduates, 4 masters students and 3 doctoral students.

DEPARTMENTAL AND UNIVERSITY SERVICE _____

- Doctoral Admissions Committee 2014-15, 2015-16
- Chair, Colloquium Committee 2015-16, 2016-17, 2017-18
- Faculty Job Search Committee 2016-17
- Honor Council Faculty Advisory 2017-19

PROFESSIONAL DEVELOPMENT _____

- Workshop on quasi-experimental design and analysis, Aug, 2015
Institute for Educational Science, Evanston, IL.
- Hierarchical Linear Modeling, Inter-university July, 2015
Consortium for Political and Social Research,
Amherst, MA.

GRANTS _____

Received

- Co-Principal Investigator with Maury Nation 2017-22
(Principle Investigator), Paul Speer, Emily Tanner-
Smith, Ben Fisher and Adam Voight. “The Nashville
Longitudinal Study of Youth Safety and Wellbeing”
National Institute of Justice, \$5,000,000.
- Co-Principal Investigator with James Moody and 2013-15
Tabitha Grier-Reed. “Social Network Foundations of
Academic Success for Blacks and Whites: Can We
Close the Gap?” Duke Initiative on Education and
Human Development, \$5000.