

CURRICULUM VITAE

February 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) “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 (Forthcoming) “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. "Beyond the Disposition and Deliberation Dichotomy: Habit, Intention and Organizational Change'." (Conditional Acceptance at *Sociological Inquiry*)

Diehl, David. "The Multiplexity of Professional Learning Communities: Exploring The Co-Evolution of Teacher Social Networks." (Revise and Resubmit at *Research Papers in Education*)

Diehl, David and Daniel A. McFarland. "Situating Multivocality: From Strategies to Structures." (Co-author). (Revise and Resubmit at *American Journal of Sociology*)

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

Diehl, David. "Educational Belief Systems Among the Public: Exploring the Structure of Educational Attitudes Beyond Partisan Divides." (Under Review at *Sociological Forum*)

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

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

CONFERENCE PRESENTATIONS _____

TALKS

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

Diehl, David. (Accepted 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 (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. 2017-22
- Co-Principal Investigator with James Moody and 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. 2013-15