

PATRICIA BURCH  
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Rossier School of Education  
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### **Education**

2000 Ph.D., Education, Stanford University Stanford, CA  
1998 M.A., Sociology, Stanford University Stanford, CA  
1991 M.A., Education, Harvard University Cambridge, MA  
1985 B.A., English, Oberlin College Oberlin,

### **Academic Positions**

The University of Southern California, Rossier School of Education

2019 - Director, Center on Education, Policy, Equity, and Governance  
2020 - Professor, Rossier School of Education  
2010 - Associate Professor, School of Educational Policy and Leadership

University of Wisconsin Madison

2003-2009 Assistant Professor, Educational Policy Studies

### **Recent Honors and Awards**

- Fulbright Scholar, India, 2019-2020.
- Recipient, USC Faculty Graduate Mentoring Award, 2017-2018

### **Recent Service Activities (Selected)**

- Editor: Journal of Education Policy, 2017-present
- Spencer Foundation, Peer Review Committee, Small Grants, 2020
- Member, Institute of Education Sciences Department of Education 2015-2016 Mixed Methods Working Group
- Fellow, National Education Policy Center, 2014-present

### **Selected Publications**

#### **Books**

Burch, P. (in press). Ed. System failure: Policy problems in the school to prison pipeline. New York: Routledge. Critical Social Thought Series. <https://www.routledge.com/System-Failure-Policy-and-Practice-in-the-School-to-Prison-Pipeline/Burch/p/book/9780367366179>

Burch, P. (2021). Hidden markets: The new education privatization. New York: Routledge. Critical Social Thought Series. 2nd Edition. <https://www.routledge.com/Hidden-Markets-Public-Policy-and-the-Push-to-Privatize-Education/Burch/p/book/9780367366186>

Burch, P., & Heinrich, C. (2016). Mixed methods research for policy and program evaluation. Thousand Oaks: SAGE Publications. <https://us.sagepub.com/en-us/nam/mixed-methods-for-policy-research-and-program-evaluation/book240576>

Burch, P., & Good, A. (2014). Equal scrutiny: Privatization and accountability in digital education. Cambridge, MA: Harvard Education Press.  
<https://www.hepg.org/hep-home/books/equal-scrutiny>

Burch, P. (2009). Hidden markets: The new education privatization. The Critical Social Thought Series. New York: Routledge.

### **Peer-Reviewed Publications (Recent)**

Engel, L. and Burch, P. (2021), Policy sociology in the contemporary global era: Continued importance and pressing methodological considerations. Education Researcher. First published April 26, 2021  
<https://journals.sagepub.com/doi/abs/10.3102/0013189X211009184?journalCode=edra>

Burch, P. (2020). Federal policy and the push to privatize education. Phi Delta Kappan. Published line September 21, 2020.  
<https://kappanonline.org/federal-policy-push-privatizeeducation-burch>

Burch, P. & Crowson, R.L. (2020). Local Schooling and Organizational Change: New Insights from the Perspective of Institutional Theory, Peabody Journal of Education, 95:4, 331-335, DOI: 10.1080/0161956X.2020.1800171  
<https://www.tandfonline.com/toc/hpje20/95/4?nav=tocList>

Burch, P. Bingham, A.J, & \*Miglani, N (2020) Combining Institutional and Distributed Frameworks in Studies of School Leadership, Peabody Journal of Education, 95:4, 408-422, DOI: 10.1080/0161956X.2020.1800176  
<https://www.tandfonline.com/toc/hpje20/95/4?nav=tocList>

Miglani, N. & Burch, P. (2020). Education Reform Imaginaries: Mapping -scapes of Philanthropic Influence. Discourse: Studies in the Cultural Politics of Education. First published online November 3 2020.  
<https://www.tandfonline.com/doi/abs/10.1080/01596306.2020.1836747>

Bingham, A., & Burch, P. (2018). Reimagining complexity: Exploring organizational ambidexterity as a lens for policy research. Policy Futures in Education.

(<https://doi.org/10.1177/1478210318813269>).

Miglani, N., & Burch, P. (2018). Educational technology in India: The field and teachers' sensemaking. *Contemporary Education Dialogues*, 25(1), 26-63.

Burch, P., & Miglani, N. (2017). Technocentrism and social fields in the Indian edTech movement: Formation, reproduction and resistance, *Journal of Education Policy*, 33(5), 590-616.

Bingham, A. & Burch, P. (October 2017). Navigating middle of the road reforms through collaborative community. *Democracy and Education* 25 (2), Feature Article. <http://democracyeducationjournal.org/home/vol25/iss2/1>

Burch, P., Good, A., & Heinrich, C. (2016). Improving access to quality and the effectiveness of digital tutoring in K–12 education *Educational Evaluation and Policy Analysis*, 38(1), 65-67.

Burch, P., & Good, A. (February 2015). More important than the contract is the relationship *Phi Delta Kappan*, 96(5), 35-39.

Burch, P. (2014). The role of vendors in the implementation of CCSS: A first look. *Journal of Curriculum and Pedagogy*, 11(1), 37-40.

Heinrich, C., Burch, P., Good, A., Acosta, R., Cheng, H., Dillender, M., Kirshbaum, C., Nisar, H., & \*Stewart, M. (2014) Improving the implementation and effectiveness of out of school time tutoring. *Journal of Policy Analysis and Management*, 3(2), 471-494.

Good, A., Burch, P., Stewart, M., Acosta, R., & Heinrich, C. (2014). Instruction matters: Lessons from a mixed method evaluation of out-of-school time tutoring under No Child Left Behind. *Teachers College Record*. 116(3), 1-34.