

FACULTY SPOTLIGHT



Jill Koyama, Ph.D.
Assistant Professor

**Department of Educational
Leadership and Policy**

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Informed by her graduate work in education at the University of Washington and her doctoral program in anthropology and education in the Department of International and Transcultural Studies at Teachers College, Columbia University, Jill Koyama conceptualizes educational policy as an ongoing productive social practice, involving multiple, and often disparate, actors across a variety of settings. As an educational anthropologist, she examines policy as it stimulates and channels actions through multiple levels of governmental organization, educational agencies, and emerging social structures.

Through an ethnographic approach, Dr. Koyama has developed three interrelated strands of inquiry. The first focuses on the localization of policies aimed at particular subgroups of students, especially immigrants, refugees, and emergent bilinguals in California and New York. The second strand, a critical examination of No Child Left Behind, draws on her dissertation, which received the 2009 Council on Anthropology and Education's Outstanding Dissertation Award, and has resulted in her book *Making Failure Pay: High Stakes Testing, For-Profit Tutoring, and Public Schools* (2010, University of Chicago Press). In the third strand, Dr. Koyama turns her attention to the localization of educational policies as part of—rather than merely situated within—global processes and politics. In this inquiry, she is investigating the linkages between global economic tides and local educational practices. Her work across the three areas of inquiry has been published in several journals, including *Anthropology and Education Quarterly*, *Teachers College Record*, and the *International Journal of Bilingual Education and Bilingualism*.

Dr. Koyama teaches courses that explore the multiplicity of policy processes within changing global contexts. She teaches *Leading Change in Schools*; *Changing Social Contexts for Education, State, and Local Policy Making*; *Issues in Urban School District Leadership*; *Policy Formulation and Analysis in Educational Administration*; and *Research Methods for Educational Policy*. She previously taught a course on educational privatization and will offer a new course on bilingual education policy and immigrant education in Summer 2011.

Dr. Koyama experiences teaching as a particular kind of attending to knowledge; to complement her teaching, she engages actively with knowledge in its multiple and various forms through her professional associations, service, and advising. She is a member of several professional organizations, including the American Anthropological Association, the University Council of Educational Administrators, and the American Educational Research Association. She frequently presents her work at conferences and consistently serves as a reviewer for publications that span education, anthropology, educational administration, and urban studies.