

Education

Stanford University, Graduate School of Education

Ph.D. Sociology of Education, Graduation Spring 2014

M.A. Sociology

Dissertation: *The Cultural Pathway to Higher Education: The Pursuit of Future Identities for First-Generation, Low-Income College Students*

Awards & Honors:

- VPGE (Vice Provost for Graduate Education) Diversity Dissertation Research Opportunity Grant
- DSG (Dissertation Support Grant), Graduate School of Education
- Stanford DARE (Diversifying Academia, Recruiting Excellence) Doctoral Fellowship Alternate

New York University: Steinhardt School of Education, Culture and Human Development

M.A. International Education, 2006 – 2008

Area Specialization: Africa

University of California, Irvine

B.A. English, Minor Education, 1999 – 2004

- Graduated Cum Laude / Phi Beta Kappa
- Study abroad experience in Italy, England, & Canada

Research Experience

National College Advising Corps Project

Lead Qualitative Researcher, 2009 – present

Principal Investigators: Anthony Antonio & Eric Bettinger, Stanford University, Graduate School of Education

- Consulting qualitative researcher on mixed-methods evaluation and research study of college preparation policies, practices, and attitudes in low-resourced high schools partnering with an external college-advising program
- Designed protocols for individual and group interviews, conducted approximately 200 interviews with school staff, students, and parents, and conducted observations of student/staff interactions, classroom presentations on college preparation, and other college-related events
- Trained and mentored undergraduate and graduate research assistants on interviewing and data coding using *Atlas.ti* and *Dedoose*

The Cultural Pathway to Higher Education: The Pursuit of Future Identities for First-Generation, Low-Income College Students

Principal Investigator, 2012 – present

Dissertation Research at Stanford University, Graduate School of Education

- Planned, organized, and conducted a yearlong interview and journal study with 28 low-income, first-generation college students in eight Missouri high schools
- Designed ten unique interview protocols, conducted approximately 100 individual interviews, and collected dozens of hours of student reflections using audio-journals
- Created a coding scheme, conducted coding and subsequent analysis using *NVivo*

Literacy Boost Impact Evaluation

SUPER Research Fellow (Save-University Partnership for Education Research), Summer 2013
Save the Children, Bangladesh

- Designed and led a two-month qualitative study of a literacy intervention program in rural Bangladesh, conducted individual interviews, student focus groups, and teacher observations
- Trained a local enumerator on how to conduct interviews with different age groups

Undergraduate Honors Program (Education) – Self-Study

Research Assistant, January 2013 – June 2013

Principal Investigator: John Willinsky, Stanford University, Graduate School of Education

- Commissioned to complete a self-study of the Undergraduate Honors Program at the Graduate School of Education to assess program strengths, best practices, and areas for improvement
- Surveyed undergraduates and faculty advisers from 2009-2012 using *Qualtrics*

Internationalization Practices at American Universities Project

Research Assistant, March 2011 – April 2012

Principal Investigators: Mitchell Stevens, Stanford University, Graduate School of Education & Cynthia Miller Idriss, New York University, Steinhardt School of Culture, Education, & Human Development

- Assisted on collaborative project between NYU and Social Science Research Council investigating area studies programs and internationalization policies at six American universities
- Cleaned and coded interview data using *Atlas.ti*

Area Studies Centers and Title VI Funding – Stanford University Self-Study

Research Assistant, August 2010 – June 2011

Principal Investigator: Mitchell Stevens, Stanford University, Graduate School of Education

- Commissioned to conduct a self-study of four area studies centers at Stanford University
- Conducted interviews with Associate & Faculty Directors and document analysis

Review of Educational Development Scholarship Project

Research Assistant, February 2009 – March 2010

Principal Investigator: Joel Samoff, Stanford University, Department of History

- Assisted with review of educational development scholarship for Department for International Development (DfID)
- Surveyed four major comparative educational journals to categorize 605 articles by thematic focus, geographic region, educational level, methodology, and funding source during the period 2004-2008

San Francisco Student Assignment Project (Stanford University & NAACP)

Research Assistant, September 2009 – January 2010

Principal Investigator: Prudence Carter, Stanford University, Graduate School of Education

- Assisted on an interview study of the meanings of schooling, diversity, and student assignment

- policy in the San Francisco Unified School District
- Conducted individual and group interviews with students, parents, teachers, and administrators

Comparative Study of Teacher Quality & Student Performance in Southern Africa (Stanford University, University of Botswana & Social Science Research Council)

Research Assistant, June 2009 – August 2009

Principal Investigator: Martin Carnoy, Stanford University, Graduate School of Education

- Assisted on a multi-national mixed-methods project investigating mathematics teaching and student performance in sixth grade classrooms in South Africa and Botswana
- Assisted in data collection including conducting classroom observations and surveying/testing 135 mathematics teachers
- Responsible for conducting an in-depth interview and observation study of 24 teachers

Comparative Study of Desegregation in U.S. and South African Schools

Research Assistant, September 2008 – June 2009

Principal Investigator: Prudence Carter, Stanford University, Graduate School of Education

- Assisted with analysis of 1100 surveyed South African high school students, conducted descriptive statistical analysis using *STATA*
- Conducted document analysis of post-apartheid curriculum policies

Teaching Experience

Undergraduate Honors Research Program in Education

Teaching Assistant for Professors Mitchell Stevens, John Willinsky, & Deborah Stipek

Stanford University, Graduate School of Education

Fall 2011 – Spring 2014

Research and Policy on Postsecondary Access

Guest Lecturer for Professor Anthony Antonio

Stanford University, Graduate School of Education

April 2013

Comparing Institutional Forms: Public, Private, and Nonprofit

Teaching Assistant for Professor Woody Powell

Stanford University, Graduate School of Education

Winter 2011 & Spring 2012

Organization Studies: Theories and Analyses

Teaching Assistant for Professor Gili Drori

Stanford University, Graduate School of Education

Spring 2011

Learning, Design, and Technology (LDT) Master's Seminar

Teaching Assistant for Program Director Karin Forssell

Stanford University, Graduate School of Education

Academic Year 2009 – 2010

Publications

Peer-Reviewed Journal Articles

Antonio, A., Bettinger, E., Evans, B., **Foster, J.**, Horng, E., Hurd, N., & Kalamkarian, H. (2013). "Lessons Learned from a Data Driven College Access Program: National College Advising Corps." *New Directions for Youth Development* (pending publication).

Foster, J., Addy, N. A., & Samoff, J. (2012). "Crossing Borders: Research in Comparative and International Education." *International Journal of Educational Development*, 32(6), 711–732.
▪ Awarded Best Research Article 2013 by The University of Pittsburgh Institute for International Studies in Education

Carter, P., Caruthers, J., & **Foster, J.** (2009). "Knowing their lines: How social boundaries undermine equity-based integration policies in U.S. and South African schools." *Perspectives in Education*, Volume 27(4).

Book Publications

Carnoy, M., Chisholm, L., & Chilisa, B. (Eds.), Addy, N., Arends, F., HLengani, B., **Foster, J.**, Irving, M., Mokgosi, L., Mpeta, K., Nleya, P., Raab, E., Reeves, C., Sapire, I., Sorto, M., & Tsheko, G. (2012). *The low achievement trap: Comparing schooling in Botswana and South Africa*. Human Sciences Research Council.

Manuscripts in Preparation

Foster, J., Antonio, A., Santikian, H., (2013). "The Social Construction of College-Going Culture: organization habitus and culture in high-need schools in transition."

Peer-Reviewed Conference Papers & Presentations

Foster, J. (November 2013). "The Cultural Pathway to Higher Education: The Pursuit of Future Identities for First-Generation, Low-Income College Students." Paper to be at the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

Foster, J. (November 2013). "The Social Construction of College-Going Culture: organization habitus and culture in high-need schools in transition." Paper to be at the 2013 Comparative and International Education Society (CIES) Western Regional Conference, UCLA.

Foster, J., Antonio, A., Santikian, H. (November 2013). "The Dynamics of College-Going Culture: Understanding School Efforts to Improve College Access." Paper to be presented at the 2013 Association for the Study of Higher Education (ASHE) Conference, St. Louis, MO.

Santikian, H., Antonio, A., **Foster, J.** "External Providers as Internal Participants: practices to promote productive school-level relationships." Paper presented at the 2013 annual meeting of the American Educational Research Association, San Francisco, CA.

Foster, J., Antonio, A., Santikian, H., "The Social Construction of College-Going Culture: organization habitus and culture in high-need schools in transition." Paper presented at the 2012 Association for the Study of Higher Education (ASHE) Conference, Las Vegas, NV.

Foster, J. “Mind the Gap: A case study of mathematics teacher professional identities and practice in South Africa & Botswana.” Paper presented at the 2010 Comparative and International Education Society (CIES) National Conference, Chicago, IL.

Foster, J., Addy, N. A., & Samoff, J. (2012). “Crossing Borders: Research in Comparative and International Education.” Paper presented at the 2010 Comparative and International Education Society (CIES) National Conference, Chicago, IL.

Other Presentations

Foster, J. (November 2013). “*The Cultural Pathway to Higher Education: The Pursuit of Future Identities for First-Generation, Low-Income College Students.*” Paper to be at the Stanford Higher Education Exchange of Research (SHEER).

Foster, J. & Antonio, A. (2013). “The Social Construction of College-Going Culture: Improving Postsecondary Access for First Generation College Students” Paper presented at the Stanford Center for Opportunity Policy in Education (SCOPE) Brown Bag Seminar Series: Equity, Quality, & Educational Opportunity, April 2013.

Professional Memberships

American Educational Research Association (AERA)
Association for the Study of Higher Education (ASHE)
Comparative International Education Society (CIES)

Additional Professional Experience

Social Science Data & Software, Stanford University
Software Consultant, February 2013 – present

Center for International Education, University of CA, Irvine
International Peer Adviser, September 2002 – June 2003