**ELIZABETH BELL**

Department of Political Science ● Miami University

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**Academic Positions**

 **Assistant Professor of Public Administration & Policy**  2019-Present

 *Miami University, Department of Political Science*

* Earned “Level A” Status, Fall 2019
* Faculty Research Associate, Center for Public Management & Regional Affairs 2019-Present

**Education**

 **Ph.D. in Political Science**  2019

 *University of Oklahoma*

* Fields*:* Public Administration, Public Policy, Research Methodology
* Dissertation: “Free College for Whom? How Policy Design and Public Management Impact Program Access and Success”

 **M.A. in Political Science** 2017

 *University of Oklahoma*

 **B.A. in Political Science** 2015

 *Southwestern University*

**Peer-Reviewed Journal Articles**

1. **Elizabeth Bell. (*Forthcoming)*. The Politics of Designing Tuition-Free College: How Does Policy Design Influence Policy Support? *The Journal of Higher Education*.**
	1. Impact factor: 2.51
	2. “*The Journal of Higher Education* publishes original research reporting on the academic study of higher education.”
	3. All articles undergo double-blind peer review
2. **Deven Carlson, Elizabeth Bell, and Byron Carlson. (*Forthcoming*). Interjurisdictional Competition and Policy Preferences of the Public: Modeling Public Preferences on the Oklahoma Penny Sales Tax Referendum. *The Journal of Politics*.**
	1. Acceptance Rate: 9.2%; Impact factor: 2.49
	2. “*The Journal of Politics* is a leading general-interest journal of political science.”
	3. All articles undergo double-blind peer review
3. **Elizabeth Bell. (*Forthcoming*). “Deserving to Whom? Investigating Heterogeneity in the Impact of Social Constructions of Target Populations on Support for Affirmative Action.” *Policy Studies Journal*.**
	1. Impact factor: 2.83
	2. “Published on behalf of the American Political Science Association’s Public Policy Section, PSJ publishes articles and symposia of exceptional quality by social scientists and other public policy researchers.”
	3. All articles undergo double-blind peer review
4. **Deven Carlson, Elizabeth Bell, Joshua Cowen, Andrew McEachin and Matthew Lenard*.* (*Forthcoming*). “The Effects of Socioeconomic Integration on Racial and Ethnic Diversity in the Wake County Public School System.” *American Educational Research Journal*.**
	1. Impact factor: 2.46
	2. “The *American Educational Research Journal* (*AERJ*) is the flagship journal of the American Educational Research Association, featuring articles that advance the empirical, theoretical, and methodological understanding of education and learning.”
	3. Contributor to all parts of the paper with the most significant contributions to the literature review, data description, methods, findings, and conclusion. I conducted all of the data analysis in STATA and created all of the tables and figures.
	4. All articles undergo double-blind peer review
	5. Invited for brief by *Brookings Institution* & cited in the news <https://www.educationdive.com/news/study-socioeconomic-based-integration-changes-schooling-contexts-for-bla/557039/>
5. **Elizabeth Bell, Wesley Wehde, and Madeleine Stucky. (*Forthcoming*). Supplement or Supplant? Estimating the Effects of Lottery Earmarks on State Higher Education Funding. *Education Finance and Policy*.**
	1. Impact factor: 2.43
	2. “Education Finance and Policy is a peer-reviewed academic journal addressing public policy developments affecting educational institutions.”
	3. Generated original idea and wrote 95 percent of the paper. Also significantly contributed to the data analysis, methods, and data visualization.
	4. All articles undergo double-blind peer review
	5. Invited for blog post by *Brookings Institution*.
6. **Jennifer Delaney, Elizabeth Bell, and Maria Soler. (*Forthcoming*). Public Perceptions of Income Share Agreements: Evidence from a Public Opinion Survey. *Journal of Education Finance.***
	1. Wrote over 50 percent of the paper including the data description, methods, findings, and conclusion. Also significantly contributed to the introduction and the literature review.
	2. The journal does not calculate an impact factor but “The Journal of Education Finance is recognized as one of the leading journals in the field of funding public schools. Each issue brings original research and analysis on issues such as education reform.”
	3. All articles undergo double-blind peer review
7. **Tracey Bark, and Elizabeth Bell. (2019). Issue Prioritization by University Presidents: The Influence of Organizational Structure. *Administration and Society*, 51 (6): 915-950.**
	1. Impact factor: 1.76
	2. “Administration and Society is a peer-reviewed academic journal that covers the field of public administration.”
	3. Each author contributed equally to the writing of the paper. I wrote the data description, methods, findings, and conclusion. Also significantly contributed to the introduction and the literature review.
	4. All articles undergo double-blind peer review
8. **Meeyoung Lamothe, Scott Lamothe, and Elizabeth Bell. (2018). Understanding Local Service Delivery Arrangements: Is ICMA Data Reliable? *Public Administration Review*, 78 (4): 613-625.**
	1. Impact factor: 4.66
	2. “Public Administration Review is a bimonthly peer-reviewed academic journal the field of public administration.”
	3. All articles undergo double-blind peer review
	4. Conducted all of the 75 interviews with local public managers and created the quantitative dataset used for the analysis. Created the tables and contributed to the findings and analysis sections.

**Book Chapters & Other Publications**

1. **Bell, Elizabeth, Alisa Hicklin Fryar, and Nicholas Hillman. (2018). “When Intuition Misfires: A Meta-analysis of Performance-Based Funding” in *Research Handbook on Quality, Performance and Accountability in Higher Education*, edited by Ellen Hazelkorn, Alexander McCormick, and Hamish Coates. Edward Elgar Publishing.**
	1. Generated original idea and wrote 95 percent of the paper. Significantly contributed to the literature review, introduction, data collection, analysis, methods, and data visualization.
	2. Double-blind peer reviewed.
	3. Invited for public facing article by *Scholar Strategy Network* & *Forum of the American Journal of Education*. Cited in media article in *National Review*.
2. **Lamothe, Meeyoung and Elizabeth Bell. (2017). “Nonprofit Lobbying” in *Global Encyclopedia of Public Administration, Public Policy, and Governance*, edited by Ali Farazmand. Springer International Publishing**
	1. Double-blind peer reviewed.
	2. Wrote over 50 percent of the paper including the data description, methods, findings, and conclusion. Also significantly contributed to the introduction and the literature review.
3. **Bell, Elizabeth. (2016). Alternative Affirmative Action: Evaluating Diversity at Flagship Universities under Race Blind Admissions. *Ramapo Journal of Law and Society*.**
	1. Double-blind peer reviewed.

**Manuscripts Under Review**

1. Elizabeth Bell and Kylie Smith. Perspectives from the Front-line: Street-level Bureaucrats, Administrative Burden and Access to the Promise of Higher Education. Submitted for review.
2. Elizabeth Bell and Kylie Smith. Matching Potential with Promise: The Effects of Oklahoma’s Early Commitment Financial Aid on Academic Undermatch. (Revise and Resubmit at *Research in Higher Education*).
3. Elizabeth Bell, Alisa Hicklin Fryar, and Tyler Johnson. The Role of Mission and Expertise in Shaping Public Support for Nonprofit Advocacy. Submitted for review.
4. Elizabeth Bell. The Effects of a Narrow Promise: Estimating the Impact of Tulsa Achieves on Student Persistence and Degree Completion. Submitted for review.
5. Deven Carlson and Elizabeth Bell. Socioeconomic Status, Race, and Public Support for School Integration Policy. Submitted for review.

**Working Papers**

Sebastian Jilke and Elizabeth Bell. Racial Discrimination as a Means of Cream-Skimming? A Conjoint Experiment Among US Charter School Principals.

Elizabeth Bell, Kylie Smith, Ani, and Wesley Wehde. Just or Unjust? Street-level Bureaucrats Policy Preferences and Justifications of Beliefs on Administrative Burden.

Sebastian Jilke and Elizabeth Bell. Discriminatory Administrative Burden: An Audit Experiment Among US Charter School Principals.

Sam Workman, Deven Carlson, Tracey Bark, and Elizabeth Bell. Organizational Problem Solving and the Use of Research in the U.S. Department of Education.

Elizabeth Bell, and Denisa Gandara. Promise or Penalty? Free Community College and Postsecondary Degree Attainment for Racially Minoritized Students.

Elizabeth Bell. Reasonable or Unreasonable? How Social Constructions of Target Populations Shape Perceptions of Administrative Burden.

Elizabeth Bell. Who is Deserving of Affirmative Action? Measuring Public Sentiment on Politically Contentious Admissions Policies.

**Public Engagement, Program Evaluations, and Policy Briefs**

Deven Carlson & Elizabeth Bell (2019). Can School Districts Achieve Racial Integration by Pursuing Socioeconomic Integration? Presented for the Intersection Webinar hosted by the Hunt Institute. Policymakers & Practitioners were in attendance and a summary & video of the webcast was published here <http://www.hunt-institute.org/resources/2019/10/intersection-webinar-recap-blog-socioeconomic-based-school-assignment-policy-and-racial-segregation-levels/>

Deven Carlson & Elizabeth Bell (2019). Can School Districts Achieve Racial Integration by Pursuing Socioeconomic Integration? Washington, DC: The Brown Center Chalkboard, Brookings Institution.

Elizabeth Bell. (2019). Crossing the Finish Line: The Effects of Tulsa Achieves on Student Persistence and Completion. Program Evaluation Report for Tulsa Community College.

Elizabeth Bell. (2018). Why Performance-Based Funding Fails to Improve Graduation Rates: A Public Management Perspective. *Scholar Strategy Network Policy Brief*.

Elizabeth Bell, Wesley Wehde, and Madeleine Stucky. (2018)*.* Who Wins and Who Loses When States Earmark Lottery Revenue for Higher Education? Washington, DC: The Brown Center Chalkboard, Brookings Institution.

Elizabeth Bell and Tyler Camarillo. (2017). The Warrior Scholar Project STEM Program Evaluation. *The Warrior Scholars Project*.

Elizabeth Bell. (2017). When Intuition Misfires: The Puzzle of Performance-Based Funding in Higher Education. *Forum of the American Journal of Education*.

**University of Oklahoma Research Grants, Fellowships, & Awards**

Phi Kappa Phi Dissertation Fellowship (*Spring 2019*) – $10,000

National Science Foundation Grant (*Fall 2018*) – $455,640

* This project focusses on organizational problem solving and the use of research evidence in the U.S. Department of Education. My contributions included drafting the proposal, scraping the data with Python, develop the coding scheme, training undergraduate research assistants, and collecting and presenting the data we used as the pilot study.

Oklahoma Higher Education Heritage Society Dan Hobbs Dissertation Prize (*Fall 2018)* – $500

H.V. Thornton Memorial Award & Research Grant (*Summer 2017*) – $2,000

Robberson Conference Presentation & Creative Exhibition Travel Grant (*Spring 2018*)

John Halvor Leek Memorial Scholarship (*Spring 2016 & Spring 2018*)

**Teaching Experience**

*Miami University*

Public Management, Leadership, and Administrative Politics Fall & Spring 2019

* 49 students

Nonprofit Management & Politics Fall 2019

* 49 students

*The University of Oklahoma*

Fundamentals of Nonprofit Management (NPNG 2033) Instructor of Record Fall 2016

* 2 sections with 60 students total

American Federal Government (PSC 1113) Democracy Lab Instructor Fall 2015-Spring 2015

* 2 sections with 50 students total each semester

**Conference Presentations**

Bell, Elizabeth. “The Effects of a Narrow Promise: Estimating the Impact of Tulsa Achieves on Student Persistence and Degree Completion.” Paper to be presented at the Association of Public Policy and Management. Denver, CO. November 2-4, 2019.

Sebastian Jilke and Elizabeth Bell. “Racial Discrimination as a Means of Cream-Skimming? A Conjoint Experiment Among US Charter School Principals.” Paper to be presented at the Association of Public Policy and Management. Denver, CO. November 2-4, 2019.

Workman, Samuel, Deven Carlson, Tracey Bark, and Elizabeth Bell. “Measuring Attention Shifts and Regulatory Agenda Change in U.S. Education Policy.**”** Paper to be presented at the American Political Science Association. Washington, DC. August 29th-Sept 1st, 2019.

Bell, Elizabeth and Kylie Smith. “Perspectives from the Front-line: Street-level Bureaucrats, Administrative Burden and Student Access to Oklahoma’s Promise.” Paper presented at Public Management Research Association. Chapel Hill, NC. June 11-14th, 2019.

Bell, Elizabeth and Kylie Smith. “Perspectives from the Front-line: Street-level Bureaucrats, Administrative Burden and Student Access to Oklahoma’s Promise.” Paper presented at Southern Political Science Association. Austin, TX. January 17-19th, 2019.

Bell, Elizabeth and Kylie Smith. “Matching Potential with Promise: The Effects of Oklahoma’s Early Commitment Financial Aid on Academic Undermatch.” Paper presented at the Association for the Study of Higher Education Policy Pre-Conference. Tampa, FL. November 11th-13th, 2019.

Bell, Elizabeth, Alisa Hicklin Fryar, and Tyler Johnson. “The Role of Mission and Expertise in Shaping Public Support for Nonprofit Advocacy.” Paper to be presented at the Association for Research on Nonprofit Organizations and Voluntary Action. Austin, TX. November 14-17,2018.

Bell, Elizabeth. “Deserving to Whom? Investigating Heterogeneity in the Impact of Social Constructions of Target Populations on Support for Affirmative Action.” Paper presented at the Midwest Political Science Association. Chicago, IL. April 5-7, 2018.

Bell, Elizabeth. “Organizational Responses to the Tennessee Promise: Exploring Shifts in Tuition, Fees, and Enrollment.” Paper presented at the Association of Public Policy and Management. Chicago, IL. November 2-4, 2017.

Carlson, Deven, Joshua Cowen, Andrew McEachin and Elizabeth Bell. “The Effects of Socioeconomic Integration on Racial and Ethnic Diversity in the Wake County Public School System.” Paper to be presented at the Association of Education Finance and Policy. Washington, DC. March 16-18, 2017.

Bark, Tracey, and Elizabeth Bell. “Issue Prioritization in Institutional Agenda Spaces: The Importance of Equity to Bureaucratic Leaders”. Paper to be presented at the Annual Meeting of the Midwest Political Science Association. Chicago, IL. April 6-9, 2017.

Lamothe, Scott, Meeyoung Lamothe, and Elizabeth Bell. “Room for Improvement? Investigating the Reliability of ICMA Data.” Paper presented at the annual meeting of the American Political Science Association, September 1-4, 2016, Philadelphia, PA.

Bell, Elizabeth, Alisa Fryar, Nicholas Hillman and David Tandberg. “When Intuition Misfires: A Meta-analysis of Performance-Based Funding.” Paper presented at the annual meeting of the Midwest Political Science Association. Chicago, IL. April 6-9, 2016.

**Professional Service**

*Academic Journals (2019)*

Reviewer, Journal of Public Administration Research and Theory (1)

Reviewer, Public Administration (3)

Reviewer, Educational Researcher (2)

Reviewer, Journal of Comparative Policy Analysis (1)

Board Member at American Journal of Education *(Fall 2017-Spring 2018)*

*Academic Conferences*

Discussant (November 2019). “Law Enforcement Officers and Citizen Interactions: Behavior on the Front Lines.” Association of Public Policy and Management, Denver CO.

Organizer and Presenter at Roundtable (June 2019). “Mixed-Methods in the Study of Public Management.” Public Management Research Conference, Hawaii.

**Committee Service—Miami University**

Public Administration Major Committee

Public Administration & Policy Analysis Committee

Colloquium Committee

Library Liaison

Center for Public Management & Regional Affairs Planning Committee

Diplomacy & Global Politics Curriculum Committee

**Service Outside of Committees—Miami University**

Ohio Township Leadership Academy Participant, January 2019

Reviewer for Ohio Public Leaders Applications, Fall 2019

Social Data Analytics Planning Committee, September 2019

**Advising and Independent Studies**

MA Committee Chair

 Edith Liu, Fall & Spring 2019

MA Committee Member

 Lauren Strope, Spring 2019

Undergraduate Associate

 Edith Liu, Fall 2019