Roundtable 2: Evidence-Based Strategies for Addressing Inequities in Community Colleges

Speaker Bios

1. **Lindsay Daughtery, PhD**, Senior Policy Researcher, RAND

   Lindsay Daughtery is a senior policy researcher at the RAND Corporation who specializes in education and workforce policy and practice. Her recent areas of focus include access to and success in postsecondary education, workforce development programs, and the education, training, and career transitions of military and veteran populations. Daughtery is currently leading several large studies for the U.S. Department of Education, and has expertise in the design of experimental, quasi-experimental, and descriptive studies, as well as informing and assessing the implementation of policies and programs. Daughtery’s work often involves close partnerships with policymakers and practitioners to address critical education and workforce issues, including ongoing partnership work state agencies and community college systems in California, Colorado, North Carolina, Ohio, and Texas.

2. **Nikki Edgecomb, PhD**, Senior Research Scholar, Community College Research Center, Teacher College at Columbia University

   Nikki Edgecombe is a senior research scholar at the Community College Research Center (CCRC) and a research professor in the Education Policy and Social Analysis Department at Teachers College, Columbia University. She conducts research on developmental education, English learners, higher education finance, teaching and learning, and faculty development, among other topics. Edgecombe is the principal investigator for the [Center for the Analysis of Postsecondary Readiness (CAPR)](https://ies.ed.gov Tf/) and a co-principal investigator for the [Postsecondary Teaching with Technology Collaborative](https://ies.ed.gov Tf/), both U.S. Department of Education Institute of Education Sciences (IES)-funded research and development centers.
Edgecombe oversees CCRC’s research portfolio on developmental education, which, in addition to CAPR, has in recent years included a mixed-methods study of developmental English reform and English as a Second Language in three states and the implementation portion of the MDRC-led IES evaluation of CUNY Start. She also studies and writes about education equity and recently wrote “Demography as Opportunity,” a chapter in the 2019 edited volume Thirteen Ideas That Are Transforming the Community College World.

Edgecombe holds a PhD and a MSEd in Education from the University of Pennsylvania and a BA in Urban Studies–Economics from Columbia University.

3. **Peter Bahr, PhD, Associate Professor, University of Michigan, Center for the Study of Higher and Postsecondary Education**

Dr. Peter Bahr is a nationally recognized scholar and expert on community colleges, student outcomes, and economic mobility. His research focuses on students’ pathways into and through community colleges and other sub-baccalaureate institutions, and then into the workforce or onto four-year postsecondary institutions. His current work is funded by federal and foundation grants and includes investigations aiming to improve educational and labor market outcomes of students in postsecondary career and technical education, research illuminating how noncredit workforce education programs are being utilized by community colleges and their students, studies seeking to strengthen STEM pathways from community colleges to universities, and research on optimizing developmental education reform in community colleges.

**Moderator: Dr. Anjalé Welton, Professor, Department of Educational Policy Analysis, School of Education, University of Wisconsin, Madison**
Anjalé D. Welton’s scholarship examines how educational leaders both dialogue about and address race and racism in their school communities. Her research specific to racial equity also considers the role of student and community voice in education reform and secondary to postsecondary education transitions. Some of her professional experiences include being the coordinator of a leadership and empowerment program for urban youth, a facilitator of an urban education teacher preparation program, and a teacher in large urban districts. She is also committed to providing professional development for educational leaders on issues of race and equity. Her most recent co-authored book (with Sarah Diem, University of Missouri), *Anti-racist Educational Leadership and Policy: Addressing Racism in Public Education*, challenges educational leaders to question the racial implications of the policies they design and implement. In 2020, their book received the Taylor and Francis “Outstanding New Textbook” Award in Behavioral Sciences and Education, and in 2021 it received the AESA Critic’s Choice Book Award.