

Robert D. Eschmann

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ACADEMIC APPOINTMENTS

2017-Present *Assistant Professor*
School of Social Work
Boston University

EDUCATION

Ph.D. **Social Service Administration, University of Chicago, 2017**
Dissertation: How the Internet shapes racial discourse: From politically incorrect to participatory politics

Committee:
Charles M. Payne, Frank P. Hixon Distinguished Service Professor
University of Chicago, School of Social Service Administration

Waldo E. Johnson, Jr., Associate Professor
University of Chicago, School of Social Service Administration
Faculty Affiliate, Center for the Study of Race, Politics and Culture of the
University of Chicago

Cathy J. Cohen, David and Mary Winton Green Professor of Political Science
University of Chicago, Department of Political Science

A.M. Social Service Administration, University of Chicago, 2011

B.A. Sociology, Wheaton College, 2009

RESEARCH INTERESTS

Race and the Internet; Social media and youth development; Adolescent experiences with violence and discrimination; Urban education; Race theory

TEACHING INTERESTS

The Social Meaning of Race; Urban Education; Adolescent Development; The Internet and Social Media; Poverty Policy; Qualitative and Quantitative Research Methods

RESEARCH EXPERIENCE

2013-Present	<p><i>Principal Investigator</i> The University of Chicago, School of Social Service Administration <i>The Race and Internet Study: Adolescent Racial Formation Processes in Online Spaces</i> Designed methods and conceptual framework. Conducted interviews with 50 undergraduate students of color. Coded and analyzed data in NVivo. This study examines how the Internet, as a distinct social space, facilitates the formation of racial meanings, the expression of racial prejudice, racial dialogues, and interactions with dominant racial structures.</p>
2014-Present	<p><i>Senior Research Associate</i> PI: Professor Desmond U. Patton Columbia University, School of Social Work <i>The Chicago Internet Banging Research Study</i> Assisted in designing methods, conceptual framework, and completing grant proposal. Recruited and interviewed 20 violence prevention workers, and 40 Black and Latino gang-related youth in violent neighborhoods. Coded and analyzed data in NVivo. This study investigates the way gang-related youth use online social media to avoid, instigate, and communicate around violent incidents. Special attention is paid to developing more effective anti-violence initiatives that take youth online activities into account. Funded by: University of Michigan Office of Research</p>
2013-Present	<p>Co-Principal Investigator With Co-Principal Investigator: Kevin Tan, Doctoral Student The University of Chicago, School of Social Service Administration <i>Regional Differences in the Impact of School Social Workers on Educational Outcomes: 100 Largest School Districts in the US</i> Used STATA to conduct quantitative analyses on the effectiveness of school social workers. Used ArcGIS to map social work effectiveness on a variety of metrics.</p>
2011-Present	<p><i>Research Assistant</i> Stephen W. Raudenbush, Lewis-Sebring Distinguished Service Professor The University of Chicago, Department of Sociology, the College, and the Harris School of Public Policy Studies Chair, Committee on Education <i>Causal Methodology and Schooling Effects</i> Reviewed and edited manuscript for in-press book. Conducted literature review on studies utilizing causal methods to isolate the development impact of schooling from out-of-school learning rates. Conducted meta-analysis for peer-reviewed publication.</p>
2011-2012	<p><i>Research Assistant</i> Scott Allard, Associate Professor The University of Chicago, School of Social Service Administration</p>

Director, The University of Chicago Urban Network
The Effects of the Changing Geography of Poverty on Suburban Schooling
Created longitudinal database using ISBE education data. Conducted quantitative analysis using ArcGIS mapping software and STATA.

2009-2011

Research Assistant

Charles M. Payne, Frank P. Hixon Distinguished Service Professor
University of Chicago, School of Social Service Administration
Director of Research Group, Woodlawn Children's Promise Community
Directed team of graduate student researchers on research projects designed to help a local non-profit organization; Performed data analysis for select Chicago elementary schools; Assisted in completion of the Memorandum for Principal Cooperation with the WCPC; Committee member for the University of Chicago data-practice collaborative.

2008-2009

Student Researcher in Residence

Wheaton College, Sociology Department
The Effect of Institutional Climate on African American Student Retention at Wheaton College
Designed methods and conceptual framework under the supervision of a senior faculty member. Interviewed 20 African American alums who attended Wheaton between 1950-2007. Coded and analyzed data in NVivo.

FUNDED RESEARCH

Research Initiative Grant

The University of Chicago, Office of Multicultural Student Affairs
The Race and Internet Study: College Student Experiences with Online Racial Antagonisms
\$2,000 / January – June 2014

University of Michigan Office of Research
University of Michigan, School of Social Work
PI: Professor Desmond Patton
The Chicago Internet Banging Study
\$30,000 / June 2014- June 2015

PUBLICATIONS

Patton, Desmond Upton, Caitlin Elsaesser, Robert D. Eschmann, and Eduardo Bocanegro. (Accepted 2017). "What's a threat on social media? How Black and Latino young men in Chicago define and navigate threats online." *Youth & Society*.

Patton, Desmond Upton, Robert D. Eschmann, Caitlin Elsaesser, and Eduardo Bocanegro. (2016). "Sticks, stones, and Facebook accounts: What violence

outreach workers know about social media and urban-based gang violence in Chicago.” *Computers in Human Behavior*, 65.

Raudenbush, Stephen W. and Robert D. Eschmann. (2015). “Does schooling increase or reduce social inequality?” *Annual Review of Sociology*, 41(1).

Tan, Kevin, Stefan Battle, Mimi Mumm, Robert D. Eschmann, and Michelle Alvarez. (2015). “The impact of school social workers on high school freshman graduation among the one hundred largest school districts in the United States.” *School Social Work Journal*, 39(2).

Patton, Desmond Upton, Jun Sung Hong, Megan Ranney, Sadiq Patel, Caitlin Kelley, Robert D. Eschmann, and Tyreasa Washington. (2014). "Social media as a vector for youth violence: A review of the literature." *Computers in Human Behavior*, 35.

Patton, Desmond Upton, Robert Eschmann, and Dirk Butler. (2013). Internet banging: new trends in social media, gang violence, masculinity and hip hop. *Computers in Human Behavior*, 29(5), 54-59.

WORKS IN PROGRESS

Payne, Charles M. and Robert D. Eschmann. (Expected 2017). Rethinking Race. In Domina, Thurston, Benjamin Gibbs, Lisa Nunn, and Andrew Penner (Eds.), *Education & Society*. Oakland: University of California Press.

Patton, Desmond Upton, Caitlin Elsaesser, and Robert D. Eschmann. (Revise and Resubmit). “What’s a threat on social media? How Black and Latino adolescents and young men in Chicago define and navigate threats online.” *Youth and Society*.

Eschmann, Robert D. and Desmond Upton Patton. Recognizing Collective Efficacy on the Ground: Alternative Forms of Social Cohesion and Informal Social Control in Violent Neighborhoods.

Tan, Kevin and Robert D. Eschmann. Regional Differences in the Impact of School Social Workers on Educational Outcomes: 100 Largest School Districts in the US.

PRESENTATIONS

“Internet-based technologies and youth development.” Symposium Organizer. Annual Conference for the Society for Social Work and Research, New Orleans, January 13, 2017.

“Racial checking: Responding to racial microaggressions in online spaces.” Annual Conference for the Society for Social Work and Research, New Orleans, January 13, 2017.

“What I wish I had known before I started teaching.” Doctoral Teaching Workshop, University of Chicago, May 5, 2016.

“Teaching beyond the quad.” GradUCon, University of Chicago, April 8, 2016.

“How the Internet shapes racial discourse: From politically incorrect to participatory politics.” Doctoral Theory Workshop, Chicago, December 4, 2014.

“The Race and Internet Study: College Student Experiences with Online Racial Discussions.” Research Initiative Grant Symposium, Chicago, June 4, 2014.

“Recognizing Collective Efficacy on the Ground: Alternative Forms of Social Cohesion and Informal Social Control in Violent Neighborhoods.” Urban Affairs Association Conference, San Antonio, March 21, 2014.

“Internet Banging: Trends in Social Media, Gang Violence, Masculinity, and Hip Hop.” Urban Affairs Association Conference, San Francisco, April 5, 2013.

“Doctoral Teaching in the Core Curriculum.” Doctoral Teaching Workshop, University of Chicago, February 2, 2012.

“The changing geography of poverty: Low-income and minority students in Suburban Schools.” Place and Poverty Working Group, University of Chicago, May 23, 2012.

“Connected, Known, and Protected: African American Adolescent Males Navigating Community Violence.” The Reproduction of Race and Racial Ideologies Workshop, University of Chicago, January 26, 2012. Discussant.

“Teaching Race in the Classroom.” Doctoral Teaching Workshop, University of Chicago, November 29, 2012. Discussant.

TEACHING EXPERIENCE

2012-Present

Lecturer

School of Social Service Administration, University of Chicago

Course: *The Social Meaning of Race*

This course teaches students to think about race both as ideology, or a tool groups and individuals use to defend their own interests, and theory, a lens for understanding the social world. Students are expected to place their own thinking with social and historical patterns of racial discourse, analyze paradigms underlying racial discourse, understand race as a determinant of life-chances and life styles, and have the tools for analyzing the role of race in the life of social service agencies and social work practice. Revised and updated standard syllabus. Designed student assignments, grading rubrics, and graded student assignments, gave class lectures, and led student discussions.

Course: Social Intervention: Policies and Programs, Core Sequence for first-year Masters students

This course is the first in a required two-quarter sequence for first year masters students that overviews contemporary social welfare policies with attention to their historical and philosophical foundations. Discusses a variety of contemporary policies including welfare and employment programs, health care, early childhood and child care programs, housing mobility programs, and initiatives aimed at reducing group-based or place-based inequalities. Revised and updated standard syllabus. Designed lecture content and student activities, and led student discussions. Designed grading rubrics and graded student assignments.

2013

Adjunct Professor

Urban Studies, Wheaton College

Course: The Education Crisis: Race, Poverty, and Urban Schooling

This is an original course that explores the decades of research and reforms around the achievement gap, the persistent failure of urban schools, and the social, political, and historical contexts of today's education crisis. It covers the most notable efforts, both successful and unsuccessful, to close the achievement gap in the last 60 years, the major policy debates around contemporary reform efforts, and evidence of successful reforms. Designed course syllabus including reading list and course aims. Designed lecture content, student activities, student assignments and assessments, and grading rubrics. Led student discussion and evaluated student performance.

2013

Adjunct Professor

Master of Urban Affairs and Public Policy Program, Loyola University Chicago

Course: Statistical Analysis for Public Policy II

This is the second course in statistical methods for graduate students in public policy and urban affairs. This course helps students make wise and educated decisions as a professional in the policy field and introduces students to the tools used in professional empirical analysis of public policy problems. Major topics are causal inference, multiple regression, and program evaluation.

Revised and updated standard syllabus. Prepared and led statistics lab sessions, prepared lectures, designed student activities, and led student discussions.

Course: *Public Policy Evaluation (Original syllabus)*

The goal of this original course is to introduce students to the methods used to evaluate public policies and programs. Good program evaluations use complex research designs and/or advanced statistical techniques to estimate the causal effects. Therefore the course explores the logic of causal inference, the difficulties that arise when estimating causal effects in social research, and a variety of methods researchers use to estimate causal effects in both ideal and imperfect research settings. Designed course syllabus including reading list and course aims. Designed lecture content, student activities, student assignments and assessments, and grading rubrics. Led student discussion and evaluated student performance.

2011

Teaching Apprentice

The University of Chicago, School of Social Service Administration
Mentor: Professor Waldo Johnson

Course: *Social Intervention: Policies and Programs*, Core Sequence for first-year Masters students

Co-taught this course, the first in a graduate student core sequence, with a senior faculty member. Prepared and delivered lectures for 5 of 10 class sessions, created rubric for writing assignments, assessed student performance and held office hours.

2011

Teaching Assistant

The University of Chicago, School of Social Service Administration
Instructor: Charles Payne

Course: *Urban Education and Education Reform*

Developed writing assignments. Created rubrics for assessments, graded student papers, met with students individually to discuss course concepts and assignments.

PROFESSIONAL AND SOCIAL SERVICE EXPERIENCE

2012-Present

Resident Head, Office of Undergraduate Student Housing
University of Chicago

Provided residential, academic, emotional, and social support for 100 undergraduate students. Planned and hosted special events. Coordinated volunteer opportunities and fundraisers. Assisted students with mental and physical health emergencies and connected students with campus resources.

2011-2012

Curriculum and Evaluation Specialist, Young Men and Women of Promise Program

Woodlawn Children's Promise Community

Designed curriculum for the Young Men of Promise Program around critical analysis of popular media, literary skills, racial identity, and civic engagement and activism. Supervised transition of program from one school to five schools. Trained facilitators in curriculum and classroom management. Planned and implemented program evaluation.

- 2010-2011 *Program Coordinator, Young Men and Women of Promise Program
Woodlawn Children's Promise Community*
Designed social emotional learning and anger coping curriculum. Led weekly discussion with 15 students. Taught students audio and video production skills. Led students in the creation of a final media project, a positive community oriented Hip Hop song and video.
- 2011 *Instructor, Freedom School*
Woodlawn Children's Promise Community
Taught class of 20 students daily for a 10-week summer learning enrichment program. Recruited students from neighborhood schools. Engaged in parent outreach. Designed student activities for intellectual and social development. Led group discussions and lessons on racial identity, self-esteem, sexual health, and community engagement and activism.
- 2010 *Research Evaluation Consultant*
Betty Shabazz International Charter School
Conducted evaluation of parent outreach programs; Analyzed survey data; Created evaluation report
- 2009-2010 *CPS Office of Specialized Services Intern*
Fiske Elementary School
Partnered with teachers in implementing the Second Step social-emotional learning program; Led mentoring groups for male students with significant behavioral and social issues; Conducted parent outreach and networked with local nonprofits; Trained in Anger Coping, PBIS, and Second Step interventions; Partnered with CPS Crisis Intervention Team
- 2007 *Respite Worker*
DuPage County Health Department
Mentored children with a history of social, behavioral or psychological problems. Reviewed current and past functioning and discussed alternate behaviors. Encouraged self-initiation of coping and problem solving skills. Assisted family in utilizing parenting strategies and facilitated family communications.

COMPETITIVE GRANTS AND FELLOWSHIPS

Program for Research on Black Americans 2016
The Institute for Social Research at The University of Michigan
Summer Graduate Student Mentoring Workshop

\$1,000

DFI Doctoral Fellow, 2013-2015

Illinois Department of Education

Competitive academic support grant for minority college students committed to working in an area of education after graduation.

\$14,500 / 2013-2015

Research Initiative Grant, 2014

Office of Multicultural Student Affairs, University of Chicago

Awarded for independent research project involving the study of race and the Chicago or University of Chicago community.

\$2,000 / January – June 2014

Urban Doctoral Fellow, 2012-2013

The University of Chicago Urban Network

Awarded to support an interdisciplinary group doctoral students studying urban problems. Included bi-weekly meetings and structured presentations and peer feedback.

\$750 for Conference Travel

Doctoral Fellow, 2009-2014

School of Social Service Administration, University of Chicago

PhD student fellowship.

\$21,000 / 2014; \$18,000 / 2009-2013

PROFESSIONAL AFFILIATIONS

American Sociological Association

Student Member

Society for Social Work and Research

Student Member

SOFTWARE PROFICIENCY

NVivo, SPSS, STATA, SAS, ArcGIS, Microsoft Office

COURSES TAKEN

Substantive

Social Intervention: Programs and Policy, 1 and 2

Social Intervention: Direct Practice, 1 and 2

Social Meaning of Race: Research Seminar

Theory in Research

Public School Systems and Service Population
Urban Education and Educational Policy
Development over Life Course
Economics for Social Welfare
Debates in Stereotyping and Prejudice
Internet and Society
Urban Structure and Process

Methods

Community Ethnography
Urban Field Research
Statistical Research Methods: SSA Sequence Part 1
Statistical Methods of Research: Sociology Sequence Parts 1 and 2
Research Methods for Social Work
Applied Linear Regression
Applied Hierarchical Linear Models
Intro to Geographic Systems
Intermediate GIS/ Cartography
The Applied Research and Data Analysis Seminar (Causal Methods and Large Datasets)