

ABOUT THE CONTRIBUTORS

Caitlin Ahearn is the research study coordinator for the Northwestern University School of Education and Social Policy.

June Ahn is an associate professor in the Department of Administration, Leadership, and Technology at the Steinhardt School of Culture, Education, and Human Development at New York University. His research focuses on the design, use, and evaluation of learning technologies, and his projects span a spectrum of topics, including: the design of social media tools for children's informal learning experiences in STEM; studies of open, online education communities such as the Peer 2 Peer University; and researcher-practitioner partnership research that examines the implementation and impact of online learning and blended learning in K–12 school districts. Ahn received his BA from Brown University, MA in Educational Technology from Columbia University, and PhD in urban education policy from the University of Southern California.

Nate Brown, a research coordinator at the Center for Education Data and Research at the University of Washington, Bothell, holds a BS in neuroscience from Washington State University and a MA in policy studies from the University of Washington, Bothell.

Donnell Butler is a Pahara-Aspen Education Fellow and the senior associate dean for Planning and Analysis of Student Outcomes at Franklin & Marshall College (F&M), where he facilitates strategy, integration, and evaluation of college activities to improve student access, transition, and success. Before F&M, he directed research and development of background survey questionnaires for the National Assessment of Educational Progress at Educational Testing Services (ETS). Previously, he served as a joint American Education Research Association and ETS post-doctoral fellow working primarily on the National Science Foundation's Innovative Technology Experiences for Students and Teachers College Ambition Program at Michigan State University; as a project director in Princeton University's Office of Population Research for the Ford Foundation–supported Campus Life in America Student Survey; as an evaluation specialist for the Princeton University Preparatory Program; as a coordinator of the Goldman Sachs Foundation–supported Opening Doors and Paving the Way Forum for increasing college access and success for talented low-income students; as a senior policy research analyst at APPRISE Inc.; as

a senior business advisory services professional at Ernst & Young; and as an intern with the White House's Office of Communications Research. Butler earned his BA in business administration and sociology from F&M and his PhD in sociology from Princeton University.

Luciana Dar is an assistant professor of higher education and a faculty affiliate at the School of Public Policy at the University of California, Riverside. She holds a PhD in political science from the University of California, Los Angeles, and an MA in economics from the Federal University of Rio de Janeiro. Dar's research falls into three interconnected areas of inquiry: comparative political economy of higher education, the relationship between higher education and social inequality, and the politics of higher education. She approaches each of these areas with a combination of theoretical and methodological tools from the positive political economy, comparative politics, and public finance literatures in close connection with insights from the higher education field. Her work has been published in the *Journal of Higher Education*, *Higher Education: Handbook of Theory and Research*, and *Readings on Equal Education*.

Kevin J. Dougherty is an associate professor in the Departments of Education Policy & Social Analysis and Organization & Leadership at Teachers College, Columbia University, where he is also a senior research associate at the Community College Research Center (CCRC). He received his doctorate in sociology from Harvard University in 1983 and his undergraduate degree in political science from Washington University (St. Louis) in 1972. He has published widely on performance funding for higher education, state policies affecting access to and success in community colleges, the origins and impacts of community colleges, and transfer between community colleges and four-year colleges. At CCRC Dougherty is leading a project funded by Lumina Foundation that is examining the implementation of state performance funding in three states (Indiana, Ohio, and Tennessee) and its impact on institutional and student outcomes at eighteen public institutions. His book, *The Contradictory College: The Conflicting Origins, Impacts and Futures of the Community College* (State University of New York Press, 1994), was awarded the American Sociological Association's Willard Waller Award for best book in the sociology of education 1994–96.

Dan Goldhaber is the director of the Center for Education Data & Research and a professor in Interdisciplinary Arts and Sciences at the University of Washington–Bothell. His work focuses on issues of educational productivity and reform at the K–12 level; the broad array of human capital policies that influence the composition, distribution, and quality of teachers in the workforce; and connections

between students' K–12 experiences and postsecondary outcomes. Topics of his published work in this area include studies of the stability of value-added measures of teachers, the effects of teacher qualifications and quality on student achievement, and the impact of teacher pay structure and licensure on the teacher labor market. His previous work has covered topics such as the relative efficiency of public and private schools and the effects of accountability systems and market competition on K–12 schooling. Goldhaber's research has been regularly published in leading peer-reviewed economic and education journals, such as *American Economic Review*, *Review of Economics and Statistics*, *Journal of Human Resources*, *Journal of Policy and Management*, *Journal of Urban Economics*, *Economics of Education Review*, *Education Finance and Policy*, *Industrial and Labor Relations Review*, and *Educational Evaluation and Policy Analysis*. The findings from these articles have been covered in more widely accessible media outlets, such as National Public Radio, the *New York Times*, the *Washington Post*, *USA Today*, and *Education Week*. Goldhaber holds a BA in economics from the University of Vermont and a MS and PhD in labor economics from Cornell University.

Jeffrey R. Henig is a professor of political science and education at Teachers College, Columbia University, where he also serves as chair of the Department of Education Policy & Social Analysis. He is the author, coauthor, or coeditor of ten books, including *The Color of School Reform: Race, Politics and the Challenge of Urban Education* (Princeton University Press, 1999) and *Building Civic Capacity: The Politics of Reforming Urban Schools* (University Press of Kansas, 2001), both of which were named the best books written on urban politics by the Urban Politics Section of the American Political Science Association; *Spin Cycle: How Research Gets Used in Policy Debates—The Case of Charter Schools* (Russell Sage Foundation, 2009), which won the American Educational Research Association's Outstanding Book Award in 2010; and, his most recent book, *The End of Exceptionalism in American Education: The Changing Politics of School Reform* (Harvard Education Press, 2013).

Jiffy Lansing is a researcher at the Institute for Policy Research at Northwestern University.

Cynthia Miller-Idriss is an associate professor in and director of the International Training and Education Program at American University. She holds a PhD in sociology and an MA in public policy from the University of Michigan. Her research follows two trajectories; the first focuses on nationalist and extremist expressions of youth culture in Germany and German vocational schooling, and the second examines the internationalization of US higher education and the production and legitimization of knowledge about the world outside of the United States. Miller-

Idriss is the author of *Blood and Culture: Youth, Right-Wing Extremism, and National Belonging in Contemporary Germany* (Duke University Press, 2009) and has held numerous fellowships and received many awards, most recently from the Morphomata Center for Advanced Studies at the Universität zu Köln, Germany, where she was in residence in 2013–14. At American University, she directs the Global Education Forum, a biannual event bringing expert academics and practitioners together for dialogue on pressing global issues in education.

Adam R. Nelson is a professor of educational policy studies and history at the University of Wisconsin–Madison. He is the author of *Education and Democracy: The Meaning of Alexander Meiklejohn, 1872–1964* (University of Wisconsin Press, 2001) and *The Elusive Ideal: Equal Educational Opportunity and the Federal Role in Boston's Public Schools* (University of Chicago Press, 2005). He is also the co-editor of *Education and the Culture of Print in Modern America* (with John L. Rudolph, University of Wisconsin Press, 2010) and *The Global University: Past, Present, and Future Perspectives* (with Ian P. Wei, Palgrave Macmillan, 2012). He is currently writing a pair of books—*Capital of Mind: The United States in a Global Knowledge Economy* and *Empire of Knowledge: The United States in a World of Science*—on the international dimensions of American scholarship in the Early Republic (1780–1830). His research has been supported by grants from the National Endowment for the Humanities, the National Academy of Education/Spencer Postdoctoral Fellowship Program, the Advanced Studies Fellowship Program at Brown, and the Vilas Associate Program at the University of Wisconsin–Madison. He was a 2011–12 fellow at the Charles Warren Center for Studies in American History at Harvard. He holds a PhD from Brown University.

Chenny Ng is a researcher at the Institute for Policy Research at Northwestern University.

Bradley Quarles is a doctoral student in the Education Policy Studies program in the Department of Teaching and Learning, Policy and Leadership at the University of Maryland, College Park.

Josipa Roksa is an associate professor of sociology and education at the University of Virginia. She is also currently serving as a special adviser to the provost and as associate director of the Center for Advanced Study of Teaching and Learning in Higher Education. Roksa has examined inequality in higher education from different perspectives, studying a range of topics, including remedial education and transfer between two- and four-year institutions, the role of state contexts in shaping access and attainment in higher education, and the importance of life course transitions, including work, marriage/cohabitation, and parenthood, for educational success.

In addition to studying inequality in entry and completion, she has examined how much students learn in higher education and what consequences that has for their lives beyond college. Roksa is coauthor of *Academically Adrift: Limited Learning on College Campuses* (with Richard Arum, University of Chicago Press, 2011) and *Aspiring Adults Adrift: Tentative Transitions of College Graduates* (with Richard Arum, University of Chicago Press, 2014). Moreover, her research has been published in a range of peer-reviewed journals, including *Social Forces*, *Sociology of Education*, *Research in Social Stratification and Mobility*, *Educational Evaluation and Policy Analysis*, *Teachers College Record*, *Review of Higher Education*, *Research in Higher Education*, and *Social Science Research*. From 2010 to 2012, Roksa was a member of the Teagle Foundation's National Forum on the Future of Liberal Education.

James Rosenbaum is a professor of education and social policy at the Institute for Policy Research at Northwestern University. His current major area of research concerns the College for All movement, college attendance and coaches, high-school-to-work transitions, and linkages among students, schools, and employers. For two decades he conducted an extensive research project on the effects of relocating poor inner-city black families in public housing to subsidized housing in the white middle-class suburbs of Chicago. This quasi-natural experiment, known as the Gautreaux Program, has enabled him to study the effects of these moves on children's educational outcomes and job opportunities, as well as the social and economic effects on the mothers. These studies encouraged the federal government to create its Moving to Opportunity program, implemented by the US Department of Housing and Urban Development. A specialist in research on work, education, and housing opportunities, Rosenbaum has published four books and numerous articles on these subjects. His ideas about community college reforms were implemented in the design of the new Guttman Community College in the City University of New York and in the proposals of the reform group Complete College America. He has testified before congressional committees on several occasions, and he serves as an adviser to Completion by Design, a national demonstration program of community college reform, and to an evaluation of the Florida College and Career Readiness Initiative.

Arnold F. Shober is an associate professor of government at Lawrence University in Appleton, Wisconsin. His academic interests include mass media, education governance, accountability and assessment, and American federalism. He has published *Splintered Accountability: State Governance and Education Reform* (State University of New York Press, 2010), *The Democratic Dilemma of American Education* (Westview Press, 2012), and articles in *Public Money & Management*, *Journal of School Choice*, *Policy Studies Journal*, and *Journal of Policy Analysis and Management*, as well as

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Nicholas Strohl is a PhD candidate in history and educational policy studies at the University of Wisconsin–Madison. His interests include the history of education, higher education policy, and American intellectual and cultural history. His dissertation is titled “Higher Education and the Public Good: The Truman Commission and the Case for Universal College Access in the Twentieth Century.”