

SYMPOSIUM ON THE TEACHING WORKFORCE

About the Contributors

Eric Hanushek recently moved to the Hoover Institute at Stanford University, after having taught in the Economics Department at the University of Rochester for many years. Dr. Hanushek has served as senior staff economist at the Council of Economic Advisors, Deputy Director of the Congressional Budget Office, President of the Association for Public Policy Analysis and Management as well as a member of several National Academy of Sciences – National Research Council panels. He also serves on the Technical Advisory Board of the Educational Finance Research Consortium. Dr. Hanushek has published extensively on the economics of education as well as on public policy more generally.

Ralph W. Harbison became Dean of the School of Education at the University at Albany last January, following a 30-year career with the Ford Foundation and the World Bank. His work there focused on development of educational systems in Latin America, Africa, the formerly socialist countries of Central and Eastern Europe, and South Asia. His areas of expertise include economic and financial analysis of educational systems, the political economy of educational system reform, education management and organization, and social policy in economies undergoing the transition from plan to market. Dr. Harbison is the co-author of three books and the manager responsible for numerous Ford Foundation and World Bank studies of education around the world.

C. Philip Kearney recently completed a distinguished career of teaching, research, and service at the University of Michigan. Since retiring, Dr. Kearney has gone on to serve as Senior Program Director at the National Board for Professional Teaching Standards (NBPTS). He has held a wide range of research, advisory, policy, and administrative positions at the university, state, and national levels, including a term as President of the American Education Finance Association. In 1994 he participated in the New York State Board of Regents symposium on generating local revenues to fund public education.

Carolyn Kelley has a Ph.D. in Educational Policy from Stanford University. In addition to her faculty position at the University of Wisconsin—Madison, Dr. Kelley is a senior research associate for the federally funded Consortium for Policy Research in Education (CPRE) where she has been very involved in the CPRE Teacher Compensation Project. She has published a number of research papers and co-authored a recent book on teacher compensation.

Hamilton Lankford, Chair of the symposium, teaches in the Economics Department at the University at Albany where he has been involved in a variety of activities that link research to education policy in New York State. These include roles as a consultant to the New York State Special Commission on Educational Structure, Policies, and Practices (1993-94) and as a member of the New York State Board of Regents Technical Study Groups concerned with Cost Effectiveness in Education (1995) and the Generation of Revenues for Education (1994). Professor Lankford is also a member of the Technical Advisory Board of the Education Finance Research Consortium. His academic publications include research on the

teaching workforce, teacher compensation, special education, the allocation of education resources, and the effects of enhanced school choice.

Susanna Loeb received her Ph.D. in economics from the University of Michigan in 1998 and recently won the outstanding dissertation award from the American Education Finance Association. Dr. Loeb taught at the University of California—Davis before going on to her current position at the Stanford University School of Education. In addition to research on public school finance and finance reform, she has increasingly focused her research on teacher compensation, teacher quality, and their contributions to student outcomes.

Allan Odden of the University of Wisconsin—Madison is the Director of the Consortium for Policy Research in Education (CPRE)'s Education Finance Research program and the Teacher Compensation Project. He previously served as Professor of Education Policy at the University of Southern California, Director of PACE—an education policy study consortium—as well as Director of Policy Analysis, Research, and the Education Finance Center at the Education Commission of the States. Dr. Odden has consulted widely and has directed special projects in education finance in seven states, including New York.

Margaret L. Plecki received her Ph.D. from the University of California—Berkeley and now teaches in the School of Education at the University of Washington where she is co-principal investigator for the federally funded Center for the Study of Teaching and Policy. In addition to her comparative research on the teacher workforce, Dr. Plecki recently directed a statewide study of education policy in Washington State.

Steven G. Rivkin received his Ph.D. from University of California—Los Angeles in 1991 and now teaches in the Department of Economics at Amherst College. Dr. Rivkin's work with a group of distinguished economists on improving school performance through more efficient use of resources culminated in the widely read book, *Making Schools Work*. Since then, Dr. Rivkin has continued to produce first-rate research on a wide range of education issues. Most recently, he has collaborated with Eric Hanushek and John Kain in an ambitious research project to study the relationships between student outcomes and teacher attributes using very rich Texas data.

Christopher Roellke is an Assistant Professor of Education and Urban Studies at Vassar College. He earned MS and Ph.D. degrees in educational administration from Cornell University after teaching secondary school history and social studies in rural, suburban, and urban settings in Connecticut and New York State. His current research focuses on teacher recruitment and retention in New York City public schools. In 1997, he was the recipient of the outstanding dissertation award of the American Education Finance Association (AEFA), The Politics of Education Association (PEA), and Division A of the American Educational Research Association (AERA).

John H. Tyler is an Assistant Professor of Education, Public Policy, and Economics at Brown University. While teaching middle-school mathematics, he earned a master's degree in education at the University of Texas at Austin and went on to earn an Ed.D. from the Harvard Graduate School of Education. His general research interests focus on examining relationships between education and the labor market, exploring school reform issues, and

evaluating the impact of public policies. His current research examines the labor market outcomes of low-skilled individuals, particularly school dropouts, and the effectiveness of public policies designed to assist these individuals.