



## *School Boards Politics*

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### **Participant Biographies**

**ALAN ALTSHULER** is Director of the A. Alfred Taubman Center for State and Local Government. He holds a joint appointment at the Kennedy School and Harvard's Graduate School of Design as the Ruth and Frank Stanton Professor of Urban Policy and Planning. Altshuler has previously served as academic dean of the Kennedy School, dean of NYU's Graduate School of Public Administration, as professor of political science and urban planning at MIT, and as Massachusetts Secretary of Transportation and Construction. He has written or co-authored several books, including *The City Planning Process: A Political Analysis in Large American Cities*; *Community Control: The Black Demand for Participation in Large American Cities*; *The Urban Transportation System* (with James P. Womack, John R. Pucher); and *Regulation for Revenue: The Political Economy of Land Use Exactions* (with José Gómez-Ibáñez). He received his Ph.D. in political science from the University of Chicago.

**CHRISTOPHER R. BERRY** is a Postdoctoral Fellow in the Program on Education Policy and Governance at Harvard University. He earned his PhD from the University of Chicago in 2002. His research has focused on intergovernmental fiscal relations, with particular attention to special-purpose governments and the politics of concurrent taxation, wherein multiple layers of government tax the same underlying tax base.

**JEFFREY M. BERRY** is the John Richard Skuse, Class of 1941, Professor of Political Science at Tufts University. He specializes in the areas of interest groups and citizen participation. He has authored several books, including *The Rebirth of Urban Democracy* (Brookings, 1993), winner of the American Political Science Association's 1994 Gladys Kammerer Award for the Best Book in American Politics, and the American Political Science Association Organized Section on Urban Politics' 1994 Best Book in Urban Politics Award and *The New Liberalism: The Rising Power of Citizen Groups* (Brookings Institution, 1999), which received the Aaron Wildavsky Award, given annually by the Policy Studies Organization for the best book in the field of public policy.

**BARRY BLUESTONE** is the Stearns Trustee Professor of Political Economy and director of the Center for Urban and Regional Policy at Northeastern University in Boston, Massachusetts. Before assuming this new post, Bluestone spent twelve years at the University of Massachusetts at Boston as the Frank L. Boyden Professor of Political Economy and as a Senior Fellow at the University's John W. McCormack Institute of Public Affairs. He was the founding director of U.Mass.-Boston's Ph.D. Program in Public Policy. Before coming to U.Mass. in the Fall of 1986, he taught economics at Boston College for fifteen years and was director of the University's Social Welfare Research Institute. Bluestone received his PhD from the University of Michigan in 1974.



**RICHARD BRIFFAULT** is Vice Dean and Joseph P. Chamberlain Professor of Legislation at Columbia Law School, where he is also Director of the Legislative Drafting Research Fund. His primary areas of research, teaching and writing are state and local government law, the law of the political process, and land use regulation. As executive director of the Commission on Campaign Finance Reform of the Association of the Bar of the City of New York, he was the author of *Dollars and Democracy: A Blueprint for Campaign Finance Reform* (2000). Professor Briffault received his B.A. from Columbia College, and his J.D. from Harvard Law School. After clerking for Judge Shirley Hufstедler of the United States Court of Appeals for the Ninth Circuit, and practicing with a New York City law firm, he became assistant counsel to Governor Hugh L. Carey. He joined the Columbia faculty in 1983.

**ANNE L. BRYANT** is the executive director of the National School Boards Association. She heads a federation of state and territorial organizations dedicated to advancing education through citizen governance of public schools. The federation reaches more than 14,500 school districts involving 95,000 school board members. She has written widely on gender equity, volunteer-staff leadership issues, and the role of the federal government in education. Bryant testifies before Congress, carrying the message that the education of our public school students is the nation's top priority. She serves as a spokesperson for NSBA to the news media and national organizations, forging new partnerships to guarantee every child an equal opportunity for a high quality education. She holds an Ed.D. from the University of Massachusetts and a B.A. from Simmons College.

**BARRY C. BURDEN** is Associate Professor of Government at Harvard University. He is also a faculty associate at the Center for Basic Research in the Social Sciences, a member of the Center for American Political Studies steering committee, and chair of the Political Psychology and Behavior Workshop. His research and teaching are based in American politics, with an emphasis on electoral politics and representation. He has written about partisanship and split-ticket voting, minor party campaigns, public attitudes toward political leaders, congressional politics, candidate strategies, and voter turnout, among other topics. He is the recipient of the Council of Graduate Schools Distinguished Dissertation Award for the best social science dissertation completed nationwide between 1998 and 2000. Burden earned his Ph.D. at The Ohio State University in 1998.

**ERIN CASSESE** is a doctoral student at Stony Brook University. Her research concentrations include education policy, political threat, and social/political identity.



**DAVID C. CAMPBELL** earned his PhD from Harvard University in 2002 and is now a member of the political science faculty of the University of Notre Dame. His research has examined various factors that lead people into – and out of – civic engagement, including the effects of various education reforms on community participation and students' preparation for active citizenship. Along with William G. Howell, Paul E. Peterson, and Patrick J. Wolf, he has recently published *The Education Gap: Vouchers and Urban Schools* (Brookings). He and Paul Peterson have also edited *Charters, Vouchers, and Public Education* (Brookings). In addition to academic publications, his work has also appeared in popular media like the *Wall Street Journal*, *Washington Post*, *Boston Globe*, and *San Jose Mercury News*. He has been a visiting fellow at Princeton University's Center for the Study of Democratic Politics, as well as a research fellow with Harvard University's Program on Education Policy and Governance.

**BARI ANHALT ERLICHSON** is assistant professor of public policy at the Edward J. Bloustein School of Planning and Public Policy at Rutgers University. Erlichson holds a Ph.D. from Stanford University in Political Science and a M.A. from the Stanford School of Education in Administration and Policy Analysis. Erlichson is currently studying the implementation of the New Jersey Supreme Court's *Abbott v. Burke* mandates in the state's urban school districts. She presented her research to the Court in two briefs in *Abbott X* (2003), participated in the Court-appointed Collaborative Rulemaking Committee, and currently serves on New Jersey Commissioner William Librera's Abbott Achievement Council. She is completing a manuscript entitled *Implementing Adequacy: Litigation, Legislation, and School Reform*.

**CHESTER E. FINN, JR.**, scholar, educator and public servant, has devoted most of his career to improving education in the United States. As John M. Olin Fellow at the Manhattan Institute and President of the Thomas B. Fordham Foundation, his primary focus is the reform of primary and secondary schooling. Finn is also a Fellow of the International Academy of Education, a Distinguished Visiting Fellow at Stanford's Hoover Institution, and an Adjunct Fellow at the Hudson Institute, where he worked from 1995 through 1998. He has been Professor of Education and Public Policy at Vanderbilt University since 1981. (He is currently on leave.) A native of Ohio, he holds an undergraduate degree in U.S. history, master's degree in social studies teaching, and doctorate in education policy, all from Harvard University.

**LUIS RICARDO FRAGA** is Associate Professor in the Department of Political Science at Stanford University. His primary areas of interest are urban politics and policy, educational politics, and the politics of race and ethnicity. He previously served as president of the Western Political Science Association and has served on the Executive Council of the American Political Science Association. In 2003-04 he will be a Fellow at the Radcliffe Institute for Advanced Study, Harvard University. Among the projects he will pursue there is the first nationwide study of Latina and Latino state legislators in the U.S.



**CHARLES L. GLENN** is professor in the Department of Administration, Training and Policy Studies, and Fellow of the University Professors Program, at Boston University, where he teaches education history and policy. From 1970 to 1991 he was director of urban education and equity efforts for the Massachusetts Department of Education, including administration of over \$500 million in state funds for magnet schools and race desegregation, and initial responsibility for the nation's first state bilingual education mandates and the Massachusetts sex-equity in education law. Glenn's BA and EdD degrees are from Harvard, and his PhD from Boston University.

**FREDERICK M. HESS** is a Resident Scholar at the American Enterprise Institute and Executive Editor of Education Next. His research interests include urban education, accountability, school choice, educational politics, professional licensure, and governance. Dr. Hess serves as a faculty associate of Harvard University's Program in Education Policy and Governance and on the boards of the National Working Commission on Choice in K-12 Education, the Research Advisory Board for the National Center for Educational Accountability, and the Review Board for the Broad Prize in Urban Education. A former high school social studies teacher, Dr. Hess holds a M.Ed. in Education and an M.A. and Ph.D. in Government from Harvard University.

**D. SUNSHINE HILLYGUS** is an Assistant Professor of Government at Harvard University. Her research and teaching interests include American political behavior, campaigns and elections, political organizations, and IT and society. Her current research examines campaign effects and voter decision-making in U.S. presidential elections. Her work has been published in the American Journal of Political Science, IT&Society, and several edited volumes. She earned a Ph.D. from Stanford University in 2003.

**JENNIFER L. HOCHSCHILD** is the Henry LeBarre Jayne Professor of Government at Harvard University, with appointments in the departments of Government and Afro-American Studies. She studies the intersection of American politics and political philosophy, particularly in the areas of racial and ethnic politics and policy, educational and social policy, and public opinion or political culture. Professor Hochschild is a Fellow of the American Academy of Arts and Sciences, a former vice-president of the American Political Science Association, a member of the Board of Trustees of the Russell Sage Foundation, and a member of the Board of Overseers of the General Social Survey. She is the founding editor of Perspectives on Politics. Dr. Hochschild earned her Ph.D. from Yale University in 1979.

**WILLIAM HOWELL** is an Assistant Professor of Government at Harvard University and is a faculty affiliate of the Program on Education Policy and Governance. He was previously an Assistant Professor of political science at the University of Wisconsin. Dr. Howell has written widely on separation-of-powers issues and American political institutions, especially the presidency. He coauthored *The Education Gap: Vouchers and Urban Schools* (Brookings Institution Press) with Paul Peterson in 2002. Dr. Howell is the recipient of the 2001 E.E. Schattschneider award for the best dissertation in American politics, by the American Political Science Association; and the 2001 prize for the best dissertation on the presidency, by the Center for Presidential Studies at the George Bush School of Government and Public Service.



**BRIAN JACOB** is Assistant Professor of Public Policy at the John F. Kennedy School of Government, Harvard University, a Faculty Research Fellow in the Program on Children and the Program on Education at the National Bureau of Economic Research, and a Research Affiliate of the Northwestern University / University of Chicago Joint Center for Poverty Research. He has previously served as a policy analyst in the NYC Mayor's Office and taught middle school in East Harlem. His primary fields of interest are labor economics, program evaluation, and the economics of education. His current research focuses on urban school reform, with a particular emphasis on standards and accountability initiatives.

**ERIC GONZALES JUENKE** is currently a graduate student in the Department of Political Science at Texas A&M University. His areas of interest include comparative public policy, education policy, and comparative political economy. His current research analyzes the extent to which OECD nations account for minority populations in their mainstream education policies, and, more specifically, how minority students of various nations are socialized with democratic values through formal education.

**LISA GRAHAM KEEGAN** is the Chief Executive Officer of the Education Leaders Council, of which she is also a founding member. Prior to this position, she served as Arizona's Superintendent of Public Instruction and in the Arizona House of Representatives, where she became known for her focus on educational improvement and reform. In March of 1999, Ms. Keegan was presented with the Milton and Rose D. Friedman Foundation Award for Leadership in Educational Choice. In May of 1999, she was honored by the Republican Women Leaders Forum as Educator of the Year. She graduated from Stanford University with a Bachelor of Arts in human language in 1981, and from Arizona State University with a Master of Science in communications disorders in 1983.

**DAVID L. LEAL** is an Assistant Professor of Government at The University of Texas at Austin. He received a PhD in Political Science from Harvard University in 1998 and a BA in Political Science from Stanford University. His research interests include Hispanic politics, education policy, campaigns and elections, and the U.S. Congress. Dr. Leal currently holds a Spencer/NAE Post-Doctoral Fellowship and was an American Political Science Association Congressional Fellow from 1998-99.

**MELISSA MARSCHALL** is assistant professor of political science at Rice University. She received her Ph.D. from SUNY-Stony Brook in 1998. Her research focuses on local politics, educational policy, participation, and issues of race and ethnicity. Her book, *Choosing Schools: Consumer Choice and the Quality of American Schools* (coauthored with Mark Schneider and Paul Teske) was recipient of the Policy Studies Association, Aaron Wildavsky Award for the Best Policy Book in 2000-2001. She has taught courses on urban politics, public policy, research methods, and data analysis.



**KENNETH J. MEIER** is the Charles Puryear Professor of Liberal Arts in the Department of Political Science and the Sara Lindsey Chair in Government in the Bush School of Government and Public Service. He served as the editor of the *American Journal of Political Science* and an associate editor of the *Journal of Politics* and the *Journal of Public Administration Research and Theory*. His research agenda includes issues of equity and governance as they relate to public education. He is currently directing a multiyear study of 1800 U.S. school districts through out the United States on these issues.

**R. SHEP MELNICK** is the Thomas P. O'Neill, Jr. Professor of American Politics at Boston College. His research and writing focuses on the intersection of law and politics. His books have examined judicial influence on the development of environmental policy and the ways in which statutory interpretation has shaped a variety of entitlement programs. His current research project looks at how the Rehnquist Court is reshaping our governing institutions. Melnick is co-chair of the Harvard Program on Constitutional Government and a past president of the New England Political Science Department. Before coming to Boston College 1997 he had taught at Harvard and at Brandeis, where he served as chair of the Politics Department. He earned his Ph.D. from Harvard University in 1980.

**TERRY M. MOE** is a senior fellow at the Hoover Institution, a member of the Institution's Koret Task Force on K–12 education, and a professor of political science at Stanford University. He is an expert on educational policy, U.S. political institutions, and organization theory. His current research projects are concerned with school choice, public bureaucracy, and the presidency. He has written extensively on educational issues and, more generally, on public bureaucracy and the presidency. His book (with John E. Chubb), *Politics, Markets, and America's Schools*, is among the most influential and controversial works on education to be published during the last decade, and has been a major force in the movement for school choice in America and abroad. In addition to his positions at Stanford and Hoover, Moe has served as a senior fellow at the Brookings Institute in Washington D.C.

**RICHARD MURNANE** is Juliana W. and William Foss Thompson Professor of Education and Society at the Harvard Graduate School of Education. He is an economist who focuses his research on the relationships between education and the economy, teacher labor markets, the determinants of children's achievement, and strategies for making schools more effective. Murnane and MIT Professor Frank Levy are currently working on a new book, exploring how the spread of information technology affects the labor market and the skills needed to thrive in a rapidly changing economy. He earned his Ph.D. Murnane's work experience includes three years teaching high-school mathematics.



**PAUL E. PETERSON** is the Henry Lee Shattuck Professor of Government and Director of the Program on Education Policy and Governance at Harvard University, a Senior Fellow at the Hoover Institution at Stanford, and Editor-In-Chief of *Education Next*, a journal of opinion and research on education policy. He is a former director of the Center for American Political Studies at Harvard University and of the Governmental Studies program at the Brookings Institution. Peterson is the author or editor of over one hundred articles and twenty-two books, three of which have received major awards from the American Political Science Association. After receiving his Ph.D. from the University of Chicago, he was a professor for many years at Chicago in the Departments of Political Science and Education. Peterson chaired the Social Science Research Council's Committee on the Urban Underclass and has served on many committees of the National Research Council of the National Academy of Sciences. He is a member of the American Academy of Arts and Sciences and the National Academy of Education.

**DOUGLAS S. REED** is an Associate Professor of Government at Georgetown University. His teaching and research interests center on American constitutional law, judicial politics and American politics, with a focus on the constitutional and political meaning of equality. He is currently involved in a project that explores the ways in which social movements and political advocacy groups shape battles over political identities through both litigation and ballot initiatives. His additional research interests include racial politics, federalism, and educational policy-making. A former Research Fellow at the Brookings Institution, he has also taught at Yale University and has received a Spencer Foundation Post-Doctoral Fellowship from the National Academy of Education.

**WILBUR C. RICH** is a Professor of Political Science at Wellesley College. He received a B.A. degree from Tuskegee Institute and both the Ed.M. and the Ph.D. degrees from the University of Illinois at Urbana. Listed in *Who's Who Among Black Americans*, his research focuses on minority participation in American government and on American public policy. He also writes about organization behavior, public school politics and urban management. Rich has served as President of the Northeastern Political Science Association (1999-2000) and he is a member of the American Society for Public Administration, the American Political Science Association, Urban Affairs Association, Eastern Educational Research Association and the National Conference of Black Political Scientists.

**NICK RODRIGUEZ** is a Master's Student in International Policy Studies at Stanford University, where he also earned his BA in Public Policy. He focuses his work on education as a means of political and economic empowerment: he is writing his senior paper on school finance equity, and he is the co-founder of Educational Democracy for Youth (ED4Youth), a nonprofit that empowers K-12 students through hands-on civics education in the classroom



**CHRISTINE ROSSELL** is a Professor of Political Science at Boston University, where she holds the Maxwell Chair in United States Citizenship. She is the author of five books and many other scholarly articles and reports in the areas of school desegregation and bilingual education policy. She has been consultant to parties and/or expert witness in almost 50 school desegregation and/or bilingual education cases, and has helped design and defend 11 voluntary "incentive" desegregation plans. She holds a B.A. from the University of California at Los Angeles and a Ph.D. from the University of Southern California.

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**FRANCIS X. SHEN** received his B.A. from the University of Chicago, and is currently a Ph.D. / J.D. candidate in the Government Department and Law School at Harvard University. He is a Doctoral Fellow in Harvard's Multidisciplinary Program in Inequality and Social Policy, and a Research Associate at Harvard's Program on Education Policy and Governance. Francis has published work on the politics of education, and his dissertation involves the intersection of religion and politics in America.

**PAUL TESKE** is Professor at the University of Colorado Graduate School of Public Affairs in Denver and previously held appointments at the State University of New York in Stonybrook. He has co-authored a book (*Choosing Schools*, Mark Schneider, Paul Teske and Melissa Marschall) and numerous articles on school choice, school leadership, charter school competition and related topics. He received his Ph.D and an MPA from the Princeton University Woodrow Wilson School of Public and International Affairs.

**ADAM URBANSKI** is President of the Rochester Teachers Association and Vice-President of the American Federation of Teachers. He earned a Ph.D. in American Social History from the University of Rochester. A former high school teacher and college professor, Dr. Urbanski is now an active proponent of change in education. In Rochester, he proposed and designed an internship program for new teachers, a peer review intervention plan, a career ladder, a homework hotline service for students, and a survey for teachers to evaluate their administrators. Urbanski is a Trustee of the National Center for Education and the Economy and a Senior Associate to the National Commission on Teaching and America's Future and has served on several other education boards and sessions.



**SIDNEY VERBA** is the Carl H. Pforzheimer University Professor of Government at Harvard University. He is the author and co-author of a number of books and articles on American and comparative politics. His *Participation in America* (1972) won the Kammerer Prize of the American Political Science Association for the best book on American politics, and *The Changing American Voter* (1976) won the Woodrow Wilson Prize for the best book in political science. In 1993, he won the James Madison Prize of the American Political Science Association (APSA) for a career contribution to the discipline; and in 2002, he was awarded the Johan Skytte Prize, an international prize for distinguished contribution to political science. In 1994, he was elected president of the APSA. He is a member of the National Academy of Sciences and a Fellow of the American Academy of Arts and Sciences, and has been a fellow of the Center for Advanced Study in the Behavioral Sciences and a Guggenheim Fellow. He has chaired the Policy Committee of the Social Science Research Council and the Committee on International Conflict and Cooperation of the National Academy of Sciences. His current research interests involve the relationship of political to economic equality, mass and elite political ideologies, and mass political participation.

**JOSEPH P. VITERITTI** is a Visiting Professor in the Department of Politics (James Madison Program) at Princeton University. From 1987 thru 2003 he was a Research Professor of Public Policy at New York University, where he was Director of the Program on Education and Civil Society and an Adjunct Professor in the School of Law. He was recently named the Blanche Davis Blank Professor of Public Policy at Hunter College, CUNY. His research and writing have focused on the political, organizational and legal dimensions of urban governance, with special interests in education policy and criminal justice. He is the author of four books, the co-editor of four scholarly collections, and has written more than 100 articles, book chapters, and essays. He has served as a senior advisor to the school superintendents in New York, Boston, and San Francisco.

**KENNETH K. WONG** is Professor of Public Policy, Education, and Political Science at Vanderbilt University and Associate Director of the Peabody Center for Education Policy. He has conducted research in high school reform, urban government, and federal educational policies (Title I). He has authored dozens of journal articles and several books. Further, he has advised the U.S. Congress, state legislature, and the leadership in several large urban school systems on how to redesign the accountability framework. Currently, he is president of the Politics of Education Association.