

## INTRODUCING THE NEW EDITORIAL TEAM

Li Feng and Cassandra Hart, Editors

Tolani Britton, Sean Corcoran, Oded Gurantz, Joshua Hyman, Tammy Kolbe, Carolyn Sattin-Bajaj, and Roddy Theobald, Associate Editors

### Editors

Li Feng is a professor of economics at Texas State University. She has served as a Visiting Scholar in the Center for Education Policy Analysis at Stanford University and a Visiting Fellow at the Brookings Institution. Her research focuses on the economics of education, labor economics, and health economics, exploring topics such as teacher labor markets, school accountability, and collective bargaining agreements. Her research has been funded by the National Science Foundation, the Institute of Education Sciences, and the American Educational Research Association. She currently serves on the Board of Directors of the Association for Education and Finance Policy. She received her PhD in Economics and Education Specialist in Education (EdS) from Florida State University.

Cassandra Hart is a professor of education policy in the School of Education at the University of California, Davis. She evaluates the effects of school, state, and national education programs, policies, and practices on overall student achievement, and on the equity of student outcomes. Her recent work has focused on online education in both K–12 schools and community colleges, school choice programs, school accountability policies, and effects on students of exposure to demographically similar teachers. She holds her PhD in Human Development and Social Policy from Northwestern University.

### Associate Editors

Tolani Britton is an associate professor in the School of Education at the University of California, Berkeley. She uses quasi-experimental methods to explore the impact of policies on students' transition from secondary school to higher education,

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as well as access and retention in higher education. Her research focuses on three primary areas: the relationship between state criminal laws and college enrollment and persistence, the impact of state and city college preparedness policies on college access and success, and the role of Historically Black Colleges and Universities (HBCUs) in college access and success. She received her doctorate from the Quantitative Policy Analysis program at the Harvard Graduate School of Education, and previously worked as a high school math teacher and college counselor in New York City public schools.

Sean Corcoran is an associate professor of public policy and education at Vanderbilt University. He conducts research in applied microeconomics, specifically, the economics of education and state and local public finance. His published papers have examined long-run trends in teacher quality, the impact of income inequality and school finance reform on education funding in the United States, the properties of “value-added” measures of teacher effectiveness, and the high school choices of middle school students in New York City. He received a PhD in economics from the University of Maryland, College Park.

Oded Gurantz is an assistant professor in the School of Education at the University of Colorado, Boulder. His research focuses on gaps in college enrollment and completion between students from historically underserved groups and their more privileged peers. He uses quantitative research methods, primarily quasi-experimental and experimental designs, to examine programs and policies that are both effective and efficient in ameliorating educational disparities. He received his PhD in Educational Policy from Stanford University.

Joshua Hyman is an associate professor in the Department of Economics at Amherst College. His research focuses broadly on labor economics, public finance, and the economics of education. Some of his recent work has focused on school funding and finance, teacher diversity, and interventions that affect students’ college-going outcomes. He received his PhD in Economics and Public Policy from the University of Michigan.

Tammy Kolbe is a principal researcher at AIR and an associate professor of Educational Leadership and Policy Studies at the University of Vermont. Her research focuses on the allocation of educational resources and funding and the cost-effectiveness of educational policies and programs, particularly for special student populations. Currently, she also is working to develop new methods for considering costs and funding adequacy in higher education, especially for community colleges. She earned her EdD in Educational Leadership & Policy Studies from University of Vermont.

Carolyn Sattin-Bajaj is an Associate Professor in the Department of Education in the Gevirtz Graduate School of Education at the University of California, Santa Barbara. She uses qualitative and quantitative methods to examine barriers to educational access and equity for immigrant-origin youth and other historically underserved student populations. Her work includes qualitative studies of immigrant families’ school choice behaviors; experimental research to improve access to school choice information; quantitative analyses of the impacts of immigration enforcement on students’ academic performance, school attendance, and social-emotional well-being; and research on the ways that teacher education programs prepare preservice teachers to educate children in immigrant families. She holds a PhD in Education from New York University.

Roddy Theobald is Deputy Director of the Center for Analysis of Longitudinal Data in Education Research (CALDER) and a managing researcher at American Institutes for Research. His ongoing projects investigate teacher education and licensing, career and technical education, and special education in Massachusetts, Pennsylvania, and Washington. He received his PhD in Statistics from the University of Washington, and previously worked as a research assistant at the Center for Education Data and Research at the University of Washington and as a seventh-grade math teacher at Westlake Middle School in the Oakland (CA) Unified School District as a Teach for America corps member.

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We are delighted to lead the next editorial team of *Education Finance and Policy*. We aim to accomplish four major goals during our term: expanding disciplinary and methodological focus, increasing efficiency and maintaining rigor, enhancing the journal's visibility, and building a diverse pool of reviewers and editors.

One first goal during our tenure is to expand the focus of the journal to include more work from different disciplinary and methodological traditions, such as descriptive and qualitative work, to illuminate important patterns and identify potential mechanisms underlying policy effects. Efficiency and rigor will remain key priorities, and we are committed to maintaining a swift turnaround time for review, targeting a ninety-day turnaround time for initial submissions. Furthermore, we aim to expand the reach and impact of the journal by exploring various channels for article dissemination. This may involve utilizing social media platforms, such as Twitter, and staying abreast of emerging platforms that resonate with the scholarly community. Additionally, we recognize the importance of nurturing a diverse pool of reviewers and editors, and we will actively recruit individuals through special issue guest editorship opportunities. We encourage self-nominations for reviewing and special editing opportunities to ensure inclusivity and representation within the journal's editorial team.

We are excited to embark on this transformative journey and welcome the active engagement and participation of the AEFPP community. We look forward to enhancing *Education Finance and Policy's* standing as a leading platform for cutting-edge research in the field.

Li & Cassandra