

# DOUGLAS N. HARRIS

(Updated: September, 2015)

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## POSITIONS

Tulane University	
Professor of Economics	2015-present
Schleider Foundation Chair in Public Education	2012-present
Founder and Director, Education Research Alliance for New Orleans	2013-present
Associate Professor of Economics	2012-2015
University of Wisconsin at Madison	
Associate Professor of Educational Policy and Public Affairs (tenured)	2009-2012
Assistant Professor of Educational Policy Studies	2007-2009
Affiliate, WISCAPE and Institute for Research on Poverty	2007-present
Co-Director, Wisconsin Scholars Longitudinal Study	2008-2012
Florida State University	
Assistant Professor of Education and Economics	2002-2007
Economic Policy Institute	
Education Economist	2001-2002

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## FORMAL EDUCATION

Michigan State University	2000
Ph.D., Economics	

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## RESEARCH AND PUBLICATIONS

### *Journal Articles (Peer Reviewed)*

- Goldrick-Rab, S., Kelchen, R., Harris, D.N., & Benson, J (forthcoming). Reducing income inequality in educational attainment: Experimental evidence on the impact of financial aid on college completion. *American Journal of Sociology*.
- Buerger, C. & Harris, D. (2015). How Can Decentralized Systems Solve System-Level Problems? An Analysis of Market-Driven New Orleans School Reforms. *American Behavioral Scientist* 59(10) 1246–1262.
- Harris, D.N. & Herrington, C. (2015). The use of teacher value-added measures in schools: New evidence, unanswered questions, and future prospects. *Educational Researcher* 44, 71-76.
- Ruble, W. & Harris, D. (2014). To charter or not to charter: Developing a testable model of charter authorization and renewal decisions. *Journal of School Choice* 8(3), 362-380.
- Sass, T., Semykina, A., & Harris, D. (2014). Value-added models and the measurement of teacher productivity. *Economics of Education Review* 38, 9-23.
- Harris, D. and Sass, T. (2014). Skills, Productivity and the Evaluation of Teacher Performance, *Economics of Education Review*, 40, 183–204.

- Harris, D., Ingle, W., & Rutledge, S. (2014). How teacher evaluation methods matter for accountability: A comparative analysis of teacher ratings by principals and teacher value-added measures. *American Educational Research Journal*. 51: 73-112.
- Harris, D. (2013). Is traditional college financial aid too little, too late to help youth succeed in college? An introduction to *The Degree Project* promise scholarship experiment. *New Directions in Youth Development*, 140, 99-116.
- Harris, D. & Goldrick-Rab, S. (2012). Improving the productivity of educational experiments: Lessons from a randomized trial of need-based financial aid. *Education Finance and Policy*. 7(2): 143-169.
- Harris, D. (2011). Value-added measures and the future of educational accountability. *Science*. 333: 826-827.
- Harris, D. and Sass, T. (2011). Teacher training, teacher quality, and student achievement. *Journal of Public Economics*. 95: 798-812.
- Rutledge, S., Harris, D., & Ingle, W. (2010). How principals bridge and buffer the new demands of teacher quality and accountability: A mixed methods analysis of teacher hiring. *American Journal of Education*. 116(2), 211-242.
- Harris, D., Rutledge, S., Ingle, W., & Thompson, C. (2010). Mix and match: What principals really look for when hiring teachers. *Education Finance and Policy* 5(2), 228-246.
- Harris, D. & Rutledge, S. (2010). Models and predictors of teacher effectiveness: A review of the evidence with lessons from (and for) other occupations. *Teachers College Record*. 112(3), 914–960.
- Harris, D. (2010). How do school peers influence student educational outcomes? Theory and evidence from economics and other social sciences. *Teachers College Record*. 112(4), 1163–1197.
- Harris, D. (2009). Would accountability based on teacher value-added be smart policy? Evidence on statistical properties and comparisons with policy alternatives. *Education Finance and Policy*. 4(4), 319-350.
- Harris, D. (2009). Point/Counterpoint: Teacher value-added: Don't end the search before it starts. *Journal of Policy Analysis and Management*. 28(4). 693-699.
- Harris, D. & Sass, T. (2009). The effects of NBPTS-certified teachers on student achievement. *Journal of Policy Analysis and Management*. 28(1), 55–80.
- Harris, D. (2009). Toward policy-relevant benchmarks for interpreting effect sizes: Combining effects with costs. *Educational Evaluation and Policy Analysis*. 31(1), 3-29.
- Rutledge, S.A., Harris, D.N., Thompson, C. T., & Ingle, W. K. (2008). Certify, blink, hire: An examination of the process and tools of teacher screening and selection. *Leadership and Policy in Schools*, 7(3), 237-263.
- Harris, D. & Adams, S. (2007). Understanding the level and causes of teacher turnover: A comparison with other professions. *Economics of Education Review*, 26, 325-337.
- Harris, D. (2007). Diminishing marginal returns and the production of education: An international analysis. *Education Economics*, 15(1), 31-45.
- Harris, D., Herrington, C., & Albee, A. (2007). The future of vouchers: Lessons from the adoption, design, and court challenges of Florida's three voucher programs. *Educational Policy*, 21(1), 215-244.

- Harris, D. (2007). High flying schools, student disadvantage and the logic of NCLB. *American Journal of Education*, 113(3), 367-394.
- Harris, D. & Herrington, C. (2006). Accountability, standards, and the growing achievement gap: Lessons from the past half-century. *American Journal of Education*, 112(2), 209-238.
- Glomm, G., Harris, D., & Lo, T. (2005). Charter school location. *Economics of Education Review*, 24(4), 451-457.
- Harris, D., Handel, M., & Mishel, L. (2004). Education and the economy revisited: How schools matter. *Peabody Journal of Education*, 19(1), 36-63.

#### *Books and Edited Volumes*

- Harris, D. & Herrington, C. (2015). Value Added Meets the Schools: The Effects of Using Test-Based Teacher Evaluation on the Work of Teachers and Leaders, Special Issue of *Educational Researcher*.
- Harris, D. (2011). *Value-Added Measures in Education*. Cambridge, MA: Harvard Education Press. Nominated for the *Grawemeyer Award in Education*
- Guthrie, J., Wong, K., & Harris, D. (2004). *A Nation at Risk: A 20-year Reappraisal*. Special Issue of the *Peabody Journal of Education*, 19(1).

#### *Manuscripts*

- Harris, D. & Larsen, M. How and When Do Methods Matter? A Within-Study Comparison of Randomization and Difference-in-Difference Identification Using Data from a Cluster Randomized Trial. Paper presented at the annual meeting of the Association for Education Finance and Policy.
- Harris, D. Is Traditional Financial Aid Too Little, Too Late? Evidence from a Randomized Trial of a Performance-Based Promise Scholarship.

#### *Book Chapters and Other Scholarly Papers*

- Perry, A., Harris, D., Buerger, C., & Mack, V. (2015). *The Transformation of New Orleans Public Schools: Addressing System-Level Problems Without a System*. New Orleans, LA: The Data Center.
- Arce-Trigatti, P., Harris, D., Lincove, J., & Jabbar, H. (2015). Many Options in New Orleans Public Schools. *Education Next* 15(4), 25-33.
- Harris, D. (2015). Good News for New Orleans. *Education Next* 15(4), 8-15.
- Harris, D., Valant, J., & Gross, B. (2015). The New Orleans OneApp. *Education Next* 15(4), 17-22.
- Barrett, N. & Harris, D. (2015). *Significant Changes in the New Orleans Teacher Workforce*. Policy Brief. New Orleans, LA: Tulane, University, Education Research Alliance for New Orleans.
- Harris, D. & Larsen, M. (2015). *What Schools Do Families Parents Want (and Why)? Academic Quality, Extracurricular Activities, and Indirect Costs in New Orleans Post-Katrina School Reforms*. New Orleans, LA: Education Research Alliance for New Orleans, Tulane University.

- Larsen, M. & Harris, D. (forthcoming). Randomized control trials. In D. Brewer and L. Picus. *Encyclopedia of Education Economics and Finance*.
- Harris, D. (2013). *How might we use multiple measures for teacher accountability?* Palo Alto, CA: Carnegie Foundation for the Advancement of Teaching.
- Harris, D. (2013). *Does value-added work better in elementary versus secondary schools?* Carnegie Foundation for the Advancement of Teaching.
- Harris, D. (2013). Applying cost-effectiveness analysis in higher education. In A. Kelly and K. Carey (eds.), *Stretching the Higher Education Dollar*. (pp. 45-66). Washington, DC: American Enterprise Institute.
- Thorn, C. & Harris, D. (2013). The accidental revolution: Teacher accountability, value-added, and the restructuring of the American school system. In D. Anagnostopoulos, S.A. Rutledge, & R. Jacobsen (Eds.), *The Infrastructure of Accountability* (pp.57-74). Cambridge, MA: Harvard Education Press.
- Goldrick-Rab, S., Harris, D., Benson, J., & Kelchen, R. (2012). Conditional cash transfers and college persistence: Evidence from a randomized need-based grant program. Discussion Paper no. 1393-11. Madison, WI: Institute for Research on Poverty.
- Harris, D. (2012). *How do value-added indicators compare with other measures of teacher effectiveness?* Palo Alto, CA: Carnegie Foundation for the Advancement of Teaching.
- Harris, D. & Witte, J. (2011). The market for education. In D.E. Mitchell, R. Crowson, and D. Shippy (Ed.), *Shaping Education Policy: Power and Process*. New York: Routledge.
- Harris, D. & McCaffrey, C. (2010). Value-added: Assessing teachers' contributions to student achievement. In M. M. Kennedy (Ed.), *Handbook of Teacher Assessment and Teacher Quality* (pp.251-282). San Francisco: Jossey Bass.
- Harris, D. (2010). Education production functions: Concepts. In B. McGaw, P.L. Peterson, and E. Baker, (Eds.) *International Encyclopedia of Education*. Amsterdam: Elsevier.
- Harris, D. (2010). Education production functions: Concepts. In Brewer, D. J. & McEwan, P. J., ed. *Economics of Education* (pp.127-131). Amsterdam: Elsevier.
- Goldrick-Rab, S., Harris, D., & Trostel, P. (2009). Why money matters (or doesn't) for college success: An interdisciplinary approach. In J. Smart (Ed.), *Higher Education: Handbook of Theory and Research* (pp.1-45). New York: Springer.
- Harris, D. and Sass, T. (2009). What makes for a good teacher and who can tell? National Center for the Analysis of Longitudinal Data in Education Research (CALDER). Working Paper #30. Washington, DC: Urban Institute.
- Goldrick-Rab, S., Harris, D., Maseo, C., Kienzl, G. (2009). *Transforming America's Community Colleges: A Proposal to Expand Opportunity and Promote Economic Prosperity*. Washington, DC: The Brookings Institution.
- Harris, D. (2008). The policy uses and policy validity of value-added and other teacher quality measures. In D. H. Gitomer (Ed.), *Measurement Issues and Assessment for Teacher Quality* (pp. 99-130). Thousand Oaks, CA: SAGE Publications.
- Harris, D. & Goertz, M. (2008). *The Potential Effects of "High-Quality and Uniform" Standards: Lessons from a Synthesis of Previous Research and Proposals for a New Research Agenda*. A Final Report to the National Research Council. National Research Council: Washington, DC. Available: [http://www7.nationalacademies.org/cfe/State\\_Standards\\_Workshop\\_2\\_Agenda.html](http://www7.nationalacademies.org/cfe/State_Standards_Workshop_2_Agenda.html).

- Harris, D. & Taylor, L. (2008) The Resource Costs of Standards, Assessments, and Accountability. Final Report to the National Research Council. National Research Council: Washington, DC. Available: [http://www7.nationalacademies.org/cfe/State\\_Standards\\_Workshop\\_1\\_Agenda.html](http://www7.nationalacademies.org/cfe/State_Standards_Workshop_1_Agenda.html).
- Harris, D. (2007). Educational outcomes of disadvantaged students: From desegregation to accountability. In H. Ladd and E. Fiske (Eds.), *AEFA Handbook of Research in Education Finance and Policy* (pp.551-572). London: Taylor & Francis.
- Harris, D. (2007). Class size and school size: Taking the trade-offs seriously. In F.M. Hess and T. Loveless (Eds.), *Brookings Papers on Education Policy 2006-2007* (pp.137-161). Washington, DC: Brookings Institution.
- Harris, D. and Sass, T. (2007). *Teacher Training, Teacher Quality, and Student Achievement*. National Center for the Analysis of Longitudinal Data in Education Research (CALDER). Working Paper #3. Washington, DC: Urban Institute.
- Harris, D. and Sass, T. (2007). *The Effects of NBPTS-Certified Teachers on Student Achievement*. National Center for the Analysis of Longitudinal Data in Education Research (CALDER). Working Paper #4. Washington, DC: Urban Institute.
- Harris, D., Herrington, C., & Albee, A. (2006). *The Future of Vouchers: Lessons from the Adoption, Design, and Court Challenges of Three Voucher Programs in Florida*. Occasional Paper #127, National Center for the Study of Privatization in Education, Teachers College, Columbia University.
- Harris, D. et Herrington, C. (2006). "L'accountability contribue-t-elle à l'amélioration des écoles," In Gaétane Chappelle et Denis Meuret, *Améliorer l'école*. Paris, PUF.
- Harris, D. (2002). "Identifying optimal class sizes and teacher salaries," In H. Levin and P. McEwan (Eds.), *Cost Effectiveness Analysis in Education*. Larchmont, NY: American Education Finance Association.
- Harris, D. and Plank, D. (2000). Cost effective policies for reducing class size and increasing teacher quality. In *Allocating School Resources to Improve Student Performance*. Chicago: U.S. Department of Education (North Central Regional Education Laboratory).

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**RESEARCH SUPPORT** (Total as PI: \$13.5 million)

- Education Research Alliance for New Orleans* 2014-present  
 John and Laura Arnold Foundation, Smith Richardson Foundation,  
 William T. Grant Foundation  
 (PI: Harris)  
 Award: \$3.2 million (total)
- The New "One Best System"? Urban Governance and Educational Practice* 2015-present  
 Spencer Foundation, Lyle Spencer Grant  
 (PIs: Katy Bulkley, Harris, Julie Marsh, Katharine Strunk)  
 Award: \$1 million (total)
- Testing the Promise: A Randomized Trial of a Promise College Scholarship for Urban Public School Students* 2013-present  
 U.S. Dept. of Education, Institute for Education Sciences  
 (PI: Harris)  
 Award: \$3 million

<i>Dynamic Knowledge Network on Teacher Value-Added</i>	2012-2015
Carnegie Foundation for the Advancement of Teaching (PI: Harris) <u>Award: \$75,000</u>	
<i>School Leadership for Student Achievement: A Survey and Quasi-Experimental Analysis of Leadership in Florida</i>	2009-2014
U.S. Dept. of Education, Institute for Education Sciences (PIs: Eric Camburn and Harris) <u>Award: \$1.6 million</u>	
<i>Preparing for the Future: A Randomized Trial of a Promise College Scholarship for Urban Public School Students</i>	2011-2013
Smith Richardson Foundation (PI: Harris) <u>Award: \$280,000</u>	
<i>Wisconsin Scholars Longitudinal Study</i>	2008-2012
Gates, Smith Richardson, Spencer, and W.T. Grant Foundations (PIs: Sara Goldrick-Rab and Harris) <u>Award: \$2.8 million (total)</u>	
<i>Performance Measures in Higher Education</i>	2011-2012
Gates Foundation (PI: Sandy Baum) <u>Award: \$20,000</u>	
<i>Cost-Effective Ways to Increase College Graduation</i>	2008-2009
Lumina Foundation (PIs: Sara Goldrick-Rab and Harris) <u>Award: \$110,000</u>	
<i>How Can We Predict Who Will Become an Effective Teacher?</i>	2004-2008
U.S. Dept. of Education, Institute for Education Sciences (PIs: Tim Sass and Harris) <u>Award: \$1 million</u>	
<i>National Conference on Value-Added Modeling</i>	2007-2008
Carnegie Corporation, Joyce Foundation, and Spencer Foundation (PI: Harris; Co-PIs: Adam Gamoran and Stephen Raudenbush) <u>Award: \$145,000</u>	
<i>National Board Certification in Florida: Does It Make a Difference?</i>	2005-2006
National Board for Professional Teaching Standards (PIs: Tim Sass and Harris) <u>Award: \$400,000</u>	

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**OTHER PROFESSIONAL ACTIVITIES**

*Awards*

Schloss Prize for Excellence in Economics (Tulane)	2014
Ranked among top-25 most influential economists of education by the American Enterprise Institute	2012-2014

Nominated for the national Grawemeyer Prize in education for the book, *Value-Added Measures in Education* 2012

*Testimony*

U.S. Senate, Health, Education, Labor and Pensions Committee 2014  
 Hearing Title: “Strengthening Federal Access Programs to Meet 21<sup>st</sup> Century Needs: A Look at TRIO and GEAR UP”

*Leadership Roles in Professional Organizations and Foundations*

Association for Education Finance and Policy  
 (formerly, American Education Finance Association)  
 Board of Directors 2009-2012  
 Chair, Membership Committee 2010-2012  
 Society for Research on Educational Effectiveness (SREE)  
 Program Committee 2010-2011  
 American Education Research Association  
 W.L. Boyd National Educational Politics Workshop, Faculty Mentor 2011  
 Nominations Committee, Division L 2008  
 David L. Clark Seminar Distinguished Faculty Member 2006-2007  
 Program chair, 2006 conference, Division L 2005-2006  
 Section chair, 2005 conference, Division L 2004-2005  
 Spencer Foundation  
 Senior Fellow 2010  
 National Academy of Education/Spencer Fellows Forum Chair 2011, 2012

*Editorial Boards and Review Awards*

Encyclopedia of Education Economics and Finance  
 Editorial Board 2012-2013  
 American Education Research Journal  
 Editorial Board 2008-present  
 Outstanding Reviewer Award 2009  
 Education Finance and Policy  
 Editorial Board 2009-present  
 Educational Evaluation and Policy Analysis  
 Outstanding Reviewer Award 2009, 2011-12  
 Educational Researcher  
 Editorial Board 2013-present  
 Elementary School Journal  
 Editorial Board 2012-present

*Boards, Task Forces, Affiliations*

USDOE Southwest Regional Education Lab 2013-2015

Governing Board	
Carnegie Foundation, Expert Panel on Assessing Teaching to Improve Learning	2012-2015
Century Foundation Project on Income-Based Desegregation Advisory Board	2010
Center for Analysis of Longitudinal Data in Educ. Research (CALDER) (formerly based at The Urban Institute in Washington, DC; now AIR) Research Collaborator	2009-present
University of Wisconsin at Madison, Affiliations	2007-present
Wisconsin Center for the Advancement of Postsecondary Education	
Value-Added Research Center (VARC)	
Institute for Research on Poverty	
Center for American Progress	
Affiliated Scholar	2007-present
Economic Policy Institute	
Affiliated Scholar	2002-present
National Board for Professional Teaching Standards	
Student Learning and Student Achievement Task Force	2008-2011
National School Boards Association	
“Brain Trust” on School Desegregation	2008
National Conferences on Value-Added Modeling	
Chair	2007-2008
Florida State University School (K-12)	
Board of Directors	2004-2006
Budget Committee Chair	2005-2006
Strategic Planning Committee	2006

*Consultant/Adviser (Selected)*

Obama Administration	2008-2011
State of Wisconsin Legislature	
Invited testimony on school accountability	2012
U.S. House of Representatives, Education and Labor Committee	(Various)
U.S. Senate, Health, Education, Labor, and Pensions Committee	(Various)
Mathematica Policy Research	2009
Inter-American Development Bank	2008
National Board for Professional Teaching Standards	2008
National Academy of Sciences	2007, 2008
RAND/AIR Technical Working Group on Value-Added	2005-2006

State Departments of Education

California	
Florida	2004
Louisiana	2014-present
Michigan	1999-2000
Missouri	2010-present

Nebraska	2012
South Carolina	2007-2008
Tennessee	2012
Wisconsin	2011-12

*Media References to Above Research (selected)*

The Atlantic Monthly, Boston Globe, Education Week, ESPN, CNN, Chronicle on Higher Education, Education Week, Huffington Post, Inside Higher Education, LA Times, MarketWatch, MSNBC, NBC News, National Review, The Nation, NPR, NPR Marketplace, New York Business Journal, New York Magazine, New York Times, New York Times Magazine, Politico, PBS, Reason, Reuters, Slate, Salon, The 538, U.S. News and World Report, Wall Street Journal, Washington Monthly, Washington Post