



Yidan Prize
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Yidan Prize Conference Series
THE AMERICAS

The Future of Evidence and
Innovation in Education

MAY 23-24, 2019

Northwestern

WELCOME



Morton Schapiro

*President and Professor
Northwestern University*

Morton Schapiro began his term as the 16th President of Northwestern University on September 1, 2009. He is a Professor of Economics in Northwestern's Judd A. and Marjorie Weinberg College of Arts and Sciences and also holds appointments in the J. L. Kellogg School of Management and the School of Education and Social Policy. He previously served as the President of Williams College.

President Schapiro is among the nation's leading authorities on the economics of higher education, with particular expertise in the area of college financing and affordability and on trends in educational costs and student aid. He has testified before U.S. Senate and House committees on economic and educational issues and is widely quoted in the national media on those topics.

President Schapiro has written more than 100 articles, and he has written or edited nine books. He is a member of the American Academy of Arts and Sciences and the National Academy of Education. He received his Ph.D. in Economics from the University of Pennsylvania.

WELCOME



Charles Chen Yidan

*Founder
Yidan Prize*

Dr. Charles Chen Yidan established the Yidan Prize in 2016 with a mission to make the world a better place through education.

Charles is recognized as China's Internet philanthropy pioneer. He co-founded Chinese Internet giant Tencent in 1998. In 2007, he launched the Chinese Internet industry's first charity foundation with his partners – the Tencent Charity Foundation – of which he remains honorary chairman.

Apart from his charity work with the Tencent network, Charles undertakes other education philanthropy. Since 2009, he has been supporting the Wuhan College, a private non-profit university in China. He topped the Forbes China Charity List in 2017.

Charles holds a Bachelor's degree in Applied Chemistry from Shenzhen University and a Master's degree in Economic Law from Nanjing University. He served as a visiting scholar of Stanford Law School in 2014 and was conferred the Degree of Doctor of Humanities (honoris causa) of The Hong Kong Polytechnic University in 2017.

YIDAN PRIZE CONFERENCE SERIES: THE AMERICAS

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THE ESSENTIAL ROLE OF RESEARCH EVIDENCE IN EDUCATION

Thursday, May 23 1:30 PM-2:15 PM



Larry V. Hedges

Yidan Prize for Education Research Laureate 2018

Larry Hedges joined Northwestern in 2005 as a Board of Trustees Professor, the university's most distinguished academic position. He is now Chair of the Department of Statistics, with appointments in the Institute for Policy Research, School of Education & Social Policy, Department of Psychology, and the Feinberg School of Medicine. Prior to Northwestern, Larry was the Stella M. Rowley Distinguished Service Professor at the University of Chicago.

Larry's research straddles many fields, including social science, statistics, and medicine. He is best known for the development of statistical methods for meta-analysis. Applications have included understanding the costs of generating systematic reviews, differences between boys and girls in mental test scores, the black-white gap in achievement test scores, and frameworks for international comparative studies on education. He has authored ten books, including *Statistical Methods for Meta-Analysis* (with Ingram Olkin) and *The Handbook of Research Synthesis* (with Harris Cooper and Jeffrey Valentine).

Larry is a member of the National Academy of Education, a Fellow of the American Academy of Arts & Sciences, the American Statistical Association, the American Psychological Association, and the American Educational Research Association. He co-founded the Society for Research on Educational Effectiveness in 2005, served as its President for six years, and was honored by the creation of the annual Hedges Lecture in 2016. Larry has served on the National Board for Education Sciences since 2012, and Chair since 2016, after nomination by President Barack Obama. In 2015 he received the Sells Award for lifetime contributions to multivariate research from the Society for Multivariate Experimental Psychology and in 2018 became the third American to be elected an Honorary Member of the European Association of Methodology. Larry received his Ph.D. from Stanford University in 1980 and a Bachelor's degree from University of California, San Diego.

REIMAGINING EDUCATION

Friday, May 24 8:45 AM-9:30 AM



Anant Agarwal

Yidan Prize for Education Development Laureate 2018

Anant Agarwal is the CEO of edX, an online learning destination founded by Harvard and MIT. Anant taught the first edX course on circuits and electronics from MIT, which drew 155,000 students from 162 countries. He has served as the director of CSAIL, MIT's Computer Science and Artificial Intelligence Laboratory, and is a professor of electrical engineering and computer science at MIT. He is a successful serial entrepreneur, having co-founded several companies including Tiler Corporation, which created the Tile multicore processor, and Virtual Machine Works.

Anant won the Maurice Wilkes prize for computer architecture, and MIT's Smullin and Jamieson prizes for teaching. He is also the 2016 recipient of the Harold W. McGraw, Jr. Prize for Higher Education, which recognized his work in advancing the MOOC movement. Additionally, he is a recipient of the Padma Shri award from the President of India. He holds a Guinness World Record for the largest microphone array, and is an author of the textbook *Foundations of Analog and Digital Electronic Circuits*.

Scientific American selected his work on organic computing as one of 10 World-Changing Ideas in 2011, and he was named in Forbes' list of top 15 education innovators in 2012. Anant, a pioneer in computer architecture, is a member of the National Academy of Engineering, a fellow of the American Academy of Arts and Sciences, and a fellow of the ACM. He hacks on WebSim, an online circuits laboratory, in his spare time. Anant holds a Ph.D. from Stanford and a Bachelor's from IIT Madras.

PANEL 1

SYNTHESIZING RESEARCH EVIDENCE

Thursday, May 23 2:15 PM-3:15 PM



Elizabeth Tipton / Moderator
Northwestern University

Elizabeth Tipton is an Associate Professor of Statistics and a Faculty Fellow in the Institute for Policy Research at Northwestern University. Her research foci include the development of meta-analytic methods, improving the design & analysis of field experiments, and facilitating the generalizability of the findings of randomized control trials. She has received funding from the Institute for Education Sciences, the National Science Foundation, the Spencer Foundation, and the Raikes Foundation. While a member of the faculty at Teachers College, Columbia University she received Early Career Awards from the American Educational Research Association, the Society for Research Synthesis Methods and the American Psychological Society. Tipton earned a Ph.D. in Statistics from Northwestern University in 2011.



Pamela Buckley
University of Colorado Boulder

Pamela Buckley is a Research Faculty member of the Institute of Behavioral Science at the University of Colorado Boulder. She is also the Director of Blueprints for Healthy Youth Development, a globally-recognized registry of experimentally proven programs promoting rigorous scientific standards for certification that serves as a resource for governmental agencies, foundations, community organizations, and practitioners seeking to make informed decisions about their investments in preventive interventions. At the Institute of Behavioral Science, Buckley's research focuses on educational evaluation, policy analysis, and research synthesis. She is currently funded by the Institute of Education Sciences to study strategies for reducing college attainment gaps and increasing students' access to, and success in, postsecondary education. Buckley received her Ph.D. in Educational Psychology from the University of Denver in 2003.

PANEL 1

SYNTHESIZING RESEARCH EVIDENCE

Thursday, May 23 2:15 PM-3:15 PM



Emily Tanner-Smith
University of Oregon

Emily Tanner-Smith is an Associate Professor and the Associate Dean for Research in the College of Education at the University of Oregon. Her research focuses on the prevention and treatment of behavioral and mental health problems in youth, specifically substance abuse, delinquency, mental health, and academic problems. Tanner-Smith also holds an appointment in the Prevention Science Institute at the University of Oregon and has received the Nan Tobler Award from the Society for Prevention Research in honor of her contributions to the field. Within the Prevention Science Institute, she runs the Applied Research Methods and Statistics lab, which works to prevent and treat behavioral and mental health problems using innovative statistical methods. She received her Ph.D. in Sociology from Vanderbilt University in 2009.



Jeffrey Valentine
University of Louisville

Jeff Valentine is Professor in, and Coordinator of, the Educational Psychology, Measurement, and Evaluation program within the College of Education and Human Development at the University of Louisville. His area of expertise is systematic reviewing and meta-analysis. He works to improve meta-analytic techniques and to apply them to educational policy and other social issues. He is one of the principal investigators of the U.S. Department of Education's What Works Clearinghouse, a statistical editor in the Cochrane Collaboration, and an associate editor for the journal *Research Synthesis Methods*. He received his Ph.D. in Social Psychology from the University of Missouri, Columbia in 2001.

PANEL 2

INCREASING DEMAND FOR RESEARCH EVIDENCE

Thursday, May 23 3:45 PM-4:45 PM



Jon Baron / Moderator
Arnold Ventures

As Vice President of Evidence-Based Policy, Jon Baron directs the strategic investments in research at Arnold Ventures – particularly randomized controlled trials – aimed at increasing the body of evidence-based social programs. Previously, Baron served as the President of the Coalition for Evidence-Based Policy, a nonprofit, non-partisan group that worked with federal policymakers to enact evidence-based reforms of social programs. Jon was nominated by the President and confirmed by the Senate to serve on the National Board for Education Sciences and served as the Chair of the Board in the final year of his 2nd term. He has held several government positions, including Counsel to the House of Representatives Committee on Small Business. He received a law degree from Yale University, and a Master's degree in Public Affairs from Princeton University.



John Q. Easton
University of Chicago

John Q. Easton serves as a Senior Fellow in the University of Chicago Consortium on School Research. His primary research interests are secondary education and school organization, focusing on Chicago Public Schools as a sample and model. He has been affiliated with the University of Chicago Consortium since 1990 and served as its Executive Director from 2002-2009. Easton also served as the Vice President of Programs at the Spencer Foundation in Chicago, an organization which seeks to improve education through research. Easton also has experience working in the federal government, as he served as the Director of the Institute of Education Sciences within the United States Department of Education. He received his Ph.D. in Education from the University of Chicago in 1980.

PANEL 2

INCREASING DEMAND FOR RESEARCH EVIDENCE

Thursday, May 23 3:45 PM-4:45 PM



David Myers
American Institutes for Research

David Myers is a leading education researcher and President & CEO of the American Institutes for Research (AIR). He has led AIR since 2011. His areas of expertise include the design, implementation, and analysis of experimental studies on educational programs. He has studied a range of educational issues, including school vouchers, adult literacy programs, precollege programs, and racial disparities in secondary education. Myers joined the American Institutes for Research in 2006 as Senior Vice President and Director of the Education, Human Development, and the Workforce Division. Prior to joining the AIR, he served as the Senior Vice President at Mathematica Policy Research, Inc. Myers received his Ph.D. in Sociology from Washington State University in 1980.



Ruth Curran Neild
Mathematica Policy Research

Ruth Curran Neild is a Senior Fellow at Mathematica Policy Research. Previously, she served as the Director of the Philadelphia Education Research Consortium, a research-practice partnership with the city's public education sector, and held senior leadership positions in the Institute of Education Sciences at the United States Department of Education. Her research interests include the transition to high school, high school organization, and teacher qualifications. She received her Ph.D. in Sociology from the University of Pennsylvania in 1999.

DEVELOPING THE LEADERSHIP ESSENTIAL TO ENSURE ALL CHILDREN CAN FULFILL THEIR POTENTIAL

Thursday, May 23 5:00 PM-6:00 PM



Wendy Kopp

CEO and Co-Founder
Teach for All

Wendy Kopp is CEO and Co-founder of Teach For All, a global network of independent organizations that are developing collective leadership to ensure all children have the opportunity to fulfill their potential.

Wendy founded Teach For America in 1989 to marshal the energy of her generation against educational inequity in the United States. Today, close to 7,000 Teach For America corps members—outstanding recent college graduates and professionals of all academic disciplines—are in the midst of two-year teaching commitments in 53 urban and rural regions, and Teach For America has proven to be an unparalleled source of long-term leadership for expanding opportunity for children. After leading Teach For America's growth and development for 24 years, in 2013, Wendy transitioned out of the role of CEO. Today, she remains an active member of Teach For America's board.

Wendy led the development of Teach For All to be responsive to the initiative of inspiring social entrepreneurs around the world who were determined to adapt this approach in their own countries. Currently, the Teach For All network is comprised of partner organizations in 48 countries on six continents, including its founding partners Teach For America and the U.K.'s Teach First.

Wendy has been recognized as one of Time Magazine's 100 Most Influential People and is the recipient of numerous honorary degrees and awards for public service. She is the author of *A Chance to Make History: What Works and What Doesn't in Providing an Excellent Education for All* (2011) and *One Day, All Children: The Unlikely Triumph of Teach For America and What I Learned Along the Way* (2000). She holds a Bachelor's degree from Princeton University, where she participated in the undergraduate program of the Woodrow Wilson School of Public and International Affairs. Wendy resides in New York City with her husband Richard Barth and their four children.

RECONVENE

Friday, May 24 8:30 AM



Diane Whitmore Schanzenbach

Director, Institute for Policy Research
Northwestern University

Diane Whitmore Schanzenbach is Director of the Institute for Policy Research and the Margaret Walker Alexander Professor in the School of Education and Social Policy. She is also a research associate of the National Bureau of Economic Research. Schanzenbach is a labor economist who studies policies aimed at improving the lives of children in poverty, including education, health, and income support policies. Her recent work has focused on tracing the impact of major public policies such as SNAP (formerly the Food Stamp Program) and early childhood education on children's long-term outcomes. Schanzenbach was elected to the National Academy of Education in 2019. Schanzenbach was formerly director of the Hamilton Project at the Brookings Institution, an economic policy initiative that promotes policies to enhance broad-based economic growth. She has testified before both the Senate and the House of Representatives on her research. Schanzenbach received her Ph.D. in Economics from Princeton University.

Northwestern | INSTITUTE FOR POLICY RESEARCH

RESEARCH EXCELLENCE • POLICY IMPACT

For 50 years, faculty researchers from Northwestern University's Institute for Policy Research (IPR) have applied rigorous methods to vital social issues in many disciplines, including anthropology, education, economics, human development, political science, psychology, sociology, and statistics. IPR is an interdisciplinary home for scholars to collaborate and innovate. Their scholarly findings are disseminated widely to impact policy and improve our world.

Among the first university-based policy research institutes in the country, IPR fosters a unique intellectual community that pushes its scholars toward creative, original, and broad thinking about current—and future—social policy challenges and opportunities.

PANEL 3

EXPANDING ACCESS TO EDUCATION

Friday, May 24 9:30 AM–10:30 AM



Judith Scott-Clayton / Moderator
Columbia University

Judith Scott-Clayton is a Professor of Economics and Education at Teachers College at Columbia University. At Columbia, she directs the Economics and Education Program, which trains students to apply economic principles to global issues in education. Her area of expertise lies at the intersection between labor economics and higher education policy, and her research focuses specifically on financial aid, community colleges, and student loans. She holds appointments at the National Bureau of Economic Research and the Community College Research Center (CCRC), and has been published in a variety of journals across disciplines. Scott-Clayton holds a Ph.D. in Public Policy from Harvard University.



Neal Finkelstein
WestEd

Neal Finkelstein is a Senior Research Scientist and Director of the Innovation Studies Program at WestEd. His work focuses on connecting research, practice, and policy across K-12 and higher education systems, often working in formal networks. His current research areas include: high school completion patterns and the transition to postsecondary education; middle school mathematics teaching and learning; diagnostic uses of school-based data systems; school governance systems; and educational productivity. Previously, he served as the Director of Educational Outreach Research and Evaluation for the University of California Office of the President and Senior Program Officer at the National Research Council. He holds a Ph.D. in Education Policy and Management from the University of California, Berkeley.

PANEL 3

EXPANDING ACCESS TO EDUCATION

Friday, May 24 9:30 AM–10:30 AM



Kirabo Jackson
Northwestern University

Kirabo Jackson is a Professor of Human Development and Social Policy. A labor economist who studies education and social policy issues, the bulk of his research has focused on better understanding teacher labor markets, including how a teacher's effectiveness depends on the schooling context within which they operate and how best to measure teacher quality. Previously, Jackson worked as an Assistant Professor of Labor Economics at Cornell University before coming to Northwestern in 2010. He has been published in both scientific journals and mainstream media outlets. He earned a Ph.D. in Economics from Harvard University in 2007.



Barbara Schneider
Michigan State University

Barbara Schneider is the John A. Hannah University Distinguished Professor of Education and Sociology at Michigan State University. Her areas of expertise include research methods in education and achievement, and her research focuses on how the social contexts of schools and families influence the academic and social well-being of adolescents as they move into adulthood. Schneider is also a Senior Fellow at NORC at the University of Chicago, which is a center that seeks to inform policy through data and analysis. She has published 19 books and over 100 articles on the topics of family, the social context of schooling, and the sociology of knowledge. She received a Ph.D. from Northwestern University.

PANEL 4

EVALUATING TECHNOLOGICAL INNOVATION

Friday, May 24 11:00 AM-12:00 PM



Nichole Pinkard / Moderator
Northwestern University

Nichole Pinkard is an Associate Professor in the School of Education and Social Policy at Northwestern University and Faculty Director of the Office of Community Education Partnerships. She is the founder of Digital Youth Network and L3, a social learning platform that connects youth's learning opportunities across the school, home, community, and beyond. Through collaborations with city agencies, Pinkard and DYN's work has ignited new models for reimagining, visualizing, and documenting learning across spaces through the creation of existence proofs in urban contexts. Pinkard received a 2010 Common Sense Media Award for Outstanding Commitment to Creativity and Youth, the Jan Hawkins Award for Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies, and an NSF Early CAREER Fellowship. Nichole received a B.S. in Computer Science from Stanford and an M.S. in Computer Science and a Ph.D. in Learning Sciences from Northwestern.



Jim Flanagan
International Society for Technology in Education

Jim Flanagan is the Chief Operating and Strategy Officer for the International Society for Technology in Education (ISTE), a nonprofit that inspires educators worldwide to use technology to innovate teaching and learning, accelerate good practice, and solve tough problems in education. In this role, Flanagan is responsible for the operational and support structures at ISTE, including general outreach and strategy. Previously, Flanagan worked for education companies including Amplify, Connections Academy, and Public Consulting Group. He has also served on the Chicago Board of Education and worked for St. Louis Public Schools. Flanagan holds a Bachelor's degree from the University of Michigan and a Master's degree in Finance and Marketing from the Kellogg School of Management at Northwestern University.

PANEL 4

EVALUATING TECHNOLOGICAL INNOVATION

Friday, May 24 11:00 AM-12:00 PM



Herbert P. Ginsburg
Columbia University

Herbert P. Ginsburg is the Jacob H. Schiff Foundations Professor Emeritus of Psychology and Education at Teachers College at Columbia University in New York. Ginsburg's area of expertise includes assessment, intellectual development, and mathematics education. His research has focused on the mathematical thinking of children from different SES, ethnic, and cultural groups. He has developed curriculum and software designed to facilitate young children's math education, and is currently creating materials that help teachers and parents engage in productive and enjoyable reading of math picture books with young children. He holds a Bachelor's degree from Harvard University, and a Master's and Ph.D. from the University of North Carolina, Chapel Hill.



Krista Marks
Woot Math

Krista Marks is the co-founder and CEO of Woot Math, a start-up that aims to leverage next-generation technology to enhance the teaching and learning of mathematics. Woot Math focuses on one of the most challenging needs in primary and secondary education—helping all students become algebra-ready. Previously, Marks was the Vice President of User-Generated Content at the Walt Disney Company after their acquisition of Kerpoof, where she was CEO and Co-Founder. The tools she created at Disney and Kerpoof allowed millions of children to create and share stories and art in safe online environments. She has won several awards for her work, including the Kids at Play Interactive (KAPi) award for “Emerging Pioneer” at the 2011 Consumer Electronics Show. She holds multiple U.S. patents and received a Bachelor's degree in Electrical Engineering and Computer Science from the University of South Carolina.

CLOSING STATEMENT

Friday, May 24 12:15 PM



Jonathan Holloway
Northwestern University

Jonathan Holloway is Provost of Northwestern University and Professor of History. Holloway specializes in post-emancipation United States history with a focus on social and intellectual history. Before moving to Northwestern, Holloway was the Dean of Yale College and Edmund S. Morgan Professor of African American Studies, History, and American Studies at Yale University. Holloway serves on boards of the Chicago Botanic Society, Illinois Humanities, the National Humanities Alliance, the Society for United States Intellectual History, and the Organization of American Historians. He received a Bachelor's degree from Stanford University and his Ph.D. in History from Yale University.

Northwestern University

Founded in 1851, Northwestern University is consistently ranked among the top research universities in the United States in terms of sponsored research activity and academic quality. Its campuses, located in Evanston, downtown Chicago, and Qatar are home to 3,300 faculty members and 21,000 students from 50 states and more than 75 countries. Through its 12 schools and colleges, Northwestern offers more than 130 undergraduate programs and 70 graduate and professional programs.

Weber Arch, depicted on the back cover, serves as the gateway to the Evanston campus. The artist is Anastasia Mak Her work may be seen at AnastasiaMak.com.

Northwestern SCHOOL OF EDUCATION AND SOCIAL POLICY

Northwestern University's School of Education and Social Policy (SESP) is a catalyst for positive change. We prepare leaders who advance human development at all ages, in all contexts, in an era of ubiquitous computing, in a globally networked world.

We believe that research and education is better when informed by community partners, and that our research and education makes our partners' work better as well. We work to make life better in Evanston, Chicago and around the world. In that spirit, we have launched, in partnership with the Chinese University of Hong Kong (CUHK), a first-of-its-type dual master's degree program where students will earn a Northwestern degree in social and economic policy and a CUHK degree in applied economics.

Through Center for Talent Development programs, we educate thousands of bright young people ages 3-18 from around the world. Each summer, they converge on Northwestern's lakefront campus to discover their passions and pursue new paths.



David Figlio
*Dean, School of Education and Social Policy
Northwestern University*

David Figlio is an education economist who serves as Orrington Lunt Professor and Dean of the School of Education and Social Policy at Northwestern University. His current research projects include studying the interrelationship between health and education; K-12 education policies such as school accountability, school choice, and teacher tenure; and problems of higher education practice. He is a leader in the collaboration between researchers, practitioners, and policymakers. An elected member of the National Academy of Education, Figlio's work has been published in numerous top economics, science, and medical journals, and he is editor-in-chief of the *Journal of Human Resources*. He joined Northwestern in 2008 from the University of Florida, where he was the Knight-Ridder Professor of Economics. He holds a Ph.D. in Economics from the University of Wisconsin-Madison.

