

## CONTRIBUTORS

**Charlotte Büchner** is a research associate and doctoral student at the Research Centre for Education and the Labour Market (ROA), at Maastricht University. Her research interests include social stratification, educational inequality, and labor market transitions. Recent work focuses on the role of cognitive skills and education in explaining labor market outcomes of males and females and inter-generational earnings persistence.

**Dalit Contini** is a professor of social statistics in the Department of Economics, Cogneiti de Martiis, at the University of Turin. Her research interests include statistical methods for the study of social mobility, inequalities in educational attainment and achievement, peer effects, and impact evaluation of social policies.

**David R. Cox** read mathematics at the University of Cambridge and worked for 5 years in industrial research before holding academic positions at the University of Cambridge; University of North Carolina at Chapel Hill; Birkbeck College, London; and for over 20 years at the Department of Mathematics, Imperial College, London. In 1988 he became the Warden of Nuffield College, Oxford, from which post he retired in 1994. He has published papers and books on a range of topics in theoretical and applied statistics and in applied probability. In 2000 he was awarded the Copley Medal of the Royal Society of London, thought to be the oldest medal given for scientific research.

**Anders Holm** is a professor in the Department of Education, Aarhus University. His research interests include quantitative methods, social mobility, and educational achievement. His work has appeared in peer-reviewed journals including *Sociological Methodology*, *Sociological Methods and Research*, and *Social Science Research*.

**Mathieu Ichou** is a doctoral student at Sciences Po (Paris). His thesis, cosupervised by Agnès van Zanten (Sciences Po) and Anthony Heath (Oxford and

Manchester Universities), focuses on second-generation immigrants and educational inequalities in France and the United Kingdom. His research interests also include class inequality in education and methodological triangulation. He recently published a paper in the *Oxford Review of Education* (vol. 37, no. 2, 2011) on the evolution of class inequality in French upper secondary school since the 1960s.

**Michelle Jackson** is a visiting scholar at the Institute for Research in the Social Sciences (IRiSS), Stanford University, and an associate member of Nuffield College, Oxford. Her main research interests lie in social inequality and the sociology of education. She examines the role of social background in conditioning educational and occupational opportunities, considering both the decisions that individuals make when developing their educational strategies and the decisions that employers make when they evaluate job applicants with different social backgrounds and educational levels.

**Mads Meier Jæger** is a professor in the Department of Education, Aarhus University. His research interests include social mobility, public opinion research, and applied econometrics. His work has appeared in peer-reviewed journals such as *Social Forces*, *Sociology of Education*, and *Social Science Research*.

**Jan O. Jonsson** is an Official Fellow of Nuffield College, Oxford, and a professor of sociology at the Swedish Institute for Social Research (SOFI), Stockholm University, where he directs the Swedish Level of Living Surveys. His research interests are social stratification, especially educational inequality and social mobility; ethnic stratification; and studies of young people's well-being.

**Christiana Kartsonaki** is a doctoral student in statistics at Nuffield College, Oxford. She previously worked as a research associate in the Cancer Research UK Genetic Epidemiology Unit at the University of Cambridge.

**Stephen L. Morgan** is the Jan Rock Zubrow '77 Professor in the Social Sciences at Cornell University. His current areas of research include education, labor market inequality, and methodology. In addition to journal articles on these topics, he has published two books: *On the Edge of Commitment: Educational Attainment and Race in the United States* (Stanford University Press, 2005) and, cowritten with Christopher Winship, *Counterfactuals and Causal Inference: Methods and Principles for Social Research* (Cambridge University Press, 2007).

**Martin Neugebauer** is a doctoral student at the University of Mannheim and a researcher at the Mannheim Centre for European Social Research (MZES). His

research interests are educational inequality, social stratification, and teacher education and quality. Recent publications focus on primary and secondary origin effects and on the question of whether the increasing feminization of the teaching profession can explain the boy crisis in educational attainment.

**David Reimer** is an assistant professor of educational sociology in the Department of Education, Aarhus University. His research interests include social inequality in educational attainment and transitions from school to work. Recently he has also become interested in issues of teacher recruitment.

**Frida Rudolphi** is an assistant professor of sociology at the Swedish Institute for Social Research (SOFI), Stockholm University. She has published on educational stratification, especially on the processes behind class and ethnic inequality.

**Andrea Scagni** is a professor of statistics in the Department of Economics, Cogne-  
netti de Martiis, at the University of Turin. He currently teaches statistics and data management. His main current research interests concern the use of applied statistics in the evaluation of educational institutions and in the comparative analysis of national educational systems.

**Steffen Schindler** is a researcher and lecturer at the University of Hannover. His research interests include social stratification and inequality, sociology of education, and labor market transitions. Recent publications focus on long-term trends in social inequality in educational attainment and the mechanisms behind socially selective educational choices.

**Michael W. Spiller** is a doctoral candidate in sociology at Cornell University. His research interests include education, inequality, and methodology. His recent work includes studies of the role of family and demography in educational stratification, a large study of labor law violations in the United States, and research on sampling hidden populations.

**Volker Stocké** is a professor of Methods of Empirical Social Research at the University of Kassel and a cofounder of the National Educational Panel Study in Germany. His main research interests include educational inequality over the life course, effects of social capital and networks on educational achievement and labor market success as well as the role of education in processes of stratification and reproduction in society. Recent publications also focus on social science research methodology and empirical tests of sociological theories.

**Jennifer J. Todd** received her PhD in sociology from Cornell University and is currently working for the Kentucky Department of Education as a data fellow for the Strategic Data Project, Center for Education Policy Research, Harvard Graduate

School of Education. Her current research interests include education, inequality, race and ethnicity, and methodology.

**Louis-André Vallet** is a research professor in the French National Centre for Scientific Research (CNRS) and works within the Quantitative Sociology Unit in the Centre for Research in Economics and Statistics (CREST), the research center affiliated with the French Statistical Office. He belongs to the boards of *European Sociological Review*, *Revue Française de Sociologie*, and *Social Forces*. His main research interests and publications are in the areas of social stratification and mobility, sociology of education, and statistical modeling of categorical variables.

**Rolf van der Velden** is a professor at Maastricht University and the program director of the Education and Occupational Career program at the Research Centre for Education and the Labour Market (ROA). He is a fellow of the Interuniversity Center for Educational Research (ICO). He recently coordinated the international REFLEX project (<http://www.reflexproject.org>) and is currently one of the coordinators in the PIAAC project (<http://www.oecd.org/els/employment/piaac>). His current research interests include international comparisons in the transition from school to work, competence development during education, the long-term effects of education on occupational careers, overeducation, and skills mismatches and the effect of generic and specific competences on labor market outcomes.