

CONTRIBUTORS

Robert Andersen is professor of sociology and political science at the University of Toronto. His general research interests are in political sociology (especially the relationship between inequality and politics), social stratification (especially with respect to the role of education and social class), and statistical methods. His research often explores the nature of contextual influences on behaviors and attitudes, and thus it is inherently comparative. Some of his recent work has appeared in the *American Sociological Review*, *American Journal of Political Science*, *Sociological Methodology*, *Public Opinion Quarterly*, and *Journal of Politics*. He has also written a monograph on *Modern Methods for Robust Regression* (Sage, 2008).

Richard Arum is professor of sociology and education at New York University and since 2005 has been the director of the Education Research Program at the Social Science Research Council. He received his doctorate in sociology in 1996 from the University of California, Berkeley. He is coauthor of *Academically Adrift: Limited Learning on College Campuses* (University of Chicago Press, 2011). He is coeditor of a comparative study on expansion, differentiation, and access to higher education in 15 countries (*Stratification in Higher Education: A Comparative Study*, Stanford University Press, 2007) and author of *Judging School Discipline: The Crisis of Moral Authority* (Harvard University Press, 2003), which analyzes variation in court decisions and how these judicial opinions have affected public school disciplinary practices across jurisdictions and over time. In 2007 he led the creation of the Research Partnership for NYC Schools, which facilitates rigorous data-driven research, analysis, and dissemination to improve public school performance.

Paolo Barbieri is associate professor in economic sociology at the University of Trento, Italy. His research interests include welfare states and labor markets in a comparative perspective and networks, social capital, and status attainment processes. He coordinates the doctoral program in sociology at Trento University. He has been a member of various national and international research teams and recently directed Economic Change, Quality of Life, and Social Cohesion (EQUALSOC) projects, within the European Union's Network of Excellence.

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Karly Ford is a doctoral candidate in the Sociology of Education program at New York University. In the broadest sense, she is interested in the relationship between education and social stratification. Her current research focuses on educational homogamy and intermarriage among American college graduates. She is the recipient of an Institute of Education Sciences predoctoral interdisciplinary research and training fellowship. She also works on projects related to international education for the Education Statistics Services Institute at American Institutes for Research.

Theodore P. Gerber is professor of sociology at the University of Wisconsin, Madison. His research examines socioeconomic stratification, labor markets, demographic processes, public opinion, institutional change, HIV/AIDS, and science in contemporary Russia. His articles have appeared in such

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Hiroshi Ishida is professor of sociology at the Institute of Social Sciences, University of Tokyo. His research interests include comparative social mobility, school-to-work transitions, and social inequality over the life course. He served as editor in chief of *Social Science Japan Journal* (published by Oxford University Press) from 2005 to 2010 and currently directs the Japanese Life Course Panel Surveys. He is the author of *Social Mobility in Contemporary Japan* (Stanford University Press, 1993) and is the coeditor of *Social Class in Contemporary Japan* (Routledge, 2009).

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Alejandra Mizala is professor of economics at the Department of Industrial Engineering at the University of Chile and director of the Center for Applied Economics. She is also academic director of the Center for Advanced Research in Education at the University of Chile. Her main research areas of interest are in economics of education, mainly the impact of institutional arrangements on the outcomes of the Chilean school choice system and its effects on students' achievement, and the socioeconomic distribution of achievement within and between schools. Her research also includes school performance evaluation and the introduction of incentives in the educational sector in Latin America and trade-offs in the generation of school-quality information. She has been president of the Chilean Economic Association (2004–2005) and a member of the Presidential Education Reform Council (2006).

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René Veenstra is professor of sociology at the University of Groningen and at the Interuniversity Center for Social Science Theory and Methodology (ICS) in Groningen, the Netherlands. He is involved in TRAILS (Tracking Adolescents' Individual Lives Survey), a longitudinal study on the development of physical and mental health and social behavior from preadolescence into adulthood. This project started in 2001 and will continue until 2015. His published research includes temperament-by-environment interactions, disagreement among teachers and parents about children's prosocial and antisocial behavior, continuities and discontinuities in antisocial behavior during the transition from elementary to secondary education, and bullying and victimization. He is associate editor of *Journal of Research on Adolescence*.

Melissa Velez is a senior analyst in the Social and Economic Policy Division at Abt Associates. Her research interests focus on stratification and the sociology of education. Her previous collaborative work has examined the relationship between school disciplinary climate and academic achievement, the impact of adversarial legalism, and the longitudinal effects of education reform on urban school districts. Her professional experience includes conducting educational data analysis for MDRC, the Social Science Research Council, and the New York City Department of Education.

Herman G. van de Werfhorst is professor of sociology at the University of Amsterdam, the Netherlands. He leads the Amsterdam Centre for Inequality Studies (AMCIS) and is director of Institutions, Inequalities and Internationalisation, one of the sociology research programs of the Amsterdam Institute for Social Science Research (AISSR). He serves in the coordination teams of two large European research projects: Economic Change, Quality of Life, and Social Cohesion (EQUALSOC) and Growing Inequalities' Impacts (GINI). His interests are in the role of educational systems in inequality of opportunity, labor market preparation, and active civic engagement.

David Zarifa is assistant professor of sociology at Nipissing University and an adjunct research professor in Carleton University's Department of

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