# Eric A. Houck, Ph.D.

University of North Carolina at Chapel Hill



Eric A. Houck is an Associate Professor at the University of North Carolina at Chapel Hill School of Education, where he teaches in the Policy, Leadership, and School Improvement; K-12 Leadership; School Administration; and Human and Organizational Leadership Development programs. A recognized authority on education finance, his research examines how teachers and students are allocated across schools and districts, with particular attention to salary structures, student assignment policies, state funding formulas, and school district efficiency.

Houck is a coauthor of one of the leading school finance textbooks, *Financing Education in a Climate of Change*, and coeditor of *Funding Public Schools in the United States, Indian Country, and US Territories*. His work has appeared in the *Journal of Education Finance*, the *Peabody Journal of Education*, *Education and Urban Society*, and *Leadership and Policy in Schools*, among others. He received the National Education Finance Academy's Journal of Education Finance Scholarly Paper Award in 2021 and was named a Distinguished Research and Practice Fellow by the Academy in 2012. He served as the Academy's president from 2023 to 2024.

A former public school teacher and a member of UNC's inaugural class of North Carolina Teaching Fellows, Houck holds a B.A. in English Education from UNC-Chapel Hill, an M.A. in Educational Policy Studies from the University of Wisconsin-Madison, and a Ph.D. in Educational Leadership and Policy from Vanderbilt University.

## Select Research

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# Cory Koedel, Ph.D.

University of Missouri



Cory Koedel is the Middlebush Professor of Economics and a Professor of Economics and Public Policy at the University of Missouri, where he has taught since 2007. An applied microeconomist, his research centers on the economics of education, especially teacher quality, compensation, and pensions, along with value-added measurement, school finance, curriculum evaluation, and the effectiveness of higher education institutions.

Koedel has authored more than 80 research articles and reports and has received funding for his work from numerous federal agencies and philanthropic foundations. His research appears in leading journals including *American Economic Journal: Applied Economics*, *Journal of Policy Analysis and Management*, *Educational Evaluation and Policy Analysis*, and *Education Finance and Policy*, with recent studies examining weighted student funding in Tennessee and the limits of free and reduced-price meal eligibility as a measure of student poverty. He has served on technical advisory and review panels for school districts, state and federal agencies, and nonprofit organizations, and he currently serves on the editorial boards of *Educational Evaluation and Policy Analysis*, *Education Finance and Policy*, *Journal of Research on Educational Effectiveness*, and *Research in Higher Education*.

Koedel holds B.A., M.A., and Ph.D. degrees in economics from the University of California, San Diego.

## Select Research

Candelaria, C. A., Fazlul, I., Koedel, C., & Shores, K. A. (2024). Weighting for progressivity? An analysis of implicit tradeoffs associated with weighted student funding in Tennessee. *Economics of Education Review, 103*, Article 102600. https://doi.org/10.1016/j.econedurev.2024.102600

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# Lori L. Taylor, Ph.D.

Texas A&M University



Professor Lori L. Taylor is Head of the Department of Public Service and Administration and holds the Joe R. and Teresa Lozano Long Chair in Business and Government at the Bush School of Government & Public Service, Texas A&M University. Dr. Taylor currently serves as the Principal Investigator for the Texas Smart Schools Initiative. She is also a member of the Holdsworth Center Network of Scholars and serves on the Editorial Board for *AERA Open* and the Governing Board of the Regional Educational Laboratory (REL) Southwest. Dr. Taylor developed the National Center for Education Statistics' Comparable Wage Index (CWI) and Comparable Wage Index for Teachers (CWIFT) and has written extensively on school finance issues, including the measurement of regional cost variations, the determinants of school district efficiency, and teacher compensation. In 2020, Dr. Taylor was named a Distinguished Fellow of Research and Practice by the National Education Finance Academy.

Dr. Taylor holds a Ph.D. in Economics from the University of Rochester. She earned both a B.A. in Economics and a B.S. in Business Administration from the University of Kansas. Prior to joining the Bush School, Dr. Taylor spent fourteen years as an economist and policy advisor in the Research Department of the Federal Reserve Bank of Dallas. She served as the Director of the Bush School's Mosbacher Institute for Trade, Economics, and Public Policy from 2014 to 2018.

## Select Research


Cornman, S. Q., Nixon, L. C., Spence, M. J., Taylor, L. L., & Geverdt, D. E. (2019). *Education Demographic and Geographic Estimates (EDGE) program: American Community Survey Comparable Wage Index for Teachers (ACS-CWIFT)* (NCES 2018-130). U.S. Department of Education, National Center for Education Statistics. https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018130

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