

PROMOTION RECOMMENDATION
The University of Michigan
Gerald R. Ford School of Public Policy

Kevin M. Stange, assistant professor of public policy, Gerald R. Ford School of Public Policy, is recommended for promotion to associate professor of public policy, with tenure, Gerald R. Ford School of Public Policy.

Academic Degrees

Ph.D. 2008 University of California at Berkeley
B.S. 2000 Massachusetts Institute of Technology (Economics)
B.S. 1999 Massachusetts Institute of Technology (Mechanical Engineering)

Professional Record

2010-present Assistant Professor, Gerald R. Ford School of Public Policy
2008-2010 Robert Wood Johnson Scholar in Health Policy Research, University of Michigan

Summary of Evaluation:

Teaching: Professor Stange has taught three classes at the Ford School, each a total of four times. He taught the Ford School M.P.P. core course, Public Policy 555, "Microeconomics A," in 2010, 2011, 2012, and 2014. This is a large Ford School class (80-100 students) and is required of all M.P.P. students (save those who receive a waiver due to substantial past economics coursework). In 2014, his course was on the Ford School Teaching Honor Roll. His other two classes were the Ford School M.P.P. core course, Public Policy 639, "Quantitative Methods for Program Evaluation," and Public Policy 611, "Higher Education and Public Policy," an elective course for M.P.P. students. His teaching for these other two courses has been positively reviewed by students, and he has been on the Ford School Teaching Honor Roll for both these courses. His PP 639 scores for Q1 ("excellent course"), ranging from 4.50 to 4.61, and for Q2 ("excellent teacher"), ranging from 4.50 to 4.74, in two out of four years. His scores in PP 611 were even more impressive. His scores for Q1 ranged from 4.63 to 5.00 and for Q2 his scores ranged from 4.63 to 5.00. His teaching philosophy is thoughtful and nuanced, emphasizing the importance of creating a nurturing environment in and out of the classroom, balancing technical rigor with practical usefulness, and eliciting real-time feedback from students to refine classes and potentially do mid-course corrections if needed.

Professor Stange has also served as a valued advisor to Ph.D. students at the Ford School and at other units on campus (economics, education, and business). He has served on nine dissertation committees, and was committee co-chair in two cases. His Ph.D. advisees have gone on to positions such as the U.S. Treasury, the University of Wisconsin, and the University of Delaware.

Research: Professor Stange is an empirical economist who focuses on understanding individuals' investments in their human capital. Through an understanding of how people make

their decisions about their education, Professor Stange aims to identify public policies that can productively support such investments. His work has examined how these decisions are affected by college pricing, school quality (financial resources, peers and instructors), and the shape of the college market. Professor Stange's secondary research stream focuses on health, another component of human capital. He has studied determinants of health, as well as changes in the health-care workforce and occupational licensing.

Professor Stange has published eleven articles in refereed outlets, including the top field journals such as *American Economic Journal: Applied Economics*, *Demography*, *Journal of Health Economics*, *Journal of Labor Economics*, *Journal of Policy Analysis and Management*, and *Journal of Public Economics*. His pace of output has not slowed over the past eight years, but rather has increased, with six of those articles published since 2015. Professor Stange has an additional four papers under review and three papers in progress. He has co-edited (with Professor Caroline Hoxby of Stanford) a National Bureau of Economic Research volume on higher education that is forthcoming from University of Chicago Press.

Policy Engagement: Professor Stange's work on tuition pricing in Texas has drawn the attention of policymakers in that state. His results have been shared with the Commissioner of Higher Education and members of the Texas Higher Education Coordinating Board (THECB), who asked for further research. Florida and Virginia have recently decentralized tuition-setting, and Wisconsin, New York, Washington, and Ohio are considering it. These research results are therefore relevant to policy well beyond Texas. In addition, he co-organized (with Caroline Hoxby, Stanford University) a forty-person NBER research conference, "Productivity in Higher Education," funded by the Spencer and Sloan Foundations, aimed at shedding light on how future research can inform higher educational policy and practice. The participant list included several college presidents, provosts, deans, and representatives of funding institutions.

Recent and Significant Publications:

- "Investing in Schools: Capital Spending, Facility Conditions, and Student Achievement," (with Paco Martorell and Isaac McFarlin), *Journal of Public Economics*, 140 (2016): 13-29. (also available as NBER Working Paper 21515).
- "A New Measure of College Quality to Study the Effects of College Sector and Peers on Degree Attainment," (with Jonathon Smith), *Education Finance and Policy*, Fall 2016, 11(4): 369-403. (also available as NBER Working Paper 21605).
- "College as Country Club: Do Colleges Cater to Students' Preferences for Consumption?" (with Brian Jacob and Brian McCall), *Journal of Labor Economics*, forthcoming. (also available as NBER Working Paper 18745).
- "Pricing and University Autonomy: Tuition Deregulation in Texas" (with Jeongeun Kim), RSF: *The Russell Sage Foundation Journal of the Social Sciences*, 2(1): 112-146. (April 2016)
- "The Effect of Marginal Price on Student Progress at Public Universities" (with Steven Hemelt), *Journal of Policy Analysis and Management*, 35(2): 441-471. (also available as NBER Working Paper 20779).
- "Differential Pricing in Undergraduate Education: Effects on Degree Production by Field," *Journal of Policy Analysis and Management*, 34 (1): 107-135 (2015). (also available as NBER Working Paper No. 19183).

“How Does Provider Supply and Regulation Influence Health Care Markets? Evidence from Nurse Practitioners and Physician Assistants,” *Journal of Health Economics*, 33 (2014): 1-27.

“An Empirical Investigation of the Option Value of College Enrollment,” *American Economic Journal: Applied Economics*, Vol. 4 (1) (January 2012).

Service: Professor Stange’s level of service has been high in the context of his position as a junior faculty member. He served on the Ph.D. admission committee for two years, which required the reading of numerous applications to the joint program with economics (and sociology). He has been highly involved in M.P.P. recruitment. He has also served on committees making both curricular and personnel decisions at the Ford School. At the university level, he has served on an Institutional Learning Analytics Committee that seeks to utilize administrative data more effectively to address key issues. He has been an active journal reviewer—reviewing roughly 80 manuscripts—in numerous strong economics journals, and he has reviewed for numerous foundations.

External Reviewers:

Reviewer A: “In addition to producing solid research, Kevin is quite active in the profession. At least in economics departments, the number of grants and amount of advising seems unusually high...I believe Kevin has an excellent case for tenure.”

Reviewer B: “He has an excellent record for someone at his stage of his career...His interests are focused enough that they can build on each other but not so narrow that they have limited scope and interest...The work on student decision-making represents a significant contribution...Overall, he has been productive and has made significant contributions to our understanding of student choices and student outcomes in higher education.”

Reviewer C: “Kevin has been extremely productive in his short career...He is a rising star in the economics of education...Kevin’s work is unique in that he often uses economic models to display the economic insights to educational phenomenon. He complements these economic models with a diversity of econometric tools and techniques.”

Reviewer D: “Overall, I believe that Kevin has a solid research record that, combined with his upward trajectory in the profession, is quite worthy of appointment to associate professor with tenure...In addition to Kevin’s research productivity, he has made a strong impact in the policy realm as well as with his leadership within the profession...Editing a high-quality economics volume is *very* unusual for a junior faculty member in the field and speaks highly of Kevin’s stature within the profession.”

Reviewer E: “Overall, I think he has put together an impressive portfolio of research, and he gives every indication of continuing on this trajectory...Not only has his research been solid and policy-related, he has made the kind of sustained effort to be engaged with policy makers that we encourage for our faculty...He has obviously earned the respect of his fellow applied economists.”

Reviewer F: “My assessment is that Stange is among the strongest education economists of his approximate cohort and deserves tenure at a leading institution such as Michigan...Kevin Stange has established himself as a deep, innovative thinker in the economics of education. He does not shy away from Technical or data challenges, and has made thoughtful contributions on a wide range of human capital investment topics that follow from a very coherent research agenda.”

Reviewer G: “Kevin’s work on the option value of college is extremely important...In my opinion, Kevin’s paper is among the most creative and important papers in the economics of education published in the past decade...I think his paper on the option value of college is a ‘home run’ and is likely to be influential for years to come.”

Reviewer H: “He is easily one of the most serious, rigorous, and original researchers of his broadly-defined cohort...in the Economics of Education and the wider area of Labor Economics. His work is highly respected by his peers in these areas, and it is influential for this reason...I would put him above or in an equivalence class with scholars in the area who are currently tenured at institutions such as Brown University, Duke University, Berkeley, UCLA, University of Chicago, Northwestern, and Cornell.”

Reviewer I: “...Kevin has established an impressive publication record along with national recognition as a scholar and policy expert in the economics of education...Let me highlight that Kevin’s pipeline of work in progress makes clear that he will continue to tackle interesting and important questions with creativity as well as methodological sophistication.”

Summary of Recommendation: Professor Stange is a productive, innovative scholar who has made important contributions to the field of education policy. He is also an accomplished teacher as well as an excellent colleague and citizen. He has proved himself an asset to the Ford School and the University of Michigan. I strongly endorse the promotion of Kevin M. Stange to associate professor of public policy, with tenure, Gerald R. Ford School of Public Policy.



Susan M. Collins
Joan and Sanford Weill Dean of Public Policy
Gerald R. Ford School of Public Policy

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