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Dr. R. Anthony Rolle conducts research that explores and improves relative measures of economic efficiency for public schools. Concomitantly, his research explores and analyzes levels of efficacy present in state education finance mechanisms. Utilizing these techniques recognizes that demographic differences among communities affect organizational processes; and, does not assume that all public schools have the same expenditure priorities. Dr. Rolle's work is published in books, journals, and monographs such as *To What Ends and By What Means? The Social Justice Implications of Contemporary School Finance Theory and Policy*, *Modern Education Finance and Policy*, *Measuring School Performance and Efficiency*, *Journal of Education Finance*, *Peabody Journal of Education*, *School Business Affairs*, *School Administrator*, and *Developments in School Finance*.

Examining issues of economic efficiency – and education finance equity – within organizational and sociopolitical contexts provides opportunities to conduct academic research from a collective choice economic perspective where both individuals and organizations – in conflict over differences with respect to values, preferences, beliefs, perceptions of reality, and access to information – struggle for power and the capacity to distribute scarce resources. As a result of this conflict, the ability to bargain, negotiate, and compromise becomes the most important asset utilized by actors in the system. The resulting web of compromises generates a confusing multiplicity of objectives – many in opposition to one another – that emerge as organizational and political goals. Despite assuming – believing – this type of conflict as normal, Dr. Rolle is optimistic that the potential exists to build coalitions which will develop solutions to realize improvements in public organizations.

Challenging this contentious analytical paradigm is a major reason Dr. Rolle enjoys teaching. These intellectual challenges include both discussing ideas that are contrary to his beliefs as well as providing opportunities for those who have been disenfranchised or underrepresented historically to participate in the process of knowledge generation. He uses a combination of teaching approaches that moderate from being a facilitator in a constructivist classroom to soliciting ideas using the Socratic method to giving a formal lecture. Using multiple teaching methods creates opportunities to generate multiple perspectives when examining issues and seeking knowledge. Not surprisingly, Dr. Rolle's teaching interests encompass multiple subject areas as well: applied statistics; public policy development, analysis, implementation, evaluation; research methods; economics of education, and school finance.

In addition, Dr. Rolle has conducted K-12 education finance and policy research for such organizations as the University of Washington's Institute for Public Policy & Management, the Washington State Legislature and Democratic House Majority Whip, the Indiana Education Policy Center, the National Education Association, the Texas House of Representatives' Office of the Speaker, the Office of U.S. Representative Jim Cooper (5th District - Nashville, TN) as well as agencies and commissions in Arkansas, Colorado, Missouri, North Carolina, South Carolina, Tennessee, and Texas. Formerly a member of the Board of Directors for the American Educational Finance Association (AEFA), and the 2002 AEFA Jean Flanigan Dissertation Award winner, Dr. Rolle received a B.S. in Political Science from Santa Clara University; a Masters Degree in Public Administration from the University of Washington's Graduate School of Public Affairs; and, a Ph.D. in Educational Policy Analysis from Indiana University.