***MAUREEN W. McCLURE***

***Associate Professor, Administrative and Policy Studies***

***Director, International Institute for Studies in Education***

***School of Education, University of Pittsburgh***

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**EDUCATION**

Univ. of Rochester: Ph.D. Education (Finance and Policy)

 M.S. Educational Administra­tion

 M.B.A. Applied Economics in the Nonprofit Sector

Allegheny College: M.A. Secondary Education

 B. A. English

University of Glasgow: Scots Literature/European Art History

**AREAS OF**

**SPECIALIZATION:** Research focuses on education, generational capital and intellectual diversity; “wicked” problems of education for generational transitions in crisis-driven and chronically weak, regional political economies; democratizing access to high quality institutional and network-based educational services in financially challenged and risky environments, e.g. Massive Open Online Courses (MOOCs); international peer learning networks for professional development; Internet-based interagency coordination

**PROFESSIONAL**

**EXPERIENCE**

Associate Professor of Administrative and Policy Studies; Director, InternationalInstitute for Studies in Education (IISE); Affiliated with Global and Asian Studies in the University’s Center for International Studies (UCIS), Cultural Studies and the Center for Urban Education (CUE), University of Pittsburgh

Chair, Department of Administrative and Policy Studies, School of Education, University of Pittsburgh (2004-2007)

 Director, *Global Information Networks in Education* (GINIE) project

Associate Executive Director, Tri-State Area School Study Council, University of Pittsburgh

Assistant Professor of Educational Administration, University of Pittsburgh

Assistant Professor of Management, St. John Fisher College, Rochester, NY

**AWARDS**

*National Education Finance Conference Distinguished Research and Practice Fellow Award.* February, 2016. The Distinguished Fellow Award is given annually to ten higher education-affiliated professionals who have displayed exemplary research and practice in the field of public education finance. The award is regarded as one of the highest in that field.

Allegheny County Council, PA. Proclamation in recognition of the NEFC Award. March 8, 2016.

In 2011, she won, with S. Rachmajanti, the Best Article of the Year for its contribution to Comparative and International Development in Higher Education.

Recent doctoral students Ted Serrant, Yukiko Yamamoto and Song Yuchi have each won best dissertation awards.

**PROFESSIONAL CONTRIBUTION**

She teaches courses in education finance and strategy, resources management, global and international education, education and international development debates, social theories in education, international organizations and comparative education.

She argues that liberal arts traditions can help address “wickedly” complex educational problems created by generational transitions, both domestically and globally. These problems aren’t easily parsed as causal because of their high degree of interdependence. They require a level of often-contradictory intellectual diversity that ranges from the universal to the personal. Universities with strong liberal arts programs, can be well suited for interdisciplinary study that balances technical with philosophical, historical, cultural and other points of view. She participated in the University of Pittsburgh’s Year of the Humanities as an invited member of the Global Studies seminar in contemporary interdisciplinary research.

*International*

She currently serves on the board of the directors of Americans for UNESCO. It is part of the US National Commission for UNESCO, and is engaged in efforts to return the US to full status at UNESCO.

Education for the next generation is at risk not only in terms of visible threats such as natural disasters and conflict, but also from longer-term issues related to generational political, economic and cultural stability, as well as opportunity. She has worked to better understand both national and international responses to them, especially often overlooked successes. These were found in Bosnia and Herzegovina, China, Dominica, Indonesia, Iraq, Japan, Jordan, Kosovo, Sierra Leone and Syria. In addition, recent developments in Massive Open Online Courses (MOOCs) have opened new opportunities for globally shared access to experience and expertise.

She worked first with the British Council, and later with USAID in Indonesia. Together with Indonesian and international colleagues and students for over fifteen years, they studied the nation’s major transitions from a highly centralized to a highly decentralized national education system in a globalizing economy. The Indonesian government focused on the difficult balance of openness to trade, while preserving the nation’s rich and varied linguistic cultures. She served as a university PI on a United States Agency for International Development (USAID) project which helped establish the first independent, nation-wide consortium of university rectors in Indonesia.

She has been the Director of the Global Information Networks in Education (GINIE) project, now dormant, an early Internet-based learning community for education and professional development in nations in crisis and transition to more decentralized governance. The GINIE project was sponsored by USAID through its Improving Educational Quality (IEQ) project, as well as by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations High Commissioner for Refugees (UNHCR), and the United Nations Children’s Fund (UNICEF).

Through USAID, the GINIE project helped support the creation of what became two UN-led interagency coordination networks, the Network on Education in Emergencies (INEE) and the Secondary Education Reform and Youth Policy (SERYP) network.

The GINIE project and others helped international agencies considered reframing their strategic thinking through online partnerships with the UN’s principal agencies for education, UNESCO and UNICEF.

She led a team that conducted a global strategic review of UNICEF’s primary education in emergencies strategy - Child Friendly Spaces/Environments (CFS/E).

She served on national-level education policy teams including:

* USAID (Reconstruction of both the Ministries of Education and Higher Education, Iraq)
* The British Council/World Bank and the Ministry of National Education of Indonesia (A Decentralized Strategy for Education Finance)
* UNESCO /Iraq (Project for computers and workforce transition under the UN’s Food for Oil project)
* UNESCO, UNICEF and World Bank for post-war Bosnia and Herzegovina projects - transitional education with cantonal and federal ministries of education
* Asian Development Bank- National Academy for Educational Administration in China, focused on a strategic assessment of national level higher education policy and management in a decentralizing economy.

The rapid growth of globalization, with its benefits and discontents, has blurred the boundaries between domestic and international economies. The education sector, both in the US and related international development agencies, still too often uses an asymmetrical, “us versus them” framework of “need and deficit,” when shared peer, generational and global perspectives might be more appropriate. The poor are not deficits. They are neighbors. More neighborly ways of thinking about education and development are needed.

*Domestic*

Domestic educational reform efforts increasingly need to be situated in international, globalizing and digitizing contexts. In the US, regional economies drive educational revenues. Many of them have tax capacities that are increasingly threatened by aging populations, growing numbers of poor children, deindustrialization, etc. The Western Pennsylvania region faces a unique confluence of history, culture, ecology and innovation. With a rapidly aging population in a state that exempts pensions from state income taxes, the problems of taxing capacity will only grow, and could soon threaten assumptions of stable generational transitions.

As an elected school board member and currently school board president of the Riverview School District in Allegheny County, PA, she experiences local issues at a local level and analyze them, designing projects for her school administration students to confront firsthand, economic fragility.

She has provided professional development workshops and advising at the University of Pittsburgh for senior administrators from school districts domestically, as well as from those working in ministries and universities internationally. She has conducted this work both with the School of Education and the Graduate School of Public and International Affairs.

She was an associate editor of the *Comparative Education Review.* In addition, shehas served on the editorial boards of the *Leadership and Policy in Schools*, the *Educational Administration Quarterly*, the *American Educational Research Journal*, *The Professional Educator,* and the *Journal for Justice and Caring in Education*. She has reviewed education finance textbooks for publishers. She has been a reviewer for *Educational Considerations* and the *Journal of Organizational Theory in Education*.

She is a past member of the US Technical Planning Panel for Education Finance at the National Center for Education Statistics.

She is a past elected member of the national board of the American Educational Finance Association (AEFA) and was its webmaster from 1996-2000.

She is past-president of the Fiscal Issues, Policy and Education Finance SIG at the American Educational Research Association (AERA).

She was a Channel Scholar at Sohag University, Egypt in the Economics of Education.

She has also worked as a US federal programs coordinator for a multi-county administrative district, as a secondary school teacher in both urban and suburban schools, and as a tutor at a community college and a state university.

**ADVISING**

She primarily advises doctoral students, running a weekly study group that simultaneously meets both in person and online. Graduates often stay on to provide support and mentorship for current students. Graduates have gone on to positions close to what they wanted, primarily becoming international and domestic managers and researchers.

Advisees have received dissertation awards for research that has included earthquake education, education for chronic, low level hurricanes, and framing complex theoretical problems in education policy.

Placements include a UNICEF education program manager for Syrian refugees in Turkey, a senior researcher at the World Bank (UNESCO and OECD), a researcher at the Tokyo Institute of Technology, a senior manager at the Ministry of National Education and Culture, Indonesia, an assistant professor at Oklahoma State, a senior researcher at the Houston Independent Schools, a superintendent at Tuscarora School District, an assistant superintendent at Pine Richland School District, a high school principal at Stow-Munroe Falls City School District, OH, and a teacher in Beaver County, PA, who is happy to remain in the classroom.

**PUBLICATIONS**

**2018-2019**

McClure, M.W. (2019). MOOCs, students, higher education and their paradoxes

in *Preparing students for life and work: Policies and reforms affecting higher education’s principal mission.* W. Archer and H. G. Schuetze (Eds.). Leiden: Brill. (pp.157-178). <https://doi.org/10.1163/9789004393073_009>

McClure, M.W. (2018). Reframing education finance: Super wickedness, silver bullets, and educational inheritance. *Voices of reform*. 1(1), 157-178.

<https://doi.org/10.32623/1.00008>

**2017-2018**

McClure, M. W. & V. Krekanova. (2018). *Commonwealth Year in Review*. Philadelphia: Temple University Press. (in press). Not a new publication. Well received and now in book form.

McClure, M. W., Kalonji, J., Nguyen, D., Ramos, R. & Wang, Xi (Invited and submitted). [Review of the book Citizenship education and global migration: Implications for theory, research and teaching]. New York: Teachers College Record.

**2016-2017**

McClure, M.W. (2017). MOOCs: Hype or hope: Conflicting narratives in higher education policy. Higher education reforms: Looking back- looking forward: Proceedings from the 10th International Workshop on Higher Education Reform, 2nd ed. P. Zgaga, U. Teichler & H. G. Schuetze, eds. (Higher Education and Policy Series) Bern: Peter Lang. (Second revised edition).

**2015-2016**

McClure, M. W. & V. Krekanova. (2016, June). [*More trouble ahead for public school finance: The implications of generational change in Pennsylvania*](http://dx.doi.org/10.15367/cjppp.v18i1.84). The Pennsylvania Political Science Association. *Commonwealth*. (Invited). 18(1), Philadelphia: Temple University Press. ISSN 2469-7672 (online). http://dx.doi.org/10.15367/cjppp.v18i1.84.

McClure, M. W. (2016, February). Investing in MOOCs: "Frenemy" Risk and Information Quality. (Invited). D. Zajda and V. Rust. *Globalisation, Comparative Education and Policy Research.* Dordrecht, The Netherlands: Springer.

McClure, M.W. (2015). MOOCs: Hype or hope: Conflicting narratives in higher education policy. *Higher education reforms: Looking back- looking forward: Proceedings from the 10th International Workshop on Higher Education Reform.* P. Zgaga, U. Teichler & H. G. Schuetze, eds. (Higher Education and Policy Series) Bern: Peter Lang.

**2014-2015**

McClure, M. W. (2014). MOOCs, wicked problems, and the spirit of the liberal arts. *The Journal of General Education* 63(4), 269-286. University Park, PA: Penn State University Press. Retrieved April 10, 2015, from Project MUSE database.

**2013-2014**

McClure, M. W. (2013). MOOCs: Hope and hype in viral technologies and policies. *Excellence in Higher Education.* 4(1), 7-24. doi: 10.5195/ehe.2013.83.

[*http://ehe.pitt.edu/ojs/index.php/ehe/article/view/83*](http://ehe.pitt.edu/ojs/index.php/ehe/article/view/83)

McClure, M.W. (2013). MOOCs: Hype or hype: Conflicting narratives in higher education policy. *Higher education reforms: Looking back- looking forward: Proceedings from the 10th International Workshop on Higher Education Reform.* University of Ljubljana, Slovenia. 159-171.

[*http://www.cmepius.si/files/cmepius/userfiles/bolon\_eksp/HER\_proceedings\_2013.pdf*](http://www.cmepius.si/files/cmepius/userfiles/bolon_eksp/HER_proceedings_2013.pdf)

Weidman, J. C., Yeager, J. L., Cohen, L., DeAngelo, L. T., DeLuca, K. M., Gunzenhauser, M. G., Jacob, W. J., McClure, M.W., & Sutin, S.E., Eds. (2014). *ASHE reader on economics and finance in higher education.* Upper Saddle River, NJ: Pearson Learning Solutions

**2012-2013**

McClure, M.W. (2013) Commentary: Charter School policies could have adverse effect on future generations. *Pittsburgh Business Times.* Vol. 32, No. 38, April 5-11, p. 42.

 **2010-2011**

Rachmajanti, S. & McClure, M. W. (2011). University-affiliated lab schools: A collaborative partnership between the University of Pittsburgh’s Falk School and the State University of Malang lab schools, *Excellence in Higher Education* 2,11-20. [Won best international higher education journal article]

Yamamoto, Y. & McClure, M.W.(2011).How can social cartography help policy researchers? In J. C. Weidman & W. J. Jacob (Eds.), *A Festschrift**honoring Rolland Paulston.* Pittsburgh Studies in Comparative and International EducationBook Series. Rotterdam: Sense Publishers.

**2009-2010**

El-Ghali, H. & McClure, M.W. (2010, October). A Generation in Crisis: Lebanon’s Jobless University Graduates, *Viewpoints*, Middle East Institute, 22-25.

McClure, M. W. & Retamal, G. (2010). Wise investments in future neighbors: Recruitment deterrence, human agency and education. In S. Gates & S. Reich (Eds.), *Child soldiers in the age of fractured states.* Pittsburgh: University of Pittsburgh Press: Ford Center for Human Security, 233-241.

**2008-2009**

McClure, M. W. & Kondo, C. (2009, November). *Comparative Education Review.* [Review of *War and Education* and *Education, Conflict and Reconciliation: International Perspectives*. 53(4), 592-506. DOI: 10.1086/648573

**PRESENTATIONS**

**2018-2019**

McClure, M. W. (2019, April 16). Don Adams: Calligrapher with heart. Session 346: Quality and qualities in development education: Don Adams’ life-long contribution to theory and practice. *Comparative and International Education Society (CIES)*. San Francisco.

McClure, M. W., Sabina, L.L., Peters, A., Sabina, K. (2019, April 25). Local public governance, truncated state views, and conflicts in the political economy*. National Education Finance Academy (NEFA).* Seattle.

Sabina, L.L., Peters, A., Sabina, K., McClure, M. W. (2019, April 25). How are we teaching educational finance? An analysis of course syllabi from graduate institutions. *National Education Finance Academy (NEFA).* Seattle.

Peters, A., Sabina, L., McClure, M. W. (2019, April 24) Hollywood or bust: By the time I get to Phoenix: A comparative analysis of factors influencing attrition in the California education system. *National Education Finance Academy (NEFA).* Seattle.

**2017-2018**

Peters, A, Sabina, L.L. & McClure, M. W. (2018, April 5). Single and Not Ready to Mingle:

The Potential Gentrification of Student Housing. *National Education Finance Academy (NEFA*). Tulsa, OK.

McClure, M. W. & Sabina, L. L. (2018, April 5). Pressure on Taxability: Pennsylvania and Florida. Presented at the *National Education Finance Academy (NEFA*). Tulsa, OK.

**2015-2016**

Sabina, L., McClure, M. W. ,& Krekanova, V. (2016, February). A comparative study of factors influencing generational financial interests in Florida and Pennsylvania. Presented at the *National Education Finance Conference (NEFC*). Jacksonville, FL.

**2014-2015**

McClure, M.W. (2015, March). Whither MOOCs and Universities?: Ivory Tower and/or Protean Paths. Panel organized for the 3rd Annual Symposium on MOOCs. Presented at the *Comparative and International Education Society (CIES)*. Washington, D.C.

Sabina, L. &McClure, M. W. (2015, February). Who’s Minding the Store?: Markets, MOOCs and Money. Presented at the *National Council on Education Finance* (NCEF) St. Louis, MO.

Sabina, L. & McClure, M. W. (2014, November). MOOCs: Principals and Professional Development – Growing Needs and Potential Partnership. *Presented at the University Council for Educational Administration (UCEA).* Washington, D.C.

McClure, M.W. & Krekanova, V. (2014, October). The future is here: Aging PA taxpayers and voters affect education funding. *Testimony before the Pennsylvania Basic Education Funding Commission.* Pittsburgh, PA.

McClure, M.W. & Krekanova, V. (2014, October). The future is here: Retiring boomers have fewer replacements to pay taxes. Presented to the *Allegheny Conference’s Board of Directors* for the *Pennsylvania Economy League of Greater Pittsburgh*. Pittsburgh, PA.

McClure, M.W. & Krekanova, V. (2014, October). Education funding for successful generational transitions in Pennsylvania: Not easy. Presented to the *Institute of Politics*, University of Pittsburgh. Pittsburgh, PA.

McClure, M. W. (2014, August). Morphing MOOCs: How will new purposes, formats and entrants contribute to HER? *11th International Workshop on Higher Education Reforms (HER).*  St. John’s, Newfoundland and Labrador.

McClure, M. W. (2014, May). Education as an investment in generational capital. Organized panel and presentation with Harold Aughton at the *13th Annual Social Equity Leadership Conference*. National Academy of Public Administration. Pittsburgh.

**2013-2014**

McClure, M.W. (2014, April). Who owns development?: MOOCs in a “wicked” world. Presentation at the *MOOCs for Development Conference.* University of Pennsylvania.

McClure, M.W. (2014, March). Whither MOOCs?: Beyond the fog.Organized and presented at the 2nd Annual Symposium on MOOCs. *Comparative and International Education Society (CIES).* Toronto.

M.W. McClure. (2013, November). Generational capital and education in Indonesia. Plenary speaker*. Indonesia Focus: Beyond physical capital: The role of human and social capital in Indonesia’s economic growth.* *Asian Society for International Relations and Public Affairs (ASIRPA).* Pittsburgh.

McClure, M. W. (2013, October). MOOCs: Hype or hype?: Conflicting narratives in higher education policy. Paper presented at the *Higher education reforms: Looking back- looking forward: 10th International Workshop on Higher Education Reform International Higher Education Reform*. University of Ljubljana, Ljubljana, Slovenia.

**2012-2013**

McClure, M.W. *MOOCs:* Efficiency frameworks: Blurring boundaries. Presentation at the *Comparative and International Education Society* *(CIES).* New Orleans, March 14. Also presented as part of the Institute for International Studies in Education’s Symposium series.

**2011-2012**

McClure, M. W. “Challenges and Opportunities in Indonesia: How are international donors paving the road for the 21st century’s secular and Islamic Higher Education institutions?” Presentation at the *Comparative and International Education Society* *(CIES).* Group panel. San Juan. April 27.

McClure, M.W. *(*April). *Shape-Shifting Generational Pyramids: Irrevocable Transitions and Education Investments.* Roundtable presented at theAmerican Educational Research Association (AERA). San Diego.

**SELECTED EARLIER PUBLICATIONS AND PRESENTATIONS**

McClure, M. W. & Enomoto, A. (2008, March). *Assessing human security threats of youth in Kosovo: How has the situation for millennial generation youth improved since 1999?* Paper presented at the Comparative and International Studies in Education (CIES) Teachers College, Columbia University, New York.

McClure, M. W. & Retamal, G. (2006, September). *Youth Security in Refugee Camps: How Humanitarian Education Turned Them from Recruitment Centers for Soldiers to Child Friendly Spac*es (invited lecture) The Ford Institute of Human Security and Centre for the Study of Civil War, PRIO, The Research Council of Norway, Pittsburgh.

McClure, M. W. & Retamal, G. (2006, June). *The protection of childhoods: Who owns the responsibilities?* Invited paper for The Child Soldier Initiative: Building Knowledge About Children and Armed Conflict. The Centre for the Study of Civil War, PRIO, The Research Council of Norway and the Ford Institute of Human Security, Oslo.

McClure, M.W. (2004). *Child-Friendly Spaces/Environments: Six Case Studies.* New York: UNICEF.

McClure, M. W. *Crisis education strategy: Where are we now?* (2003). Strategic positioning and policy with in the international development community. Improving Educational Quality Project, IEQ II. Washington, DC: USAID.

McClure, M. W. & Vargas-Baron, E. Policy Planning for Secondary and Youth Education in Crisis and Post-Crisis Nations. (2003). In *The renewal of secondary education in Africa: Proceedings of a regional workshop Mauritius: 3-6 December 2001.*  Bureau Regional de l’UNESCO pour l’Education en Afrique (BREDA)/ UNESCO: Dakar, Senegal, 269-277.

McClure, M. W. (2003). Crisis education strategy: Generational security. *Commonwealth Education Partnerships: 2003*. (pp. 98-101). Commonwealth Secretariat. London: TSO.

McClure, M. W. & Method, F.(2002,July). *It takes schools to raise a nation.* Paper prepared for the Afghanistan-American Summit on Recovery and Reconstruction, Georgetown University and the Embassy of Afghanistan, Washington, D. C.

McClure, M. W. (2002). *Schools ready to teach, children ready to learn, communities ready to protect both: Minimum service standards in Indonesia.* Jakarta: British Council. (A World Bank funded project in partnership through the British Council in partnership with the Indonesian Ministry of National Education - MONE).

McClure, M. W., & Triaswati, N. (2002). *Bridging the generational divide: A strategy for school improvement within the context of fiscal decentralization.* Jakarta: British Council.

 **SELECTED PROFESIONAL PRACTICE**

**2017- to date**

**Director, Institute for International Studies in Education**

**2015 - 2016**

 Curriculum Development for International and Global Education. Global Studies/University Center International Studies, University of Pittsburgh. Curriculum development for global and international education, how to better integrate issues of global competence in to the curriculum. $1,500.

 **2006-2010**

 Principal Investigator. USAID, University of Pittsburgh team. Improved Quality of Decentralized Basic Education (IQDBE) Improved Quality of Teaching and Learning (Program Objective No. 2) USAID Contract No. 497-M-00-05-00030-00, Launched activities related to in-service training programs that enhance the capacity of Indonesian universities to provide high quality in-service teacher education. Designed with program colleagues, the first professional network for university rectors in Indonesia focusing on high quality teacher preparation and professional development. $770,000.

 **2003-2005**

 Principal Investigator. Strategic Analysis of UNICEF’s Child-Friendly Spaces/Environments Initiatives: Case Studies. UNIECF. $20,000.

 **2001 -2003**

 Principal Investigator. GINIE Project support for the Network on Education in Emergencies. United Nations High Commissioner for Refugees.(UNHCR) $20,000.

 Principal Investigator. GINIE Project support for the Network on Education in Emergencies UNESCO and USAID. $105,000.

 Principal Investigator. GINIE Project support for the Secondary Education Reform and Youth Policy Inter-agency Consultation Group, UNESCO and USAID. $170,000.

 **2000-1999**

Principal Investigator. GINIE Project support for the Emergency Educational Assistance Inter-agency Consultation Group Website) UNESCO and USAID $50,000.

 **1998-2000**

GINIE 2 (Global Information Networks in Education) Project. PI. USAID. $137,000.

 **1997-1999**

 Faculty PI with Edie Rasmussen, School of Information Sciences. Pennsylvania Education Network Digitized Object Repository PEN-DOR 2 Project. PA Department of Education/Link to Learn. $582,000.