

HIGHER EDUCATION: HANDBOOK OF THEORY AND RESEARCH

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VOLUME I (1985)

1-1: 62 pages

College Environmental Influences on Learning and Cognitive Development Ernest T. Pascarella, *University of Chicago*

This study reviews and synthesizes the accumulated evidence pertaining to the influence of post-secondary education on undergraduate student learning and cognitive development. Methodological issues are discussed, as well as additional information on the effects of residential environments, interactions with faculty, and person-environment fit. It is concluded that social contexts and other specific types of experiences may differentially influence learning.

1-2: 34 pages

Learning Theory and Research Cameron Fincher, *University of Georgia*

This study examines the tenuous relationship of learning theory and research with education beyond high school, and suggests that the psychology of learning is by no means irrelevant to learning and teaching in institutions of higher education. Trends in theory and research are presented, as are the principals of learning and its definition. A three-level, multiple stage schema is introduced that attempts to synthesize cognitive, behavioral, and experimental concepts for learning.

1-3: 36 pages

Methods and Theories of Instruction Michael T. McCord, *University of Georgia*

The purpose of this chapter is to review methods and theories of instruction as they relate to teaching in American colleges and universities. An examination of the published studies under review reveals a major weakness in what constitutes Aconventional@ methods. Other purposes of this chapter include an examination of the major modes of instruction prevalent in higher education and to identify common features of instructional planning and organization that lead to a theory of instruction.

1-4: 40 pages

The Concept of Strategy: From Business to Higher Education Ellen E. Chaffee, *National Center for Higher Education Management Systems*

This study presents an in-depth analysis of the evolution of strategy that draws largely on the business literature. The literature is divided into three models that simplifies the presentation and provides a valuable springboard from which the higher education version of strategy can be better understood. Related research in both business and higher education is then presented, showing what is known empirically about the two. This approach reveals what has been borrowed from the business theories of strategy as applied to higher education management.

1-5: 40 pages

Administrative Computing in Higher Education Andrew T. Masland, *Digital Equipment Corp.*

This study examines the evolution of computing, and its effects and use on college and university campuses. The wide variety of administrative uses for computers and how these have changed over the past 15 to 20 years is presented, as well as information regarding the management of computer resources and how these management policies influence computer use. Implications of administrative computing are then discussed, with additional information on what is *not* known about its influence on college and university decision-making.

1-6: 42 pages

Legal Parameters of the Faculty Employment Relationship Barbara A. Lee, *Rutgers University* and Steven G. Olswang, *University of Washington*

This chapter explores the employment relationship between faculty and their institutions. Case law and scholarly analysis of the legal system on faculty employment matters are examined, with a focus on real or potential conflicts between legal and economic requirements and academic values. Several areas of employment disputes in academe are presented, with concentration on economic crises, programmatic shifts within a college, and the aging population and institutional attempts to shape its faculty to fit new curricular emphases.

1-7: 28 pages

Publication, Performance, and Reward in Science and Scholarship Mary Frank Fox, *University of Michigan*

Variations in publication, performance, and reward criteria in academe suggest diversity in academic reward structures in American higher education. This study examines such variation, providing analyses on the functions of rewards, performance levels, differential publication, and agendas for future research. Implications and recommendations for equity and performance include questions regarding what universities can do to activate and sustain the productivity of their faculty.

1-8: 66 pages

Program Quality in Higher Education Clifton F. Conrad, *University of Arizona*, and Robert T. Blackburn, *University of Michigan*

The major purpose of this chapter is to review and critique the assessment of program quality, departments, professional schools, and sometimes entire colleges and universities. Multiple meanings of quality are defined, with an examination of program quality research that is based on a reputational approach. Objective indicators are then presented, with a final analysis on quantitative correlates of program quality. The limitations and strengths of each approach are discussed.

1-9: 40 pages

The Quest for Excellence: Underlying Policy Issues Anthony W. Morgan, *University of Utah* and Brad L. Mitchell, *Ohio State University*

This study examines various policy issues common to most of the existing literature on secondary education excellence. Five policy themes are discussed, with a focus on: 1) the crisis of purpose of American education; 2) the tie between education and economic growth; 3) higher education's relationships to the high schools; 4) governance; and 5) strategic priorities for the attainment of quality in education. Additional information is provided on overlooked issues, long-term policy trends, and future research implications.

1-10: 32 pages

Historical Research on Admissions and Access in Higher Education John R. Thelin, *College of William and Mary*

This chapter examines the place of historical writing, methods, and logic within the study of higher education admissions and access policies. Major trends in concepts and analytical strategies which historical studies have made available to research on higher education over the past 25 years are reviewed. A discussion is then presented on the ways in which historical research and thinking on higher education may have shaped contemporary practices and policies in American colleges and universities. Problems are then explored on the formulation of research agendas that incorporate both the strengths and weaknesses of historical studies since 1960.

1-11: 34 pages

Applications of Causal Models in Higher Education Lee M. Wolfe, *Virginia Polytechnic Institute and State University*

Causal models specify relationships among variables for the purpose of understanding and explaining phenomenon at hand. They permit the application of rigorous and generalized methods for testing hypothesized relationships specified by theory. This chapter examines causal model techniques as applied to higher education research. The heuristic value, concept, and decomposition of effects of causal models are discussed. Additional information on applications and cautions in using causal models in higher education research are then presented.

1-12: 24 pages

Toward a New Partnership for Financing a College Education Michael L. Tierney, *University of Pennsylvania*

The main focus of this chapter is to revitalize the discussion of who should pay for a college education. Four basic propositions are developed which come into conflict with the Education Amendments of 1972. Costs, need-based financial aid, and expected parental contributions are included in the analysis, as are those issues related to Pell grants and government student loans. Conclusions include discussion on the burden of financing a college education, and whether or not the estimate of direct and indirect costs to parents and students is too high or too low.

1-13: 56 pages

International Students in Comparative Perspective Y.G.-M. Lulat and Philip G. Altbach, *SUNY at Buffalo*

This study examines the major themes, and presents an overview of the literature regarding students worldwide who study outside of their native countries. A historical perspective is presented on foreign study, as well as the flow patterns of international students. Additional analyses are provided on the economics of foreign study and on international study as educational dependence. A cost benefit analysis is then conducted for the host and home countries, with implications regarding foreign policies and those students studying in foreign countries.

VOLUME 2 (1986)

2-1: 42 pages

Transformational Leadership in Colleges and Universities Kim S. Cameron and David O. Ulrich, *University of Michigan*

A new kind of leadership—transformational leadership—will be required in higher education to adapt to new conditions. This study examines such leadership, discussing the meaning of transformation as well as its reasons for being in the context of higher education. A model of transformational leadership is also included, with illustrations from organizations who have undergone this leadership transition. Suggestions of this model are then applied to colleges and universities.

2-2: 42 pages

Managing Decline In American Higher Education Raymond F. Zammuto, *University of Colorado at Denver*

This study examines how colleges and universities do and should manage declining enrollments and revenues, based on the literature that has developed since the mid-1970s. A review of enrollment projections and predictions are presented, as well as the management of colleges and universities with declining enrollments and revenues. An overview of principles of managing under conditions of scarcity is also included. Additional information is presented on theories and research from the business, public administration, and higher education sectors.

2-3: 18 pages

The Importance of Being General: Philosophy, Politics, and Institutional Mission Statements Gordon K. Davies, *State Council of Higher Education for Virginia*

This thesis examines the mission statements of American higher education institutions, discussing the imprecision of mission statements and the unexamined presuppositions upon which they are grounded. Information is included in a historical context, with illustrations of various mission statements and their potential usefulness in budgeting and planning.

2-4: 6 pages

Postscript to "The Importance of Being General": Rethinking Organizational Behavior and Public Policy John R. Thelin, *College of William and Mary*

Davies' description and analysis of formulating and projecting mission statements in higher education institutions has helped the research literature to catch up with the reality of how institutions often behave, or rather on how they ought to behave. This essay expands on this analysis, presenting additional information on microanalysis, macroanalysis, and the dangers of reductionism.

2-5: 54 pages

Affirmative-Action Employment Discrimination Monique W. Clague, *University of Maryland*

This study examines the unsettled law of affirmative action discrimination in higher education, primarily in the hiring of minorities and women to the detriment of white males. A brief overview of the national controversy surrounding the evolution of employment discrimination law is presented, as well as an overview of case law involving single plaintiff claims of discrimination in academic hiring and promotion. An analysis is then presented on voluntary affirmative-action reverse discrimination in both the private and public sectors.

2-6: 44 pages

Evaluation Research and Educational Decision-Making Jonathan Z. Shapiro, *Louisiana State University*

This study examines the role that program evaluation occupies in the process of decision making in American higher education. A description of the emergence and development of program evaluation from the 1960s to the present is discussed, with an introduction of several taxonomies that have been constructed to represent the field conceptually. Various evaluations are recounted, illustrating the applications used in different situations. Additional information is included on the conditions in which program evaluation is likely to exert its greatest impact on the process of decision making in higher education.

2-7: 28 pages

Rates of Return to Higher Education: An Intensive Examination Larry L. Leslie, *University of Arizona* and Paul T. Brinkman, *National Center for Higher Education Management Systems*

This study seeks to examine numerous issues related to rates of return to higher education and to provide synthesized estimates of the magnitude of those returns. A discussion of the uses to which rate-of-return studies are conventionally put, why economists devote so much energy to these studies, and why policymakers and the public apparently pay so much attention to them is presented.

The true utility of rate-of-return studies is then discussed, including the treatments of what is known about the important nonpecuniary benefits of higher education.

2-8: 40 pages

Research on Academic Programs: An Inquiry into an Emerging Field Clifton F. Conrad, *University of Arizona* and Anne M. Pratt, *College of William and Mary*

This study reviews 210 publications of relevant books and journal articles concerned with program evaluation, asking questions regarding the major lines of inquiry to which researchers continue to adhere in scholarship on academic programs. Case studies of innovations, histories, and academic change are presented. Conceptual frameworks are also discussed, with a focus on generally known rules and attributes that capture the key features of academic programs.

2-9: 34 pages

Trends and Issues in Curricular Development Cameron Fincher, *University of Georgia*

The purpose of this study is to identify the dominant trends and issues of high-school and college curricula, and to discuss their relevance to curricular reform in the remaining years of the twentieth century. An analysis is presented on the many aspects of change in curriculum including innovation, developmental process, structure, and purposes and functions. It is concluded that curricula at all levels of education must be studied more intensely and more systematically, if the concern with the integrity of academic programs and degrees continues.

2-10: 50 pages

Social Control in the Academic Profession John M. Braxton, *Loyola University of Chicago*

This study reviews the literature concerned with the conceptual underpinnings of the normative structure of science. The extent to which the norms of science are adhered to in practice are also discussed, in helping to understand the mechanisms of social control in the academic profession. Additional information on the clarity and meaning to practice is provided, offering directions for further research on the normative structure.

2-11: 26 pages

Theories of Student Departure Revisited Vincent Tinto, *Syracuse University*

This study presents a critical review of the existing models that have been espoused as providing an explanation for the process of student departure from higher education. A discussion of some of the changes that would have to be included in a new theoretical synthesis of student departure is provided. In addition, an outline of a possible synthetic model of student departure is proposed, that highlights the interactive, longitudinal character of student experience in institutions of higher education.

2-12: 46 pages

Emerging Perspectives on Continuing Professional Education Wayne D. Smutz, Mary Beth Crowe, and Carl A. Lindsay, *Pennsylvania State University*

This study presents a brief overview of the general area of continuing professional education (CPE) to provide a perspective for consideration of the interface between higher education and CPE. Issues related to CPE within higher education are identified and analyzed, with a description of comprehensive CPE research and development projects located at higher education institutions. Suggestions for future research include a need for more empirical studies that explicate and thus enhance discussions of the relationship between higher education and CPE, especially concerning administrative and organizational matters.

VOLUME 3 (1987)

3-1: 56 pages

Qualitative Research Methods in Higher Education Robert L. Crowson, *University of Illinois at Chicago*

The purpose of the chapter is to review and examine the literature concerning qualitative research methods in the study of higher education. Anthropological and sociological methodologies are presented, as are those methodologies that apply to organizational analysis. Key elements of and issues in qualitative research methodologies as applied to special institutional circumstances and conditions of work in postsecondary education are also discussed.

3-2: 27 pages

Bricks and Mortar: Architecture and the Study of Higher Education John R. Thelin and James Yankovich, *College of William and Mary*

Architecture is cited as a key element in studies of presidential leadership and administrative reorganization of the American campus. This chapter explores this element, examining topics such as external relations, curriculum, and student development and the campus setting. An overview of the research interest in campus architecture is also presented, as well as the constraints and strategies of architecture in higher education. Additional information is provided on constructing the contemporary campus in future higher education architecture endeavors.

3-3: 36 pages**Enrollment Demands and Their Policy Uses in Institutional Decision Making** William C. Weiler, *University of Minnesota*

The purpose of this chapter is to describe how enrollment demand studies can be specified and the estimated results used to inform decision makers on the impact of issues involving federal funding and enrollment. An examination of what variables should be included in enrollment demand models, as well as the interpretation of the effects of these variables is presented. Various policy issues are also discussed to include tuition policy, budget forecasting, faculty staffing, and institutional closure. Objectives related to the size and composition of enrollment are also optimized.

3-4: 35 pages**State Regulation and Campus Autonomy** J. Fredericks Volkvein, *SUNY at Albany*

This chapter examines the dimensions of government regulation and summarizes what we know about current state practices across the country in higher education. The climate of regulation is discussed, as well as regulatory practices and those factors that contribute to the climate. Correlates of state regulation and campus autonomy are then presented, with a discussion of the impact of regulation on institutional cost and quality.

3-5: 43 pages**Administrative Leadership in Higher Education** Cameron Fincher, *University of Georgia*

The purpose of this chapter is to review the published literature on leadership, and to relate the major findings and implications of theory and research to the academic administration of American colleges and universities. Theoretical assumptions are critically analyzed, with consideration of the practical and potential implications of leadership theory and research for the governance of higher education. Implied and/or referred applications of theory and research to the various administrative decisions and actions required for effective leadership are also discussed. In this literature review, leadership is considered as a sociocultural phenomenon that is personally and situationally determined.

3-6: 43 pages**Department Reviews for Product Improvement in Higher Education** Everett K. Wilson, *University of North Carolina at Chapel Hill*

This study examines the aspects of systematic evaluation in American higher education. Social and cultural factors militating against evaluation of performance are reviewed, as are obstacles to evaluating the extent of goal achievement. The impulse to improve and extend the poor modes of evaluation are also discussed, with a focus on the purpose, procedures, and product.

3-7: 29 pages**Diversity in University Governance: Attitudes, Structure, and Satisfaction** David A. Whetten and Kenneth Bettenhausen, *University of Illinois*

In order to understand universities as organizations, it is important to investigate the causes and consequences of diversity across academic departments. A model of differences between academic departments is presented, with a focus on political and institutional ideology, work structure, resource dependence, and professional status. The application of the model to predict governance structure, satisfaction, and productivity is also discussed, using statistical analysis to present results and conclusions.

3-8: 56 pages

The Influence of College on Moral Development Larry Nucci and Ernest T. Pascarella, *University of Illinois at Chicago*

At its very inception, American higher education had a clearly defined perception of its central role in developing young adults who think and act morally. This chapter explores this notion by examining theories of moral development, specifically that of Lawrence Kohlberg. A discussion of measuring moral growth is presented, with a review of the research conducted on college effects on moral development. Directions for future research are discussed in the conclusion to include changes in moral judgment, development of moral judgment, and differences among postsecondary institutions on their effects of moral judgment.

3-9: 33 pages

An Analysis of Student Academic Rights D. Parker Young and Martha C. Braswell, *University of Georgia*

This chapter examines the historical context of case law involving students of higher education in the United States. Both public and private school differences are discussed, as well as the legal relationship between the college and the student in the academic arena. Various student rights in academic disciplinary procedures are presented, as are those rights in admissions, academic advising, and liability. Procedures to use as guidelines for students registering grievances are proposed in the conclusion.

3-10: 42 pages

The Expansion of Higher Education Enrollments in Agrarian and Developing Areas of the Third World William Edgar Maxwell, *University of Southern California*

During the past fifteen years a lively debate has emerged in the research literature over the issue of what has caused the worldwide explosion of university enrollments, particularly in the Third World. This chapter explores these issues, presenting an overview of recent comparative higher education research on this topic. Sources of growth and expansion are discussed, with additional analysis on the many aspects of imperialism and its influence on higher education in Third World countries.

3-11: 31 pages

The Organization and Provision of Continuing Professional Education: A Critical Review and Synthesis Ronald M. Cevero and William H. Young, *Northern Illinois University*

This chapter critically reviews the literature on the topic of interdependence among providers of continuing professional education, and synthesizes this material into a framework that would guide further research on the topic. Factors discussed include universities and professional schools, professional associations, employment settings, and independent providers.

VOLUME 4 (1988)

4-1: 52 pages

The College Environment Revisited: A Review of Research and Theory Leonard L. Baird, *University of Kentucky*

The purpose of this study is to examine the various conceptions of the college environment and to suggest appropriate assessment strategies. A history of approaches to the college environment is presented, as is evidence from studies of college impact on students, criteria for theories, the issues of level of analysis, and the validity of different kinds of measures. Various insights and possibilities from organizational theory are also included.

4-2: 56 pages

Outcomes, Assessment, and Academic Improvement: In Search of Usable Knowledge Peter T. Ewell, *National Center for Higher Education Management Systems*

This study reexamines the research literature on college impact from the perspective of academic policy. An analysis is conducted on the literature based upon recent information-based change efforts. Various forms, methods, and types of studies are also examined, in search for those publications that will yield the greatest policy dividends. Other topics explored include linking outcomes and experience, and the use of outcomes information as a change agent.

4-3: 74 pages

Higher Education and Work in Europe Ulrich Teichler, *Gesamthochschule Kassel, FRG, and Northwestern University*

This study examines the developments in the relationships between higher education and employment in Europe. A brief overview of the research scene is provided, with analyses on three major topics: 1) problems in transition from studies to work and in graduate employment; 2) the issue of Appropriateness^o of graduate employment; and 3) employers= expectations in regards to higher education and graduates= competencies. Other issues discussed include the scholarly debate on the issues of overeducation, overqualification, and mismatch.

4-4: 29 pages

Fiction to Fact: College Novels and the Study of Higher Education John R. Thelin, *College of William and Mary* and Barbara K. Townsend, *Loyola University of Chicago*

This study examines the serious and systematic analysis of college fiction as part of the study of higher education. Fictional novels about college life are read and analyzed, connecting them with scholarship in such fields as literary analysis, social history, and American studies for models and inspiration. An analysis is then conducted on how these different disciplines have treated the college novel and to what aim. A historical context and organizational ethnography of college novels are also presented.

4-5: 70 pages

Economic Issues in Strategic Planning and Management in Higher Education James C. Hearn, *University of Minnesota*

This study examines the leading theoretical and empirical writings on institutional and system strategy in higher education, with particular attention to their connections to economic concerns. A conceptual framework is proposed for thinking about the issues of strategy and finance. Nine major aspects of the economics of strategy in higher education are then discussed, with attention to evidence and thinking regarding these topics in the literature. Also included in the analysis are the demands of decline and crisis, with an emphasis on the strategic economic issues involved.

4-6: 37 pages

Faculty Vitality: Contexts, Concerns and Prospects Shirley M. Clark and Darrell R. Lewis, *University of Minnesota*

This chapter focuses on how the problem of vitality for mid-career and older professionals, especially faculty members, is perceived; how individual career vitality and organizational vitality are interrelated; how morale, obsolescence, and vitality are also interrelated and conceptualized; and how simplistic assumptions about the effects of aging on work do not describe adequately or accurately the life experience of most professionals. General perceptions of vitality, as well as the conceptualization and measurement of such are also discussed in the analysis.

4-7: 37 pages

Faculty Participation in Strategic Policy Making David D. Dill, *University of North Carolina at Chapel Hill* and Karen Peterson Helm, *North Carolina State University*

This chapter examines the nature of faculty participation in strategic policy-making. A historical review of faculty participation in academic governance is presented, with clarification of what strategic policy-making means in higher education. The differentiation of the American system of higher education is also explored, emphasizing on the ideal of faculty participation in various types of institutions. A review of guidelines for designing joint participation processes developed from the literature is also presented, with a test of these guidelines against six case studies of faculty participation in strategic policy-making.

4-8: 40 pages

The Conceptual Foundations of Organizational Culture Kim S. Cameron and Deborah R. Ettington, *University of Michigan*

This chapter reviews the literature associated with organizational culture. Theoretical foundations are identified, as are important dimensions of culture that may be conducive to future research. An empirical investigation of organizational culture and its association with organizational effectiveness in higher education is also conducted to illustrate some of the critical dimensions of culture and to introduce a theoretical model of culture that provides a conceptual grounding for this concept.

4-9: 58 pages

Graduate Education as an Area of Research Gary D. Malaney, *University of Massachusetts at Amherst*

The purpose of this chapter is to examine graduate education as a subfield of study within the general field of higher education. A literature review is conducted on research studies on various topics in graduate education since 1976. Topics discussed include students, financial aid, attrition, retention, and gender differences, as well as many others. Additional sections are presented on faculty and student interaction and faculty and administrators. It is concluded that there is a strong need for national, longitudinal studies related to a variety of factors in graduate education, especially students.

VOLUME 5 (1989)

5-1: 30 pages

Strategy and Effectiveness in Systems of Higher Education Ellen Earl Chaffee, *North Dakota State Board of Higher Education*

The purpose of this chapter is to examine the research on organizational effectiveness and strategic management in relation to system effectiveness and strategy. Goal achievement, resource acquisition, and constituent satisfaction are discussed in the realm of effectiveness; while linear strategy, adaptive strategy, and interpretive strategy are discussed in terms of strategic management.

In addition, the concepts of system leadership, policy making, and system strategic management are also presented.

5-2: 26 pages

Responsibility Without Authority: The Impossible Job of the College President Robert Birnbaum, *National Center for Postsecondary Governance and Finance*

This chapter examines the job of the college president. The presidential role is presented, as well as the many problems which make the position difficult. Organizational factors, effectiveness assessment, and constraints on presidential discretion are also discussed. In addition, behavioral and cognitive strategies are examined in order to assess their usefulness in higher education management.

5-3: 77 pages

The Paradigm Revolution in the Academic Disciplines Yvonna S. Lincoln, *Vanderbilt University*

This chapter examines the paradigm revolution of academic disciplines by defining the paradigm and exploring its origin. Several debates are analyzed, to include the exclusion, impoverished, and exception arguments. The hard sciences, history, business communications, and psychology are a few examples of the many academic disciplines examined. Additional information is presented on higher education overall, with focus on curriculum, counseling, and teaching as well as other variables within the field.

5-4: 21 pages

Effects of Academic Labor Markets on Academic Careers Ted I. K. Youn, *Boston College*

This study provides a literature review on academic labor markets and academic careers. Demographic trend analysis, human capital theory, screening model, institutional ascription model, and structural perspectives on careers and markets make up the categories in which this literature is organized. In conclusion, the effects of academic hierarchies, labor market outcomes, and entry job on career lines are discussed in relation to careers in higher education.

5-5: 25 pages

Faculty Evaluation and Faculty Development in Higher Education John A. Centra, *Syracuse University*

Faculty members are being evaluated and developed now more than at any time in the history of American higher education. This study examines this trend in colleges and universities by providing a historical perspective, the current practices of evaluation, and teaching assessment techniques. Research assessment is also included in the analysis, as is faculty development and its effectiveness in academe.

5-6: 18 pages

Higher Education's Odd Couple: Campus Archives and the Office of Institutional Research John R. Thelin, *College of William and Mary* and Marsha V. Krotseng, *University of Hartford*

This chapter explores the institutional memory of higher education organizations by examining campus archives and offices of institutional research. The main focus is to provide improved interpretation of college and university condition and behavior. A profile of a typical campus office of institutional research is provided, with additional analyses on historical HEGIS, cliometrics, and policy issues.

5-7: 33 pages

Student Financial Aid and Institutional Behavior Michael McPherson, *Williams College*, Alan P. Wagner, *OECD (Paris)*, and Nancy Willie-Schiff, *New York State Department of Education*

The purpose of this chapter is to offer a rationale and framework for examining how institutions use and benefit from student financial aid. The main focus is set upon institutional discretion in awarding aid, with discussion on budgets, expected contributions, measurement, and institutional policy. Additional information is provided on the magnitude of financial aid, institutional support and federal policy.

5-8: 58 pages

Understanding Student College Choice Don Hossler, *Indiana University*, and Jon Braxton and Georgia Coopersmith, *Syracuse University*

The literature on student college choice covers a wide range of topics that employ a diverse set of methodological approaches. This chapter reviews the concepts used to frame investigations of student college choice, with a focus on econometric studies, status attainment research, and models of student college choice. A three-stage model is then presented in order to integrate the diverse research on the above factors. In conclusion, a summary is provided on empirical studies of student college choice, with additional questions for future research.

5-9: 34 pages

Undergraduate Socialization John C. Weidman, *University of Pittsburgh*

The purpose of this chapter is to develop a comprehensive conceptual framework for understanding some salient elements of the socialization process as it occurs in higher education. The framework builds from both psychological and social structural conceptions, drawing upon sociological notions of the socialization process in adolescence and adulthood, as well as more traditional approaches to addressing the importance of social structure in socialization and personality development.

5-10: 31 pages

Log-Linear Applications in Higher Education Research Dennis Hinkle and Gerald McLaughlin, *Virginia Polytechnic Institute and State University* and James T. Austin, *University of Illinois (Champaign-Urbana)*

This chapter explores the use of log-linear models in higher education research. Log-linear models are statistical techniques for simultaneous analysis of qualitative or categorical variables in multidimensional contingency tables. The log-linear model is described, with examples of multiple variables in both a hierarchical and nonhierarchical application. In addition, a more complex example of the model is presented, with information on sampling, discrimination tests, and path analysis.

5-11: 37 pages

Environmental Analysis/Forecasting in Academic Planning James L. Morrison, *UNC at Chapel Hill* and Thomas V. Mecca, *Piedmont Technical College*

The purpose of this chapter is to describe an approach to environmental analysis and forecasting that educational policymakers can employ in dealing with the level of uncertainty associated in strategic decision-making. The focus of this approach is to enhance the capability to deal with a changing environment by making the perceived uncertainty in that environment explicit. One model of this approach is presented, with a demonstration of its application in a case study.

VOLUME 6 (1990)

6-1: 34 pages

A Paradigm for Research on Higher Education William F. Massy, *Stanford University*

This study proposes a paradigm for research on higher education, providing useful insights for decision-makers in colleges, universities, and government agencies. The four modern eras of higher education are discussed, as well as what can be expected to evolve in the absence of strong policy intervention. Microeconomics, input and output markets, and production functions are included in the analysis.

6-2: 72 pages

Minority Student Access to, and Persistence and Performance in, College: A Review of the Trends and Research Literature Shirley Mow, *Educational Testing Service* and Michael Nettles, *University of Tennessee*

This study examines the enrollment, persistence, and performance of undergraduate minority students. Recent trends for four principal minority groups are presented, as well as a literature review that analyzes and synthesizes research conducted over the past twenty years as related to college access, persistence, and performance among these four groups. Demographic factors include race and ethnicity, socioeconomic status, educational aspirations, and financial aid among others.

6-3: 54 pages

Master's Degree Programs in American Higher Education Clifton F. Conrad and David J. Eagan, *University of Wisconsin-Madison*

This study reviews Master=s programs in American higher education. Historical and contemporary settings are discussed, as well as the progress in Master=s programs after World War II. Innovations in the programs are also examined, with additional information on the trends occurring in various fields of study. A framework for quality assessment in Master=s programs is also included in the analysis.

6-4: 40 pages

Doctoral Study in the Field of Higher Education Barbara K. Townsend, *Loyola University of Chicago*

This study presents a literature review of research on doctoral training in higher education. A brief overview of the development of graduate study in higher education is discussed, with analysis on topics such as program characteristics, curriculum, students, faculty, and program evaluation. Implications of this study include questions regarding the effectiveness of graduate students, and thus higher education programs as to whether the knowledge and skills needed are indeed taught in these programs.

6-5: 90 pages

The American College History: A Survey of Its Historiographic Schools and Analytic Approaches from the Mid-Nineteenth Century to the Present Lester F. Goodchild, *University of Denver*, and Irene Pancner Huk, *University of Chicago*

This study presents several issues related to the historiographic accounts of American higher education. Definitions of historiography and their applicability to college and university narratives are presented. Current advances in narrative theory and their usefulness in identifying and evaluating particular approaches taken by institutional historians are also included. A description of the analytical approaches of each school are then discussed, noting the stages of or variations within their development and the overall quality of the school=s narrativity.

6-6: 46 pages

A Survey of Academic Advising as an Area of Inquiry Richard A. Voorhees, *Black Hills State University*

A historical context of academic advising within American higher education is presented. Topics discussed include advisor skills, organizational models of advising services, faculty perceptions of advising, student perceptions of advising, and developmental advising concepts. Conceptual connections associated with academic advising are then presented, with a review of theories on adult development. Additional information is included on cognitive and person-environment interaction theories.

6-7: 24 pages

Thanks for the Memories: The Fusion of Quantitative and Qualitative Research in the Study of the College Student and the College Experience Roger G. Baldwin and John R. Thelin, *The College of William and Mary*

This study examines the behavioral science research conducted on college students. Variations in the college experience, outcomes of college, and methods and metaphors from history and ethnography are presented. Additional information is included on the quantitative-qualitative feud, with discussion on how both methods ought to be complementary and supplementary to each other on college student-based research.

6-8: 32 pages

The Melancholy of Anatomy: The Personal and Professional Development of Graduate and Professional School Students Leonard L. Baird, *University of Kentucky*

This study examines the role of graduate and professional education in adult development. A statistical portrait of graduate and professional school students is presented, as well as the classical and professional school model. A literature review of studies based on the graduate school experience is conducted, with additional analysis on the non-traditional students in graduate and professional education.

6-9: 34 pages

Putting Power into University Governance Cynthia Hardy, *McGill University*

Three generations of research on American university governance are reviewed. Five models of governance are derived from the synthesis, with additional discussion on their definitions and the links between the models. An examination of the underlying intentions of each model is then presented, with an analysis on the interplay between the governance concepts. A closer examination is conducted on the link between politics and collegiality and its role in the governance of higher education.

6-10: 40 pages

LISREL: An Introduction and Applications in Higher Education Research Frances K. Stage, *Indiana University*

LISREL is the acronym for the statistical analysis of Linear Structural Relationships. This structural equations analysis technique allows the researcher not only to analyze and test the goodness of fit of a causal model that has been specified a priori, but also to diagnose problems with a model, to fix or constrain model coefficients, to do multiple group comparisons, and to distinguish between latent constructs and observed indicators. This essay reviews the LISREL technique, evaluates its results, and offers models of application for the statistical equation in higher education research.

6-11: 32 pages

An Analysis of State Formula Budgeting in Higher Education Martin M. Ahumada, *University of Arizona*

This study examines how and for what reasons the role of formula budgets in the financing of higher education has changed over time. Particular attention is given to the issues and rationales underlying the most recent developments in formula budgeting. In addition, a framework is presented for analyzing contemporary issues of formula review. Instructional costs and resource issues of formula review are also discussed

VOLUME 7 (1991)

7-1: 56 pages

Perceived Control in College Students: Implications for Instruction in Higher Education Raymond P. Perry, *University of Manitoba*

The personal, academic, and societal pressures of college students in their educational development are examined in this study. An examination of the relationship between student characteristics and college instruction is also presented, as well as those attributes related to lecturing and perceived control. The function of critical aptitude-treatment interactions is discussed, with suggested implications for future research and practice.

7-2: 45 pages

The Changing Locus of Control Over Faculty Research: From Self-Regulation to Dispersed Influence Melissa S. Anderson and Karen Seashore Louis, *University of Minnesota*

The locus of control of faculty research resulting from changes in the university-environment relationship is the primary focus of this study. An examination of the increasing involvement of faculty with groups to influence and control faculty research is presented. A literature review on university-environment relations to assess the changing locus of control is also discussed, with additional analysis on six identifiable components of traditional faculty self-regulation. Three different perspectives of faculty research is then examined in order to understand the various changes in research regulation through different aspects.

7-3: 33 pages

The Federal Role in American Graduate Education Patricia J. Gumpert, *Stanford Institute for Higher Education Research*

An overview of prevailing historical accounts of federal involvement in graduate education is presented. A sociological analysis of changes in the formal organizational structures are then discussed, as well as how those changes assisting in interpreting what sources and conditions have given rise to university-governmental relations. Implications for future research include suggestions for a re-examination of those complex organizational dynamics between higher education, society, and the federal government.

7-4: 48 pages

Effective Teaching Behaviors in the College Classroom Harry G. Murray, *University of Western Ontario*

This study examines the characteristics that differentiate between more effective and less effective classroom teachers in higher education. A review of the empirical research on teacher effectiveness at the college and university level is presented. Both observational and experimental studies are included, with special emphasis on research having clear implications for improvement of teaching. Results of this study have concluded that college teacher effectiveness is predictable from specific, low-inference classroom behaviors of the instructor, and is improvable through feedback and training procedures designed to modify these low-inference behaviors.

7-5: 50 pages

Differential Progress of Women Faculty: Status 1980 B 1990 Mary M. Dwyer, Arlene A. Flynn, and Patricia S. Inman, *University of Illinois at Chicago*

An overview of the relevant literature concerning female participation in the professoriate over the past decade is presented. Broad-based empirical studies are examined, presenting findings on the status of women based on analyses of national data bases; cross-sectional and/or longitudinal data drawn from a particular discipline across institutions; or across disciplines at a single institution of higher education. Historical perspectives and the differential progress of female faculty in higher education are also discussed.

7-6: 38 pages

Measuring, Understanding, and Doing Something About the Rise in Doctorate Completion Time Howard P. Tuckman, *Memphis State University*

This study examines a number of methodological, conceptual, and empirical questions concerning doctoral education through literature reviews. An analysis on how completion times should be measured, as well as exploring the reasons for differences among the fields are discussed. Additional information on the voluntary and involuntary causes of completion times, the role of financial aid, and the market forces affecting student choice are also examined in understanding the trend in increasing doctoral completion times.

7-7: 33 pages

Faculty Mobility in an Organizational Context Dolores L. Burke, *Duke University*

This study focuses on the higher education organization, and examines the faculty mobility processes and related organizational concerns that will have an impact on the higher education organization in the twenty-first century. Global conditions are included in the analysis, as well as the recruitment and selection processes and criteria for prospective faculty members. Other variables include the departure of faculty members, and the boundary issues of supply and demand. Implications for future research on organizational guidance are then discussed.

7-8: 40 pages

Instructional Interventions: A Review of the Literature on Efforts to Improve Instruction Maryellen Weimer and Lisa Firing Lenze, *Penn State University*

This literature review focuses primarily on the work of Levison-Rose and Menges (1981) on interventions designed to improve higher education instruction. A more detailed description of inquiries that aim to assess the impact of interventions at the more significant levels of observable change in classroom behaviors and student outcomes is discussed. Each intervention is considered separately, with additional historical information included. An assessment of the various studies and their results are then presented.

7-9: 42 pages

Professional Education: Stratifying Curricula and Perpetuating Privilege in Higher Education

Gary Rhoades, *University of Arizona*

This study focuses on the general professional discourse of American higher education, as well as the specialized scholarship on professional programs. A content analysis of leading journals and magazines in higher education over the past five years, examining the extent to which professional education is an explicit focus of research, is presented. Specialized literature on professional education is then reviewed, with an analysis on the types of questions being asked, and the conceptual frameworks these questions are derived from.

7-10: 44 pages

Leadership in Community Colleges: Looking Toward the Second Century

Susan B. Twombly and Marilyn J. Amey, *University of Kansas*

Two-year college leadership in the context of the junior college of the past and the comprehensive, public community college of the present and future is the focus of this study. Traditional forms of published literature from the 1920s to the current articles and books published in 1990, are used in the analysis. An identification of expectations for leadership and the factors influencing those expectations in the organizational context of the community college as a unique sector of American higher education is discussed.

7-11: 28 pages

Religious Higher Education in America: An Historiographic Survey

F. Michael Perko, *Loyola University of Chicago*

This essay explores the landscape of historical studies involving religious higher education. The current historiographic state of American religion and K-12 American education is presented. A survey is then implemented on the present situation of historiographic development within the religious sector in higher education, concentrating heavily on the area of institutional histories. In addition, attention is paid to several general histories of higher education within specific denominational traditions or within slightly broader groupings.

VOLUME 8 (1992)

8-1: 36 pages

Collegiality: Toward a Clarification of Meaning and Function

James L. Bess, *New York University*

Collegiality in academe has continually given way to the pettiness of bureaucratic squabbling. Although highly honored, collegiality has been widely breached in practice causing a much needed change in the understanding and practice of this important feature in institutions of higher education. This study examines collegiality, with an emphasis on its conceptualizations and frameworks. In addition, the relationship between collegiality, culture, organizational structure, and social behavior is analyzed, with a focus on their contextual meaning in higher education governance.

8-2: 47 pages**Quality by Design: Toward a Framework for Quality Management in Higher Education** David D. Dill, *University of North Carolina at Chapel Hill*

In recent years, state governments have imposed external academic standards on higher education in response to public criticism regarding academic programs. The improvement and management of quality in higher education has become a major focus for university and college administrators. This study examines quality management in relation to teaching, research, and public service. Academic quality management is conceptualized, with a discussion on quality variation in academic programs. Implications of academic quality systems are also presented, in relation to the organizational values of higher education institutions.

8-3: 59 pages**Beyond "the State": Interorganizational Relations and State Apparatuses in Post-Secondary Education** Gary Rhoades, *University of Arizona*

The State of higher education assumes that academe is or should be independent relative to major societal institutions and structures of power. Questions involving the State include portrayal, identity, and representation. This study examines relevant higher education literature on the State and presents different concrete contexts that prevailing conceptions of the state fail to capture in the relations and interaction between postsecondary education institutions and this concept. It is concluded that the state is not something that can be objectively described, but is a designation that is subjectively ascribed. The focus here is on the process and power of the state, and how patterns of relations in higher education and society shape its construction.

8-4: 91 pages**Students' Evaluations of University Teaching: A Multidimensional Perspective** Herbert W. Marsh, *University of Western Sydney, Macarthur* and Michael J. Dunkin, *University of Sydney, Australia*

One purpose of students' evaluations of teaching (SETs) is for research on teaching itself. Because SETs do not reflect the valid effects of presage and context measures, it is argued that SETs may not be a fair source in the evaluation of teaching in higher education. This study examines this problem, with an emphasis on the need for a multidimensional approach for measuring effective teaching. The reliability, stability, and generalizability factors are also discussed, as are potential biases in both peer and student related evaluations. It is concluded that SETs are clearly multidimensional, quite reliable, and reasonably valid. However, caution is suggested in using SETs as a systematic approach, as SETs are yet only one indicator of effective teaching in higher education.

8-5: 71 pages**Reputational Rankings of Colleges, Universities, and Individual Disciplines and Fields of Study, from Their Beginnings to the Present** David S. Webster, *Oklahoma State University*

Despite having over 2,000 four-year colleges and universities in the United States, there has never been a ranking system by state or federal agencies based on academic quality. This study examines reputational rankings, with an emphasis on the definitions and literature based on this review format. A historical perspective on American rankings is presented, with additional analysis on the various ranking reports of international institutions. The uses and criticisms of such formats are discussed, concluding with policy implications for state, national, and institutional officials.

8-6: 40 pages**Using Alternative Paradigms: Four Case Studies** John H. Milam, Jr., *West Virginia University*

Paradigms in higher education have been devoted to defining a specific language of assumptions. However, little research has been done which explores the fundamental tensions between paradigms and how these relate to research in higher education. This study examines the use of such different paradigms in research by focusing on four case studies. A theoretical framework for analyzing paradigms is presented, as is an analysis on scholar=s attitudes towards different research perspectives. The four case studies are used as examples in examining and critiquing such perspectives. Illustrations of relationships, tensions, linkages, and dissonance between the paradigms concludes the presentation.

8-7: 34 pages**Bibliometrics: A Method for the Study of the Literature of Higher Education** John M. Budd, *Louisiana State University*

Bibliometrics is a term used to describe the formal study of the properties of literature. This study examines the use of bibliometrics in higher education literature, with an emphasis on scatter (the measures of productivity in literature), and obsolescence (how materials in a literature age). Observed regularities (laws), their usage in studies of impact and influence, and the more recent paths taken by bibliometric research are also discussed. It is concluded that bibliometrics has proved itself to be a useful empirical means of studying phenomena related to communication. However, there remains to be many important questions related to its use in broader applications.

8-8: 42 pages**Logistic Regression for Research in Higher Education** James T. Austin, *The Ohio State University*, Robert A. Yaffee, *New York University*, and Dennis E. Hinkle, *Butler University*

Ordinary least squares regression (OLS) has been a powerful tool for research in higher education. However, OLS regression assumes an interval-level response variable, which is not always the case for data collection in higher education research. This study examines the use of logistic regression, when the response variable is dichotomous, as an appropriate technique. Emphasis is place on the statistical, practical, and communicable usage of logistic regression, as well as diagnostics for checking the tenability of the logistic model. Several computer software packages that estimate and test logistic regression models are also discussed.

8-9: 49 pages**A Critique of Intensive Courses and an Agenda for Research** Patricia A. Scott and Clifton F. Conrad, *University of Wisconsin at Madison*

Traditional course formats have continued to dominate in higher education academic programs. However, changing student demographics have prompted a growing interest in time-intensive courses offered in compressed formats. This study examines such formats, conceptualizing and synthesizing the literature based on these courses. Four lines of inquiry are presented including: time and learning studies, studies of educational outcomes, comparison studies of the two formats, and studies of student and faculty attitudes toward compressed courses. The origins and development of intensive courses are presented, as are related education research on time and learning. It is concluded that intensive courses have been found to yield equivalent and sometimes superior learning outcomes in comparison to traditional-length courses.

8-10: 34 pages

Remediation in Higher Education Darrel A. Clowes, *Virginia Polytechnic Institute and State University*

Remediation in higher education has grown significantly, and has emerged as a major factor in the curriculum and social agendas of colleges and universities in the United States. This study examines the changing program designs and assessment criteria of remediation programs. Institutional effects, as well as those effects upon students are also discussed. It is concluded that remediation efforts in higher education have been handed down to the community colleges, and have yet to receive legitimation from four-year institutions. More research is needed to fully assess the effectual nature of remediation programs upon students and the faculty within them.

VOLUME 9 (1993)

9-1: 49 pages

An Analysis of the Paradigmatic Evolution of U.S. Higher Education and Implications for the Year 2000 Hasan Simsek and Richard B. Heydinger, *University of Minnesota*

As the year 2000 approaches, higher education institutions continue to prepare themselves for the ongoing societal transformations. In many institutions, the establishment of total quality management and computer designed programs provides evidence as such, despite the increasing frequency of criticism pointed towards higher education in the United States. This study examines these criticisms in a historical context of a paradigm shift. A literature review on paradigms is presented, as is a model of such change as applied to higher education. It is concluded that a paradigm shift for American higher education is in the making. Strategies are then offered for institutions to consider in response to such a shift.

9-2: 44 pages

A Motivational Analysis of Academic Life in College Martin V. Covington, *University of California, Berkeley*

This study examines motivation, what factors affect it, and how it influences the larger process of achievement. Promising directions for enhancing achievement motivation in college students are presented, with an emphasis on motives as the focus of attention. Directions for motivational change include the establishment of engaging tasks, sufficient reinforcers, and a success oriented assessment. It is concluded that the relationship between motives and performance is very complex, yet it continues to be important in understanding what improvements can be made in the higher education system.

9-3: 60 pages

The Paradox of Growth in Federal Aid for College Students, 1965 B 1990 James C. Hearn, *University of Georgia*

Federal aid for college students in higher education has grown significantly over the past two decades. This study examines the historical roots of such growth, based upon rational models of policy development. The manners and techniques employed by policy advocates, as well as higher education administrators, are also analyzed. A major paradox presented is that of increased funding for students, while academic programs continue to remain stagnant despite the variations in college student support. It is concluded that higher education has maintained its policy goals too long, and that a change is needed in order to rectify the fiscal problems related to student funding and program growth.

9-4: 58 pages

Scientist and Engineer Supply and Demand Larry R. Leslie and Ronald L. Oaxaca, *University of Arizona*

A review of 120 publications of projections and forecasts was conducted in analyzing the supply and demand of scientists and engineers. The issue of Aforecasts versus projections@ is discussed, including their utility and qualities in the equation. Predictors of supply and demand are also presented, as are the many variables involved. Conclusions include the validation of generalizations, their accuracy in predicting supply and demand, and what can be further employed to assess these projections in an improved manner.

9-5: 36 pages

Two-Year Colleges and Minority Students' Aspirations: Help or Hindrance? Amaury Nora, *University of Illinois at Chicago*

Studies concerning minority students in two-year colleges have been minimal. This is especially true concerning the access, persistence, and transfer of minority students at this level. This study reviews the literature on minorities in community colleges, with a focus on theoretically-based studies. An overview of minorities in higher education is presented, including educational aspirations, degree attainment, and integration factors. It is concluded that community colleges are an integral part of higher education, and that minorities will continue to be overrepresented at these institutions. Whether two-year institutions help or hinder minorities is still a question unanswered.

9-6: 60 pages

The Influence of College Residence Halls on Students Gregory S. Blimling, *Appalachian State University*

Over 66 percent of entering freshmen in higher education live in a residence hall during the Fall term of their first year of school. This study examines the importance of residence halls and their potential to influence students. A literature review of national studies on residence halls is presented, with additional analysis on six principal areas. They are as follows: 1) academic and social outcomes; 2) special assignment programs; 3) administrative organization and policies; 4) roommate relationships; 5) architectural design; and 6) the proximity of student associations.

9-7: 36 pages

Postmodernism and Critical Theory in Higher Education: Implications for Research and Practice William G. Tierney and Robert A. Rhoads, *The Pennsylvania State University*

Few organizations exist where a plurality of voices and opinions are more evident than in academe. These competing conceptions of the academy have affected virtually all aspects of the educational enterprise, especially those areas in need of revision and review. This study examines those problem areas of higher education, while tying them in with Apostmodernism.@ A review of postmodernism is presented, as well as its conditions and visions. Key aspects of critical theory and its history are also discussed, with an emphasis on a critical framework for examining postmodern questions. Implications are then presented, involving critical theory for the analysis of academic institutions as applied to teachers, researchers, and administrators.

9-8: 45 pages

Qualitative and Quantitative Approaches to Academic Culture: Do They Tell Us the Same Thing? Marvin W. Peterson and Melinda G. Spencer, *University of Michigan*

Academic cultures have been recognized as a critical element in the study of higher education institutions. This study examines the literature and studies of academic culture, with an emphasis on methodological and conceptual differences. A comparison of qualitative and quantitative approaches is also analyzed, contrasting them on conceptual dimensions. Cross-institutional comparisons are then discussed, with the intent of providing insights and methodological options for further research.

9-9: 39 pages

Higher Education in China: Challenges of Making Foreign Knowledge Serve China Wenhui Zhong and Ruth Hayhoe, *Ontario Institute for Studies in Education*

A main theme in the development of modern universities in China has been in resolving the problem of borrowing Western-derived knowledge to serve China's modernization needs. This study presents an overview of the Chinese system, and how it has evolved into a system modeled after Western patterns. Curriculum reforms are discussed, as are the amounts of Chinese publishing visible to the world community. The role of Western trained Chinese scholars is also analyzed, with an emphasis on their influence on the new-style academic and research institutes now in operation in China.

9-10: 42 pages

College and University Budgeting: What Do We Know? What Do We Need to Know? William F. Lasher and Deborah L. Greene, *University of Texas at Austin*

This study presents a literature review on budgeting in higher education. Economic, political, and other factors are discussed, as well as several approaches to institutional finance. Issues influencing resource retrenchment and reallocation are then presented, in examining the financial stress perplexing higher education. These issues include demographics, the regulatory environment, and other contextual factors. Finally, budgetary tools are discussed in relation to their implications and utility in alleviating the fiscal woes so predominant in higher education.

VOLUME 10 (1994)

10-1: 44 pages

Student Learning at Metropolitan Universities George D. Kuh, Nick Vesper, and Lee E. Krehbiel, *Indiana UniversityBloomington*

Historically, the location preference of American universities has been in rural, isolated settings where the majority of occupations involved agricultural work. Today, however, 85 percent of the population within the 48 contiguous states live in cities, with only 10 percent engaged in agricultural occupations. In the past 30 years, most of the enrollment growth in higher education has been realized by institutions in metropolitan areas. This study examines the metropolitan university as an emerging institutional form. A historical review is provided, as well as the characteristics, functions, and approaches of metropolitan universities in the United States.

10-2: 43 pages

Applications of Generalizability Theory in Higher Education Assessment Research **Gary R. Pike**, *University of Missouri-Columbia*

Assessment programs in American higher education have become an integral part in the evaluation, certification, and licensure process. Traditionally, classical test theory has been used to evaluate the dependability of measures regarding these assessments. Several researchers argue, however, that generalizability theory should be used in place of classical test theory. This study provides an introduction to generalizability theory, including its practical applications, and its implications in assessment research. It is concluded that generalizability theory can identify and help minimize weaknesses in measurement design. Its most important limitation, however, is that it is not a substitute for sound research practice.

10-3: 36 pages

Policy Models and Policy Instruments in Higher Education: The Effects of Governmental Policy-Making on the Innovative Behavior of Higher Education Institutions Frans A. van Vught, *University of Twente, The Netherlands*

Government regulation in higher education consists of three basic categories of rationale: efficiency, distribution, and stimulating or protecting social and cultural objectives. This regulation can be interpreted as a framework of rules in which decisions can be made regarding agreed upon contracts. This study examines the framework of government regulation in higher education in terms of rational planning and control, and self-regulation. An overview of policy instruments is presented and evaluated from the perspective of their capacity to stimulate innovations in the higher education field.

10-4: 55 pages

Reframing Policy Research: A Critical Examination of Research on Federal Student Aid Programs Edward P. St. John and Richard J. Elliott, *University of New Orleans*

The debate between the processes of framing policy research has been minimized over the past decade. This, in turn, has fueled the development of ideological approaches to policy analysis from both sides of the issue; mainly those who advocate rational systems and those who adopt a more incremental approach. This study examines the influence of framing assumptions on policy research, and proposes a developmental scheme for examining the reframing process. It is concluded that the process of framing and testing assumptions concerning practice should be the ultimate aim of policy research. It is an approach that could be used widely in higher education and other fields.

10-5: 44 pages

Educational Paradigms in the Professional Literature of the Community College John H. Frye, *Triton College*

Literature concerning community colleges and the status conflict among educators is seldom discussed. Yet, the impact of such conflict on the two-year college is profound in defining problems. This study examines the role of paradigms in the literature concerning community colleges. An understanding of the complex social system of education is presented, as are major themes showing the community college relationship with problems in the changing paradigm of post-secondary education. It is concluded that literature concerning the two-year college provides insight into future problems and directions for all of higher education. However, the university model continues to be the epitome of status in the higher education field.

10-6: 32 pages**Logistic Regression Analysis in Higher Education: An Applied Perspective** Alberto F. Cabrera, *SUNYAlbany*

Research in higher education faces two major problems when dealing with information affecting institutional programs. First, college outcomes are the product of many factors based on the characteristics of the students and the institution itself. Second, many of the outcomes examined are dichotomous in nature. Logistic regression is one of the conceptual frameworks that can quantify the effect of these factors and outcomes. This study provides a basic introduction to logistic regression, and discusses its practical application in higher education research. A summary of the controversy surrounding the use of Ordinary Least Square (OLS) over logistic regression is also provided.

10-7: 74 pages**Integrating General Education, Wellness, and Athletics: A Conceptual, Historical, and Reform Agenda** Lester F. Goodchild, Sheila M. Arredondo, and Robin B. Glaser, *University of Denver*

Research investigating the relationship between undergraduate education and athletics has been minimal. This study examines this relationship in the context of redefining academics as the art of learning, and athletics as the art of wellness. Wellness is a crucial art to be achieved, if learning is to occur satisfactorily. One cannot normally accomplish one without the other. A conceptual proposal and reform agenda is proposed integrating wellness and its various manifestations within undergraduate education. It is concluded that institutional leaders must aggressively implement programs that create a balance among the social, physical, and mental capacities of every student in order to enhance their quality of life.

10-8: 43 pages**The Matrix Representation System: Orientation, Research, Theory and Application** Kenneth A. Kiewra, *University of NebraskaLincoln*

Structural knowledge is knowledge about the interrelationships among concepts or ideas. When represented spatially, these interrelationships are very apparent. The Matrix Representation System displays such structural knowledge spatially using three simple patterns: hierarchy, sequence, and matrix. This study examines the Matrix system, describing its theoretical underpinnings, research evidence, and applications. Problem-solving, writing, and teaching skills are also included in this presentation.

10-9: 43 pages**New Faculty Socialization in the Academic Workplace** Dana Dunn and Linda Rouse, *The University of Texas*, and Monica A. Seff, *Bowling Green State University*

Issues facing higher education administrators in the next decade include faculty recruitment, retention, and productivity. Because of this, attention given to new faculty members may be minimal. This can be detrimental to both the institution and the faculty member, considering that first experiences are known to be critical in the success and satisfaction of an academic career. This study examines the socialization of new faculty, providing an overview of graduate training and job preparation in higher education. Other issues discussed include diversity, the sociology of work, and the social-psychology of self-concept. It is concluded that research based on new faculty socialization is imperative to understanding the changing nature of academic work environments. Research based on faculty socialization must be studied processually, over time, to fully realize the effects, conditions, and importance it brings to the academic workplace.

VOLUME 11 (1996)

11-1: 46 pages

Variation Among Academic Disciplines: Analytical Frameworks and Research John M. Braxton, *Vanderbilt University*, and Lowell L. Hargens, *The Ohio State University*

The proliferation of academic disciplines in higher education has led to concerns over the decline in standards and scholarly disintegration of intellectual excellence. This paper reviews the empirical work on disciplinary differences and proposed conceptual schemes for explaining the variation among academic practice and experience between scholarly disciplines. It is concluded that these differences are profound and extensive, manifesting from global characteristics to individual scholars= everyday teaching and research experiences. These dimensions require further historical analyses, in addition to cross-sectional research designs, to gain more understanding of the existing variations.

11-2: 43 pages

Public Policy and Public Trust: The Use and Misuse of Performance Indicators in Higher Education Brian P. Nedwek, *St. Louis University*

Performance indicators (PI) in higher education have shifted to system characteristics used to access the relative position of a system against some standard or reference. Controlled by government agencies and other organizations, these PIs have produced both intended and unintended consequences as a management tool to renew or restore public trust in higher education. This study explores the development and use of PIs in higher education, comparing alternative designs in a variety of settings. An analysis of policy and research implications is also presented.

11-3: 47 pages

Integrated Qualitative and Quantitative Research: Epistemology, History, and Designs John W. Creswell, *University of Nebraska-Lincoln*, Lester F. Goodchild, *University of Denver*, and Paul P. Turner, *University of Nebraska-Lincoln*

The controversy surrounding appropriate research methods in education has been alive and well for over three decades. This study represents an effort to integrate qualitative and quantitative methodology by laying out an epistemological, historical, and design foundation from secondary sources. Foundational high points of philosophical inquiry and the history of educational research are presented, as well as other overdue insights concerning the methodological debate. It is concluded that more work is needed in developing a procedural design of integration, including discussion of the various topics such as rationale, feasibility, narrative format, and strategies.

11-4: 35 pages

Developments in State Funding for Higher Education Daniel T. Layzell, *The University of Wisconsin System*

State funding for higher education has been depressed, and in some instances reduced, due to struggling state economies and competition from other areas of budgeting. This has prompted calls from state lawmakers, governors, and the public at large for more accountability and improved productivity from public colleges and universities. This study examines the framework within which states allocate funding for higher education, as well as economic trends, and policy issues. It is concluded that no broad-scale directional change is in the future, however, states are now examining higher education through issues of productivity, accountability, and affordability. This will affect the way in which state financing of higher education will be conducted in the future.

11-5: 41 pages

Gender and Academic Publishing Kathryn B. Ward, *Southern Illinois University*, and Linda Grant, *University of Georgia*

Scholarly publication can operate as either a barrier or a facilitator to academic women=s success and influence. If women scholars and gender researchers are disadvantaged in publishing, the impact of their scholarship will be constrained and their careers limited. This study examines linkages between gender and academic publication. It is concluded that research conducted on scholarly publication is severely lacking. An assessment on the publication process operating in a gender neutral or a gender biased manner is not attainable. Furthermore, other important gaps in research include lack of information regarding racial-ethnic status, alone or in combination with gender, on publication experiences.

11-6: 52 pages

The Dimensionality of Student Ratings of Instruction: What We Know and What We Do Not Philip C. Abrami, Sylvia d'Apollonia, and Steven Rosenfield, *Concordia University*

Student ratings of instruction are the most influential or only source of information on teaching available for decisions about promotion, tenure, or merit. The practical and theoretical utility of student ratings depends on the extent to which ratings meet psychometric standards of excellence. This study is concerned with the dimensionality of instruction as reflected in student ratings. Alternative definitions of effective teaching are presented, as are methods for determining effective teaching, strengths and weaknesses of the designs, and finally quantitative reviews on the validity of 43 related studies. It is concluded that effective teaching is multidimensional, however, there are differences across ratings that should not be used indiscriminately for decisions on teaching effectiveness.

11-7: 42 pages

Organizational Effectiveness and Quality: The Second Generation Kim S. Cameron and David Whetten, *Brigham Young University*

Research in higher education has shifted from the construct of effectiveness in describing organizational performance, towards that of the quality construct. This study examines the advantages and disadvantages of such a shift, and its various attributes in future research on the performance of higher education institutions. A historical approach is presented, as well as methodological issues, and the Anew effectiveness movement.@ It is concluded that both constructs need further examination, and that research on higher education institutional performance needs to be more comprehensive.

11-8: 30 pages

Theory and Research in Administrative Leadership Cameron Fincher, *University of Georgia*

Many significant changes have taken place in public thought and discussion concerning leadership. These changes could alter the ways in which we observe, study, teach, and reflect upon the actions and decisions of institutional leaders in higher education. This study examines recent trends in theory and research, and its implications in the recruitment, assessment, and development of administrative leaders. An interpretation of administrative leadership is provided in terms of theory and policy implications. It is concluded that leadership is defined in terms of the abilities and activities required to fulfill institutional functions and purposes.

11-9: 35 pages

Governments, Governance, and Canadian Universities Glen A. Jones, *Ontario Institute for Studies in Education*

Historically, higher education in Canada has loosely based its system on American, British, French, and German institutional models and structures. In the past 40 years, however, the Canadian university has developed its own unique system of operations. This study examines the relationship of Canadian higher education and the Canadian government, and how it has transcended over time. Characteristics of the various provincial universities is given, with discussion of the problematic issues facing Canadian higher education today.

11-10: 51 pages

Doctoral Programs in American Higher Education Jennifer Grant Haworth, *Loyola University Chicago*

Doctoral education in the United States contributes more to the development of leaders and advancement of knowledge than any other country in the world. Considering its great importance and influence, research on doctoral programs has been very minimal. This study examines American doctoral programs through selected scholarly writings. A historical overview is presented, as are the trends and innovations occurring in doctoral education. It is revealed that doctoral programs in the United States have undergone changing images of purpose, content and quality. More research, however, is needed to gain more insight into the doctoral process.

VOLUME 12 (1997)

12-1: 42 pages

Technology Transfer from Universities Irwin Feller, *Graduate School of Public Policy & Administration, The Pennsylvania State University*

Technology transfer, the commercial use of academic research, has become an accepted part of core missions in American research universities. This study examines the processes of technological innovation, and the ways in which several forms of knowledge are transferred from the campus to the industrial firm. A historical perspective is presented on the influences that have shaped the relationships between academic researchers and big business. A final analysis focuses on the need for the assessment of financial support, specifically that coming from the federal and state government.

12-2: 64 pages

State Policy and Private Higher Education William Zumeta, *Graduate School of Public Affairs, University of Washington*

The effects of state government policies on the private sector of higher education have gone largely unnoticed in the eyes of state policymakers and the general public. This study examines the importance of such policies, state and federal, and how they have historically affected private institutions since 1970. A theoretical perspective is presented on the variability of attention given to private higher education, and why many states pay little heed to this important sector. Finally, suggestions are offered in both theory development and empirical research and analysis in the field.

12-3: 58 pages

Appraising Tinto=s Theory of College Student Departure John M. Braxton and Anna V.S. Sullivan, *Vanderbilt University*, and Robert M. Johnson, Jr., *Belmont College*

The early departure of students in colleges and universities has generated interest among the administrators and scholars of higher education institutions. This study examines Tinto=s (1975) interactionist theory in explaining the departure puzzle, and tests the fifteen influential propositions presented in Tinto=s work. Psychological and environmental perspectives of Tinto=s theory are offered, as are conceptual criticisms and recommendations for further scholarship.

12-4: 30 pages

A Hierarchical Linear Modeling Approach to Studying College Effects Corinna A. Ethington, *The University of Memphis*

A major flaw in educational research on school and institutional effects has been the methodological dilemmas due to the hierarchical multilevel character of the data used in such studies. An examination of the Hierarchical Linear Modeling approach is presented in analyzing its application for solving these methodological problems. It was found that the HLM approach would resolve many of the current issues involving regression equations and data. However, the adequacy and appropriateness of the data itself has become the new focus point in relation to research on institutional effects.

12-5: 48 pages

The Cost Effectiveness of American Higher Education Jeffery E. Olson, *College of Education, St. John=s University*

Institutions of higher education have recently come under scrutiny for being weak, pathological, and ineffective. These conditions have raised the question of whether higher education merits the level of public financial support that it presently enjoys. Numerous examples are given in support of higher education to include economic effectiveness and cost. It was concluded that no set of activities have more importance for a knowledge society than scholarship and instruction. The strength and consistency of higher education should make Americans very cautious about reducing public support to any degree.

12-6: 70 pages

A Secondary Analysis of Claims Regarding the Reflective Judgment Interview Philip K. Wood, *University of Missouri*

Higher educational reform has recently focused on the need for cultivating student awareness and problem-solving techniques concerning difficult real-world problems. An examination of the Reflective Judgment Model is presented, including a quantitative test of its validity concerning general cognitive outcomes of higher education. It was determined that the psychometric properties of the RJI were promising. However, more work is needed on design development for measuring college outcomes and assessing the RFI in a more efficient manner.

12-7: 58 pages

Student Learning and Cognitive Development in the Community College Richard A. Voorhees, *Colorado Community College and Occupational Education System*

Research on student learning and development in the community college has been minimal. This study examines previous work conducted in this field, as well as new literature based on the overall contribution of community colleges. A new model is proposed in re-evaluating the community college=s role in student learning. This model is based on characteristics and factors that may influence learning both within and outside the community college. It is suggested that more research is needed on the contribution of community colleges, by themselves, on cognitive development versus those who do not attend college.

12-8: 64 pages

What Discourages Research-Practitioners in Faculty Development Bob Boice, *State University of New York at Stony Brook*

Research-based interventions have been relatively uncommon in any academic discipline. In faculty development, practitioners have been actually discouraged in conducting measurably effective programs. In this study, the separation of research and practice is examined, as is the ambivalence towards such interventions. Techniques of faculty resistance are also discussed, with additional suggestions for new faculty members in moving past this reluctance to deal with procrastination. It is recommended that practitioners need to do more in combining their research with accountability in their programs in order for progress to be made in teaching and the professoriate.

12-9: 26 pages

McCarthyism and the Professoriate: A Historiographic Nightmare? Philo A. Hutcheson, *Georgia State University*

From the late 1940s to the middle 1950s, Senator Joseph R. McCarthy was a symbol of repeated attacks on individuals accused of being Communists. This study examines those attacks directed at professors, with additional analysis on the scholars= assessment of the period. Support for McCarthy from both outside and within higher education is also discussed. A scholarly analysis of McCarthyism is provided, and additional themes are proposed for future research on the subject.

VOLUME 13 (1998)

13-1: 34 pages

Recollections and Reflections C. Robert Pace, *UCLA Emeritus*

A personal recollection is presented spanning a 60-year career in higher education research. Beginning in 1933, C. Robert Pace narrates his experiences in research design, teaching, and administration. Pace describes his many positions, and their influence on his methods and designs on educational research. A brief history of higher education research is also discussed, focusing largely on the development of survey instrument designs such as the College Student Experiences Questionnaire in which Pace himself created.

13-2: 40 pages

Reflections on the Study of Effective College Teaching and Student Ratings: One Continuing Quest and Two Unresolved Issues Kenneth Feldman, *State University of New York at Stony Brook*

A continuing quest of higher education research has been the establishment of conditions in which relationships become stronger or weaker, or change in other manners. This quest is especially acute in measuring research productivity and instructional effectiveness. This issue is discussed, as are the unresolved questions of bias in college students' ratings of teachers, and of the applicability of the traditional model of psychological testing to student ratings. Illustrations are given in the three areas of interest, as are numerous potential research questions concerning the actual knowledge needed to address these problem areas.

13-3: 36 pages

Differentiation and Diversity in Higher Education Systems Jeroen Huisman, *University of Twente*

Diversity and differentiation in higher education have been major issues throughout American, as well as many international, institutions. Unfortunately, however, the two are used interchangeably and often lack definitions. Other problems include how to increase, maintain, and explain diversity and differentiation, including the processes or changes in various levels. A variety of conceptualizations of differentiation and diversity is discussed, as is a review of research literature on the two topics in higher education. Finally, a research agenda is proposed based on the causes and factors inhibiting and stimulating diversity.

13-4: 37 pages

Reviewing and Rethinking Administrative Costs Gary Rhoades, *University of Arizona*

As the debate concerning administrative costs in higher education continues, little is empirically known. This study examines administrative expenditures, and proposes a refinement of the current categories used to determine what is spent and where. A review of the administrative costs literature is presented, as are two data sets clarifying the need to desegregate and reconceptualize administrative personnel. It is concluded that there is a need to address the changing nature of non-faculty professionals, as their role as production workers becomes increasingly significant.

13-5: 33 pages

State Efforts to Keep Public Colleges Affordable in the Face of Fiscal Stress Michael Mumper, *Ohio University*

Since the early 1980s, the cost of tuition in public colleges and universities has continued to rise. The price of higher education is now more expensive than any other time in history, bringing about major concerns in the public sector. This study examines how the state governments have addressed this problem of affordability, and gives a brief history on tuition levels, inflation, state response, and effective legislation. Potential remedies discussed include: 1) controlling institutional expenditures, 2) increasing institutional revenues, 3) redesigning delivery systems, and 4) increasing the resources of families and students.

13-6: 54 pages

Discriminant Analysis in Higher Education Research Carl J. Huberty and Lauren L. Lowman, *University of Georgia*

Research in higher education often includes multiple variable measures that, in turn, call for a multivariate analysis application. Discriminant analysis is one of many applications in the spectrum of multivariate analysis. This study examines the use of discriminant analysis in higher education research, as well as potential issues and problems with its application. It is concluded that the potential use of discriminant analysis, whether predictive (PDA) or descriptive (DDA), appears to be highly useful in higher education research. Examples are provided throughout the study.

13-7: 39 pages

Faculty Demography: Exploring the Effects of Seniority Distributions in Universities James C. Hearn, *University of Georgia*, and Melissa S. Anderson, *University of Minnesota*

Faculty seniority distributions are an aspect of the organizational demography of higher education. In higher education, the conceptualization of seniority distributions encompass age, years of service, rank, and tenure status. This study examines the nature of seniority in academe, emphasizing their effects in the context of three areas: 1) structure, 2) organizational processes, and 3) interpersonal relationships. It is concluded that more research is needed on demographic change in higher education. The study of demographic transition is imperative in understanding the acute affects on academic organizations.

13-8: 30 pages

Feminist Teaching in Higher Education Becky Ropers-Huilman, *Louisiana State University*

Within the last several decades feminist teaching in universities has emerged. This study examines the teaching practices enacted by feminists, including the political strategies used in their presentation and practices. Commonalities existing among feminists are also discussed, as are the different manners of teaching and learning that challenge the traditional standards. In conclusion, a continuing conversation among feminists is presented on the future direction of feminist educators.

13-9: 49 pages

Women and Minorities in Higher Education Larry R. Leslie and Ronald Oaxaca, *University of Arizona*

The number of women and minorities in science and engineering in higher education is seriously behind distributions in other occupational fields in the population. This study examines the underrepresentation of women and minorities in a broad manner, encompassing three major theories defined in the literature. A life-sequence approach is incorporated, concluding in the ninth year after college matriculation. The findings of the study reinforce the hypothesis that students of science and engineering, in general, are at risk. Peer pressure appears to be a major determinant on educational choice in junior high or middle school years. Implications for educational policy include earlier intervention to reinforce academic values, and to inhibit the negative effects of peers.

13-10: 26 pages

Trends in Doctoral Education and Employment Alan E. Fechter and Catherine D. Gaddy, *Commission on Professionals in Science and Technology*

The rate of unemployed new doctorates appears to have increased. The percentage of new graduates who have taken temporary positions has also increased, leading some to believe that this may reflect significant structural changes in this labor market. This study provides an overview of doctorate production, including statistics on demographic composition, length of time to complete a doctorate, and the sources of support while undergoing doctoral training. Utilization patterns are then examined, as are rates of unemployment and salary levels.

VOLUME 14 (1999)**14-1: 38 pages**

Teaching, Learning, and Thinking About Teaching and Learning W. J. McKeachie, *University of Michigan*

This essay recounts the life experiences and education of a psychologist after serving in the Navy during World War II. This autobiographical account traces the many research and administrative endeavors of the subject through the late 1940s to present time. The context of his experiences, as well as the various problematic situations encountered, provides a rich understanding of research formation. In sum, this essay provides a historical perspective of the developments in psychology, as well as those developments in higher education itself. A seven-point advice column to young researchers concludes the essay, providing incentives for research publication.

14-2: 64 pages

Costs and Productivity in Higher Education: Theory, Evidence and Policy Implications Darrell R. Lewis and Halil Dunbar, *University of Minnesota*

Over the past three decades, cost issues have received considerable attention in the literature of higher education. This essay provides an extensive review of the literature within the framework of internal efficiency, as well as a focus on the joint production of several outputs of higher education institutions. Policy recommendations are then discussed, identifying those which are useful for both public policy and institutional decision making. Future research considerations for institutional administrators and public policy makers are then presented.

14-3: 43 pages

Institutional Adaptation: Demands for Management Reform and University Administration Patricia J. Gumpert, *Stanford University*, and Barbara Sporn, *Vienna University of Economics and Business Administration*

In the past decade, altered societal expectations, new public policies, and technological innovations have created an unprecedented set of challenges for institutions of higher education. This study examines institutional adaptations to changing environments caused from these challenges. A literature review of higher education research is provided, based on several dimensions of institutional adaptation. The primary focus of this essay is to examine the role of the administrator from an environmental adaptation perspective. Issues discussed include population ecology, institutional isomorphism, strategic choice, resource dependence, and network organization. Additional analysis is provided on the changing role of the higher education administrator, specifically on management, institutional legitimacy, and professional authority.

14-4: 45 pages

University Restructuring: The Role of Economic and Political Contexts Patricia J. Gumpert and Brian Pusser, *Stanford University*

This essay addresses the significant conceptual advances required to provide a richer understanding of the contemporary restructuring dynamics of higher education institutions. A ten year period (1986-1995) in the life of three public universities is examined to illustrate the emergence of new university planning challenges. Political economic turbulence, as well as initial university responses are also included. In conclusion, a brief account of how these conceptual advances may in turn facilitate further research on the interdependence between universities and their wider political and economic contexts is presented

14-5: 39 pages

Understanding Strategy: An Assessment of Theory and Practice Jennifer B. Presley, *WestEd*, and David W. Leslie, *College of William and Mary*

Strategic planning in business and higher education are reviewed in this essay, with emphasis on the current theories and research that guide thinking and practice. Strategic formation is also discussed, ranging from simple, linear, and rational ideas to those more complex and nuanced. Both external and internal conditions are presented, illustrating the problematic issues facing higher education institutions. Finally, a focus on the relationship between higher education institutions and various strategic approaches is provided, with additional suggestions for future research and practice.

14-6: 47 pages

New Colleges for a New Century: Organizational Change and Development in Community Colleges Richard L. Alfred and Patricia Carter, *University of Michigan*

This essay addresses the needed changes in the organizational characteristics and structure of community colleges. A description of the transition of community colleges from lean-start-up enterprises into complex vertical organizations is presented. Change forces are also introduced, as well as their effects on the structural characteristics of two-year institutions. An examination of organizational change, as well as an analysis of the strategies, structure, and culture that facilitate or retard change is then discussed. Finally, an overview of key strategies and actions for community colleges is presented.

14-7: 30 pages

Rasch Measurement in Higher Education Rita K. Bode, *Rehabilitation Institute of Chicago*, and Benjamin Wright, *University of Chicago*

Rasch measurement is a mathematical definition of measurement that constructs quantitative measures from qualitative observations. It can be used to examine data from instruments that have been developed to measure a single construct, as well as providing detailed information as to their quality and productivity in constructing an itemized continuum along which persons vary. This essay reviews the Rasch model of measurement in higher education research. Use of the model, its constructs and measures, and how it differs from traditional measurements are included in the analysis. It is concluded that higher education research is a fertile ground for such application, and that the Rasch model will assist researchers in constructing objective measures from their instruments.

14-8: 50 pages

Greek-letter Social Organizations in Higher Education: A Review of Research David H. Wilder and Hugh F. McKeegan, *Bucknell University*

This essay provides a literature review of research based on Greek-letter social organizations in higher education from 1975 to 1997. Differences between the organizations, as well as their impact on students in higher education institutions are discussed. Variables included in this analysis include: cognitive/academic characteristics, academic motivation and interests, values and attitudes, and behavioral excesses such as alcohol use/abuse, and sexual behavior. It is concluded that a focus on two specific variables, alcohol abuse and lack of supervision, may be the key in reducing behavioral excesses in Greek organizations in higher education.

14-9: 31 pages

Cultural Capital as an Interpretive Framework for Faculty Life Jeffery P. Bieber, *University of Kentucky*

The study of faculty at higher education institutions has been as diverse as the institutions and academic departments they occupy. Topics have included roles and responsibilities, attitudes and interests, perceptions, accountability, and behavior. This essay recounts the many perspectives from which faculty have been studied, and suggests an alternative approach based on the work of Pierre Bourdieu. An analysis on Bourdieu's work and how it relates to the study of faculty in higher education institutions is provided, as well as additional opportunities for future research from this perspective.

14-10: 39 pages

Cruel Environments: Sexual Abuse and Harassment in the Academy Linda Serra Hagedorn, *University of Southern California*

The pervasive, complex, and sensitive problem of sexual abuse and harassment continues to swell despite recent policies instituted at virtually all postsecondary institutions. This essay presents a broad review of sexual abuse and harassment, as well as explanations as to why the college campus is a frequent location for such activity. Various theories of sexual harassment are also discussed, with concluding recommendations to help thwart the increasing incidence of all forms of sexual abuse in the academy.

14-11: 32 pages

The Global Emergence of a Field: Content, Form, and Promise in Women's Studies Nelly P. Stromquist, *University of Southern California*

This essay explores a number of issues related to women's studies as a new field in universities throughout the world. The characteristics, origins, and structure of the field of women's studies are discussed. Additional information is provided on research production, curricular contents, dissemination, and new knowledge as applied to this growing segment in higher education. Important issues for future research in women's studies are then presented.

VOLUME 15 (2000)

15-1: 38 pages

Developing a Career in the Study of Higher Education Burton R. Clark, *University of California, Los Angeles*

This autobiographical account from a distinguished scholar and teacher recounts the work-related progression that contributed to his development as a major contributor to research in higher education. His rich experiences, starting with his time in the army as a clerk and a soldier, paint a backdrop to the half-century career of this noted scholar. The essay recounts the most interesting aspects of his personal journey of research from sociology to higher education and concludes with a broad critique of the state of higher education studies. Four broad observations are offered for young faculty and researchers who may be considering the field of higher education as a career.

15-2: 66 pages

Economic Perspectives on Rising College Tuition: A Theoretical and Empirical Exploration Michael B. Paulsen, *University of New Orleans*

Both public and private college tuition rates have increased at a faster rate than the consumer price index since 1980. Despite the empirical and theoretical studies conducted, none have introduced a conceptual framework that can be used to elucidate the various perspectives and conclusions arrived at in the existing literature. This chapter develops an economic model of the pricing behavior of colleges and universities and uses the model to explain variables that contribute to the rising costs of tuition. The author arrives at testable hypotheses to explain the rising costs of higher education and suggests avenues of further research in the area.

15-3: 51 pages

The Governance of Higher Education Edward R. Hines, *Illinois State University*

This essay addresses both the internal elements of governance in higher education and the expanding body of literature on external governance. Five themes arise from the discussion of the research literature on governance: multiple claims to authority; continuum from participatory governance to a corporate style of governance; policy actors external to the campus; diffusion of the locus of authority; and higher education as a major instrument of state policy. The essay concludes with a call for increased involvement by stakeholders and a spirit of cooperation between governing boards and all the other participants in higher education governance.

15-4: 63 pages

Approaches to Studying and Levels of Understanding: The Influences of Teaching and Assessment Noel Entwistle, *University of Edinburgh*

There has been a developing body of research regarding student learning that originated in Britain and Sweden over the past two decades. The research, which began with self-report inventories and later explored student experiences through interviews, eventually resulted in concepts that were not just from mainstream psychology, but also were ecologically valid. A conceptual framework is introduced to describe and improve the quality of student learning. In sum, research that observes the interplay of different methodologies is revealing a more holistic account of the complex issue of student learning.

15-5: 49 pages

Analytic Framework of Institutional Support for Student Assessment Marvin W. Peterson and Marne K. Einarson, *University of Michigan*

This chapter synthesizes the available literature on institutional support for student assessment and provides a framework for institutions to employ in order to respond to external demands. An analytic framework emerges, and general comments are offered regarding the nature of the literature on institutional support for student assessment. The research on this topic is not grounded in any systematic empirical research and thus much of the research is of an emerging nature. The authors suggest three environments for student assessment (external, organizational and administrative support, and utilization and impact) to help understand this topic. Large-scale quantitative and intensive qualitative research is suggested as future approaches to research on this topic.

15-6: 71 pages

Organizational Behavior in Higher Education and Student Outcomes Joseph B. Berger, *University of New Orleans* and Jeffrey F. Milem, *University of Maryland*

The authors suggest that research on organizational studies in higher education tends to ignore the student and the influence of organizational factors on student outcomes. This essay exposes a gap between organizational behavior in higher education and the subsequent impact that behavior has on student outcomes. A brief historical overview of the conceptual development of organizational behavior is provided. Five dimensions of organizational behavior are developed and the authors suggest a research agenda that encompasses a more diverse body of institution types. Also, future research can aid in understanding the impact of higher education organizational behavior on student outcomes.

15-7: 32 pages

Value Congruence and Organizational Climates for Undergraduate Persistence Marguerite Bonous-Hammarth, *University of California, Los Angeles*

Studies of organizational culture in higher education have yielded information that cites the impact of faculty involvement on student outcomes, college presidents and leadership teams, students and campus activism, as well as student peer groups and learning outcomes. To improve this vein of research, the author proposes two guiding interrogatories for this essay: Can the existing research assist in improving the understanding of academic organizations? Can this information help in creating more effective learning environments for students? Key themes about organizational culture are elaborated upon, and tentative findings suggest investments in institutional research and student success initiatives.

15-8: 35 pages

Field of Dreams: Understanding Sociohistorical Changes in College Access, 1965-1995 Patricia M. McDonough, *UCLA*, Marc Ventresca, *Northwestern University*, and Charles Outcalt, *UCLA*

Basic concerns and conceptions of organizational field approaches, along with works by Bourdieu in the sociology of education and social reproduction, are developed in this essay. Field approaches are post hoc design strategies that provide empirical descriptions of realms of activity. This research design is both comparative and sociohistorical, and examines large-scale changes in college access from 1965 to 1995. The results of the research highlight a need to focus on both individuals and organizations to assess previously unrecognized interactions that are important to college access.

15-9: 50 pages

Contesting Values in American Higher Education: The Playing Field of Intercollegiate Athletics J. Douglas Toma, *University of Missouri-Kansas City*, and Michael E. Cross, *University of Michigan*

Various debates regarding intercollegiate athletics closely parallel current discussions regarding core values in both higher education and American society. In exploring these issues the authors distinguish between two forms of intercollegiate athletics. The first form relates to those relatively few high profile sports programs—particularly football and men's basketball—that garner national attention and substantial alumni support, and that operate on a level more professional than amateur. The second form is for the remainder and larger number of athletic programs that continue to adhere more closely to amateur ideals. The authors explore the inherent conflict between these two forms of athletic participation and the effect of that conflict on issues of gender equity, racial diversity, student discipline, student development, external regulation, and the impact of commercial pressures. Many campuses are being forced to open up their decision-making processes regarding their sports programs, and the issues discussed are pertinent to other campus issues. Perhaps this same openness can be adopted by the academy at large to deal more effectively with persistent challenges.

15-10: 45 pages

Strategic Planning in a Transitory Higher Education Environment: Building on Historical Foundations and Industrial Parallels Anoush M. Pisani, *University of Southern Mississippi*, and Joseph W. Filkins, *DePaul University*

Despite the negative images that come to the minds of administrators and faculty when the term management is mentioned, the relevance of management in maintaining organizational vitality is extremely important in an environment of constant change. This examination sheds light on the parallels of postsecondary education and industry. Despite the philosophical differences between the two paradigms, a three-tier design of strategic management implementation is presented. This strategy is offered as an aid to decision-makers in higher education institutions who are dealing with transitory environments.

15-11: 21 pages

Globalization Impacts on the Third World University Gustavo Fischman, *University of California, Santa Barbara*, and Nelly P. Stromquist, *University of Southern California*

Globalization is viewed as the growth of new technologies and the breaking down of national barriers. More commonly, globalization is seen as nation-less corporate structures seeking cheap labor and resources in Third World countries. Some argue that education can be a major component of comparative advantage for emergent countries, while others argue that an inexpensive labor force and raw materials will continue to be their principal comparative advantage. The authors explore the impact of economic globalization on educational institutions worldwide and how these forces are shifting centers of higher education from unitary systems to highly differentiated institutions. They also examine the growing impact on education of the World Bank and the increasing dominance of the private sector in emerging economies.

Volume 16 (January 2001)

16-1: 23 pages

Apologia Pro Vita Mia Robert Berdahl *University of Maryland, College Park*

An autobiographical account of the author's half-century career in higher education research from the perspective of a political scientist, starting with undergraduate work at UCLA, and then moving on to Berkeley, San Francisco State, SUNY Buffalo, and finally the University of Maryland. He recounts his experiences along the way examining the British and Canadian university systems, as a member of the Carnegie Commission staff, and as one of the founders of ASHE. He concludes with comments on the evolution of ASHE from its early days to more recent times.

16-2: 48 pages

Varieties of Validity: Quality in Qualitative Research Yvonna Lincoln, *Texas A&M University*

As qualitative, interpretive and phenomenological models for inquiry have gained in acceptance throughout the research community, the canons and standards for judging rigor in such studies has come under scrutiny. As scholars have realized the vast differences between what they are now doing and conventional (scientific-method, hypothetico-deductive) research, they recognize that new standards for judging the rigor and adequacy of interpretive studies need to be devised. In the face of "validity corrosion" and "validity mania", new proposals for a reconsideration of what validity could and should mean are emerging. A roughly chronological discussion of the enormous variety and fertility of proposals for validityC including its forms, functions, and typesCis included.

16-3: 46 pages

Academic Freedom and Federal Courts: The Legitimation of the Conservative Entrepreneurial State Benjamin Baez, *Georgia State University* and Sheila Slaughter, *University of Arizona*

This essay reviews the decisions of the Supreme Court and the appellate courts in academic freedom and intellectual property cases during the 1990s. The authors conclude that during the 1990s these cases reflect and favor a conservative entrepreneurial ideology, which plays out with regard to academic freedom in the following ways: (1) institutions of higher education gain power over their faculty employees; (2) colleges and universities become more accommodating of conservative views and religious expression on campus; (3) faculty-generated products and processes increasingly are treated as alienable property removed from free circulation of ideas; and (4) the intellectual commons created through the interchange of faculty and students is increasingly privatized by peripheral for-profit organizations, thereby undermining the integrity and autonomy of the academic community. The study of cases is important, since judges, as authorities of legal discourses, play key roles in shaping academic freedom. Furthermore, the cases, as narratives, point to a disturbing trend toward politically conservative, entrepreneurial philosophy. Such trends must be exposed so that they can be resisted by those whose interests are not necessarily served by them. Faculty, as authorities of many discourses, must assert their authority to support philosophies of social justice and the free circulation of ideas.

16-4: 27 pages

Quality Management, Power and Values in European Higher Education John Brennan, *Center for Higher Education Research and Information, The Open University*

A notable feature of higher education policy developments across Europe during the last decade has been the creation of national agencies charged with the maintenance of the quality of their countries' higher education systems. This article describes these developments, suggests reasons for them, and considers their impact upon academic life in Europe. The article sets out the contexts and purposes of the work of these agencies within a framework of the evaluative state. The relationships between the agencies and the state is seen to differ between countries and the paper

describes the rather different situations which exist in i) central and eastern Europe, ii) western Europe and iii) the United Kingdom. The principal reason for regarding the UK as a separate case is that market mechanisms are more visible in the higher education system of that country than in other parts of Europe. The article goes on to describe the evaluation methodologies used by the various agencies and finds both common features (i.e., usually some combination of institutional self-evaluation, external peer review and published reports) and important differences between them, e.g. the link to accreditation in most countries in central and eastern Europe or the focus taken by the evaluative process (programs, management, research etc). The article describes the different values which underpin the work of the quality agencies, distinguishing between the Academic, the Managerial, the Pedagogic, and the Employment focused. It links these to differences in how power is exercised in different European countries and suggests that state power is being used in continental Europe to maintain academic values which may be threatened in the more autonomous UK system by more market-oriented quality procedures.

The article goes on to suggest an agenda for future research, identifying three areas on which studies might focus. The first would be for more explicit work on the purposes of the different agencies and the extent to which these have been contested within their respective higher education communities. The second would be for studies which would set the operation of national quality agencies within a wider context of relationships between higher education and the state and, where applicable, markets. The third would be for cross-national studies which would look at the impact (often different from the purposes) of the agencies upon the work of higher education institutions.

The article concludes that the work of the national quality agencies are worthy of serious investigation because they provide a crucial link between macro questions of politics and social purposes of higher education and micro questions of teaching, learning and the student experience.

16-5: 49 pages

Bringing Political Theory to University Governance: A Comparative Analysis of Governing Boards at the Universidad Nacional Autónoma de México and the University of California
Brian Pusser, *University of Virginia*, and Imanol Ordorika, *Universidad Nacional Autónoma de México*

This chapter presents a comparative analysis of the creation, composition, and conduct of two university governing boards in distinct national contexts. The Universidad Nacional Autónoma de México and the University of California were chosen as representative institutions for comparative analysis, and as institutions that have been involved in protracted contemporary governance and decision-making crises. Data collected from these two cases suggest that while traditional models for understanding university governance are useful, they fail to sufficiently account for the elite and political nature of governing boards and for the increasing use of governing boards as instruments in broader political contests. The authors conclude that research on contemporary university governance will benefit from attention to State theoretical propositions on the role of education in society and to positive political theories of institutional behavior.

16-6: 46 pages

Understanding Equity and Access in Higher Education: The Potential Contribution of Pierre Bourdieu
Erin McNamara Horvat, *Temple University*

This chapter expands on recent efforts to understand the role of individuals and institutions in reproducing race- and class-based patterns of access and attainment in higher education. The author suggests that using the theoretical framework and conceptual tools offered by Pierre Bourdieu,

researchers can provide more accurate and detailed models of reproduction. This chapter provides an introduction to and overview of Bourdieu's model, highlighting the key concepts of habitus, capital, field and practice. The author demonstrates the application of a Bourdieuan analysis to empirical data illustrating how use of this theoretical lens allows us to simultaneously examine race and class effects across varying fields of interaction.

16-7: 35 pages

Low-inference Teaching Behaviors and College Teaching Effectiveness: Recent Developments and Controversies Harry G. Murray, *University of Western Ontario*

This chapter reviews research on the relationship of low-inference classroom teaching behaviors to measure of instructional quality or effectiveness in college and university teachers. Major emphasis is given to the following issues and controversies: (1) Are low-inference teaching behaviors related to outcome measures other than student ratings? (2) Is there a cause-effect relationship between low-inference teaching behaviors and measures of teaching effectiveness? (3) What are the cognitive or affective processes that mediate the relationship between low-inference teaching behaviors and student outcome measures? (4) Is the relationship between low-inference teaching behaviors and student instructional ratings consistent across different situations or contexts? and (5) Can research on low-inference teaching behaviors be successfully applied to programs for improvement of teaching?

16-8: 23 pages

Disincentives to Commitment to Teaching in Japan: Toward a Theory of Normative Discontinuity James L. Bess, *New York University*

The reasons for the longstanding failure of Japanese faculty to pay attention to their teaching responsibilities are cast in framework of social discontinuity—a disjuncture between the norms and values of two or more contiguous social systems. In this paper, three such discontinuities are posed: one, between the culture and norms of the Japanese society outside of the university and several academic institutional subsystem cultural manifestations; the second between the society at large and the individual faculty member; and the third between the academic subsystems and the individual faculty member. The thesis of the paper is that faculty members in Japan are enculturated, educated, and socialized to expect rewards from their academic work similar to those provided in Japanese business and industry. Since in academia such rewards are either ambiguous or not forthcoming, the result for faculty is a gradual disillusionment and ultimately a psychological resignation, followed by reduced motivation for conscientious teaching. The paper focuses on both social theory and the conduct of Japanese higher education.

16-9 (36 pages)

Intimate Partnerships and Publication Productivity Elizabeth G. Creamer, *Virginia Tech*

The study of faculty partners provides insight into the changing nature of faculty work and lifestyles and highlights the role of collegiality and collaboration in the process of knowledge production and scientific discovery. This chapter presents fifteen hypotheses derived from the research literature about how aspects of the historical, material, and social conditions associated with faculty publishing productivity may be influenced by having a domestic partner in the same profession. Discussion suggests that impact varies by such factors as academic discipline, doctoral cohort, whether the couple are employed at the same or different institutions, overlap in interest and training, whether members of the couple are career-symmetrical or asymmetrical, and the extent to which the relationship is egalitarian because comparable priority is awarded to the career of each member.

Ongoing access to informal feedback and the potential for long-term collaboration are probably the two aspects of domestic partnerships among faculty that have the greatest impact on publishing productivity.

16-10: 23 pages

Federal Financial Aid: How Well Does It Work? Sarah E. Turner, *University of Virginia*

The purpose of this paper is to frame the role of federal financial aid in affecting higher education outcomes. The paper begins with a sketch of the theory that places higher education as an investment decision and the motivation for positive government intervention in the form of financial aid. The second section provides a discussion of the measurement of higher education outcomes by family resources and some of the challenges associated with the evaluation of federal financial aid programs. The third section turns to a review and consideration of research efforts examining the effectiveness of federal financial aid policies. The final section presents an assessment of how the availability of data, the framing of research questions, and the choice of methodological approaches may be improved to narrow the range of estimates of the effects of federal aid policy on student outcomes.

HIGHER EDUCATION: HANDBOOK OF THEORY AND RESEARCH

VOLUME XVII (2002)

The contributions to this issue examine a range of topics concerning student aspirations, success and accessibility; the usefulness of various models and methodologies for investigating higher educational programs; and the increasing diversity both between and within institutions of higher education.

17-1: 53 pages

An Unplanned Journey into Higher Education Joan S. Stark, *University of Michigan*

Introducing the issue is an autobiographical essay tracing a successful career that, though fortuitously begun, encompassed rapid promotion in academic administration, the establishment of an interdisciplinary network to exchange ideas on education, the directorship of a national research center on learning and teaching, as well as numerous publications concerning curriculum design, development and implementation. The article records the professional battles fought against encroaching governmental control (and its frequently imposed methods of quantification), various forms of interdepartmental and interdisciplinary rivalry, and the general antagonism between liberal and professional forms of education. In a concluding dream of a better higher-educational future, the author expresses her hopes for improved planning, consolidation, applicability and integration in both college and university programs.

17-2: 74 pages

Student Motivation and Self-Regulated Learning in the College Classroom Paul R. Pintrich and Akane Zusho, *The University of Michigan*

This second article develops a model for understanding academic success in terms of five changeable and unchangeable factors: personal characteristics, classroom context, motivational practices, self-regulatory processes and student outcomes. These topics are then discussed in

inverse order, although the attributes involved in motivated and self-regulated study are elaborated in greatest detail and viewed as changeable features strongly determining student outcomes. The ways in which personal characteristics and classroom context affect these motivational and self-regulatory variables are somewhat more briefly examined, the effects of the former appearing to be rather limited and those of the latter in need of further investigation.

17-3: 42 pages

College Students' Degree Aspirations: A Theoretical Model and Literature Review with a Focus on African American and Latino Students Deborah Faye Carter, *Indiana University*

To consolidate research into educational aspirations, Carter reviews three major theoretical foundations for the study of educational attainment: the theories of status attainment, contest versus sponsored mobility and cultural capital. In her summaries of these approaches, she criticizes their applicability to the American system of higher education, especially their inability to account for lower levels of success among African Americans and Latinos. Developing a supplementary conceptual model that correlates pre-college characteristics, initial goals, experiences, academic achievement and degree aspirations, she is able to identify some specific factors affecting the ambitions of minority, women and non-traditional students. She also exposes several gaps of knowledge in this important area of study.

17-4: 47 pages

Understanding and Using Efficiency and Equity Criteria in the Study of Higher Education Policy Stephen L. DesJardins, *University of Iowa*

The fourth contribution demonstrates how a welfare economist deals with the philosophical and economic issues underlying notions of educational efficiency and equity. After briefly reviewing five moral theories that underpin his welfarist approach, DesJardins explains his methodology while indicating that, in higher education, economic efficiency criteria are applicable to student budgets, distribution of expenditures and allocation of educational resources. He then examines ways in which individual preferences concerning these criteria can be aggregated, and the decisions of representative social agents (e.g. college administrators) based on the ways in which the aggregated states serve a social welfare function. Surveying the notions of equity used in the educational field, DesJardins concludes by discussing the efficiency and equitability of subsidizing higher education in a general or targeted manner.

17-5: 41 pages

The Policy Shift in State Financial Aid Programs Donald E. Heller, *Pennsylvania State University*

This historical survey of the financial support provided public higher education institutions documents two recent trends: the shift in the funding of these institutes so that a greater share of the burden is borne by students and their families; and the trend toward merit- rather than need-based aid programs. After briefly sketching the historical efforts to prevent financial criteria from impeding access to post-secondary education, Heller discusses how enrolments over the last 25 years have been affected by increasing tuition fees and changes in state-run financial aid programs. His conclusion is that funding policy has perhaps unwittingly changed so that it is now in danger of discriminating against minority and lower-income groups.

17-6: 31 pages

Back to Basics: Regression as it should be Corinna A. Ethington (*University of Memphis*), Scott L. Thomas (*University of Georgia*) and Gary R. Pike (*University of Missouri-Columbia*)

To improve applications of the multiple linear regression model in higher education research, this article refocuses attention on such key issues as its explanatory power, theoretical guidelines, appropriate sampling techniques, as well as proper variable selection and measurement practices. An explanation of the outcomes generated by the model reveals the need to verify the “substantive importance” of their statistical significance. Furthermore, six underlying assumptions (concerning linearity, measurement error, mean independence, homoscedasticity, uncorrelated error and normal distribution of errors) must not be compromised. The threat posed to the model by extreme anomalies and excessive multicollinearity of independent variables is also discussed and safeguards recommended.

17-7: 53 pages

The Evolving Role of the Community College: Policy Issues and Research Questions

Kevin J. Dougherty, *Teachers College, Columbia University*

Dougherty discusses the community-college issues currently receiving a great deal of attention (competition from proprietary schools, weakening state support and its accountability requirements, alternative types of instruction), along with a number of important functions that are presently being overlooked (general education, community building, role in baccalaureate programs). Making specific policy recommendations and identifying research questions for each of his subject areas, he generally denigrates the quality of the existing research, while affirming the community college’s role as an important provider of higher education for less-advantaged students. The article ends by warning policymakers against over-emphasizing a few spotlighted issues and neglecting the general concerns likely more definitive of the educational mission that community colleges serve.

17-8: 32 pages

Reexamining Doctoral Student Socialization and Professional Development: Moving Beyond the Congruence and Assimilation Orientation James Soto Antony, *University of Washington*

Critical of the congruence and orientation models of socialization and career-choice, this essay proposes an alternative view of graduate student socialization, one more responsive to the changing employment prospects and professional aspirations of doctoral degree recipients. It surveys the background and current state of three main approaches to professional development and socialization, all of which give the social and/or professional environment (e.g. graduate school) the determinative role and regard the individual (student) as a personally congruent, sociologically predetermined, or readily assimilated neophyte. Distinguishing acquired professional knowledge from internalized professional behaviors, Antony proposes three way in which graduate schools can facilitate the former without requiring the latter: they should promote awareness but not acceptance of disciplinary values, vary their approaches to graduate student socialization and stimulate intellectual individuality.

17-9: 43 pages

Implementation Analysis in Higher Education Åse Gornitzka, Svein Kyvik and Bjørn Stensaker, *Norwegian Institute for Studies in Research and Higher Education (NIFU)*

This survey of approaches to implementation analysis examines the ways in which reforms in higher education have been studied as top-down, bottom-up and combined processes of implementing policy change. Arguing that implementation studies have demonstrated the limitations of the top-down model, the article describes how subsequent public policy, along with the related policy and implementation research, has emphasized evaluation, institutional innovation and adaptation, as well as the privatization and democratization of policy and its interpretations. Given this change in policy implementation, current research into higher-educational reforms is shown to be an increasingly pragmatic, multi-leveled and organizationally (rather than institutionally) oriented view of the policy interactions occurring in fields, networks and/or dynamic structures among stakeholders in the higher education “industry”.

17-10: 51 pages

Academic Careers of the 21st Century: More Options for New Faculty Judith M. Gappa, *Purdue University*

The final contribution provides a critique of the employment arrangements and working conditions of non-tenured and non-tenure eligible faculty members, an increasing proportion of the teaching and research staff at American universities and colleges. After contrasting the current situation with that of thirty years ago and surveying faculty-member attitudes about the profession, the study addresses three areas of concern in current academic employment practices: the probationary period for tenured positions, the working conditions of non-tenurable full-time appointments, and the varied employment circumstances of part-time faculty. Suggestions for change are made in all three areas guided by the general recommendations that institutions remain relatively autonomous employers, develop various types of career paths, and promote better integration of an increasingly diversified faculty.

HIGHER EDUCATION: HANDBOOK OF THEORY AND RESEARCH

VOLUME XVIII (September 2003)

18-1: 56 pages

From Number Crunching to Spirituality Alexander W. Astin, *University of California*

This autobiographical essay traces the professional life of Alexander W. Astin from his early days as a clinical psychologist working with institutionalized heroin addicts, through research positions with the National Merit Scholarship Corporation and the American Council on Education, to his current position as Director of UCLA's Higher Education Research Institute. Special attention is given to the founding and development of the Cooperative Institutional Research Program (CIRP). The author also shares his current views on research methodology (statistics, the role of theory, the quantitative-qualitative issue, and the challenge of meaning making), why he studies what he studies, and the people who have most influenced his professional development. The essay concludes with a discussion of the author's current research interests: citizenship and

social responsibility, service learning, leadership, institutional transformation, and spirituality.

18-2: 86 pages

State Governance Reform of Higher Education: Patterns, Trends, and Theories of the Public Policy Process Michael K. McLendon, *Vanderbilt University*

The American campus-state relationship typically is cast in terms of a fundamental, even paradoxical, tension between the dual demands of institutional autonomy and public accountability. Because neither absolute autonomy of the campus from the state nor complete accountability of the campus to the state is likely to be feasible, the vexing question confronting policymakers is where, precisely, the line should be drawn between campus and state. Although the dominant pattern of the 20th century was one of increasing intervention by state governments in the higher education sector, the 1980s-1990s represented a period of frenetic and diverse change in the campus-state relationship—indeed, between 1985-2000, state governments debated in excess of 100 proposals to reform their higher education systems. An appreciable literature continues to accumulate in description of state governance reform, but virtually nothing systematic is known about how or why state governments undertake such reforms.

Alternatively stated, little scholarship of either a conceptual or empirical nature exists on the processes of state-level policymaking to reform higher education governance patterns. This chapter integrates the higher education governance literature with contemporary theories of public policymaking in an effort to generate initial conceptualization about higher education governance reform in the American states. Specifically, the chapter (1) provides a comprehensive synthesis of extant literature on state governance of higher education; (2) describes and distills three prominent theories of public policymaking (i.e., the Multiple-Streams framework, the Punctuated-Equilibrium framework, and a family of Policy Innovation and Diffusion frameworks) whose incorporation into the higher education literature might enrich the field's understanding of how and why states reform their higher education systems; and, (3) explores potential applications and implications of the three theories for invigorating and framing future research on governance policymaking and reform phenomena.

18-3: 44 pages

College Environments, Diversity, and Student Learning Sylvia Hurtado, Eric L. Dey, Patricia Y. Gurin and Gerald Gurin, *University of Michigan*

Research on college students, in addition to examining the attributes of students, carefully considers the educational environments that they encounter during their journeys through the enterprise of postsecondary education. Given the recent national focus on affirmative action in college admissions and campus diversity, one critically important issue of concern to both educators and policymakers is the benefits for student learning that diversity produces. In short, what have we learned

about the educational value of diversity in the college environment?

This chapter reviews the empirical and theoretical literature on diversity to explore the interplay between individuals and their collegiate environments, and how these relate to student learning and development. We present a summary of the existing research evidence related to the ways in which campus diversity - one important aspect of the college environment - shapes the people who emerge from college and universities at the end of their undergraduate experiences.

18-4: 70 pages

Identity Research in Higher Education: Commonalities, Differences, and

Complementarities Kristen A. Renn, *Michigan State University*, Patrick Dilley, *Southern Illinois University* and Matthew Prentice, *Michigan State University*

Identity research holds a central place in the literature about college students and, increasingly, faculty and administrators. Identity research in higher education comprises research on groups of individuals assumed to share some characteristics based on their role in the system (i.e. students, faculty, administrators), on some cross-role category (i.e. race, gender, sexual orientation), or on some combination (i.e. African American students, lesbian faculty). Identity research also includes work on the notion of identity itself and its performance in postsecondary settings. In this chapter, we organize the literature into three roughly chronological "seasons" for review and analysis. The first season incorporates research defined by role and commonalities; it includes discussion of students and student identity development, faculty roles and professional identities, and administrator roles and identities. The second season begins with a critique of role-based identity research and then describes research that focuses on differences within role categories; it includes sections on psychosocial theories of student identity development, student experiences as differentiated by identity categories (race, gender, etc.), and experiences of diverse faculty and administrators. In the third season, we discuss four developments that we predict will influence identity research in education; they are the study of identity performances, exploration of the interaction of research identities with the research process, the introduction of new technologies, and a blurring of research and reporting genres.

18-5: 58 pages

What Can Labor Economics Tell Us About the Earnings and Employment Prospects for Faculty? Robert K. Toutkoushian, *University System of New Hampshire*

This chapter shows how the tools and techniques of labor economics can be useful in gaining a better understanding of the economic status of the academic profession. Economists have generally looked at academic labor market issues from both a "macro-level" and "micro-level" perspective. The first section focuses on the macro-level view of academic labor markets, by first outlining the issues that affect the demand for faculty labor by institutions, and then the supply of faculty labor by individuals. The second part of the chapter discusses the micro-level view of academic labor markets through the notion of human capital as it relates to faculty, and then uses this framework to explore some of the reasons why faculty pay and employment status varies across individuals. The economist's perspective will not explain every variation observed in average faculty compensation over time nor every difference in the salaries of individual faculty members within fields. Nonetheless, the models discussed in this chapter will be helpful

in understanding many of the phenomena observed in the academic labor markets for faculty, answering some of the questions posed earlier, and informing the development and implementation of effective policies and practices impacting the salaries, employment, and conditions of employment among members of the academic profession.

18-6: 65 pages

Studying Faculty Salary Equity: A Review of Theoretical and Methodological Approaches

Laura W. Perna, *University of Maryland*

Although faculty salary equity studies are far from uncommon, this body of research is characterized by great variety in terms of theoretical approaches, populations of interest, statistical methods, and variables controlled. This chapter is designed to bring order to this variety by describing, critiquing, and synthesizing the theoretical and methodological approaches that have been used in prior research and to provide recommendations to researchers, analysts, and administrators on ways to conduct faculty salary studies. The chapter begins by describing the importance of periodically evaluating faculty salary equity. Then the purposes of faculty reward systems and the nature of the academic labor market are described, with particular attention to human capital and structural approaches to examining faculty salary equity. Methodological issues in conducting faculty salary equity studies are then presented, including differences between single institution and national studies, appropriate statistical techniques, criteria for selecting the population of interest, and variables to include in the analyses. Issues in using the results of a single institution faculty salary equity study are discussed next. The chapter concludes with several substantive and methodological recommendations for future research.

18-7: 31 pages

Using Multilevel SEM to Study Leadership Effectiveness in Higher Education

Vicky J. Rosser, *University of Missouri-Columbia*

A common limitation of previous studies investigating organizational leadership is that they have been primarily conducted at a single level of analysis. Organizations have special features (e.g., individuals nested in departments, nested in organizations) that can influence the analysis of their leadership processes and outcomes. The purpose of this chapter is to provide an introduction to the use and application of multilevel structural equation modeling (SEM) in the study of organizational processes in higher education. More specifically, the primary goals are first, to demonstrate how SEM techniques facilitate the definition and measurement of faculty and staff perceptions of deans' leadership effectiveness in multilevel settings and, second, to examine how individual background and group characteristics may affect perceptions of leadership effectiveness. Incorporating the effects of variables measured at different organizational levels into one statistical model allows us to provide a more comprehensive analysis concerning the relationship between institutional processes and leadership effectiveness.

18-8: 50 pages

Event History Methods: Conceptual Issues and An Application to Student Departure from College Stephen L. DesJardins, *University of Michigan*

This chapter provides readers with the conceptual underpinnings of a modeling technique often used in economics and other disciplines but rarely applied to educational research. The

technique, known as event history modeling, is typically used to examine the temporal dimensions of events. The author uses an application of the modeling technique to the study of student departure from college, a problem of great concern to educational researchers and policy makers. He demonstrates that event history techniques can assist researchers in remedying some of the analytic problems often encountered when standard statistical procedures are used to study longitudinal events.

18-9: 57 pages

Globalization and Universities Jan Currie, *Murdoch University*

The globalization debate is likely to be the grand ideological battle of the 21st century. Globalization is a complex phenomenon that has touched almost every corner of the globe. Because globalization is not a neutral process, there are winners and losers and those who resist its practices. The first section of this chapter describes various ways of defining globalization and the debate over when it began. Then it examines in more detail the economic, political, communications and cultural dimensions of globalization. The winners, losers, and resisters of neoliberal globalization are identified. The next section focuses on the impact of globalization on universities. It examines the penetration of global practices in universities and describes both the positive and negative consequences of global practices. This section looks specifically at privatization, accountability, managerialism, the use of new technologies, and WTO's move to introduce free trade in educational services. The conclusion suggests that there is growing skepticism about globalization in the form of global capitalism and addresses the need for universities to assess the consequences of adopting global practices.

18-10: 62 pages

Evaluating College and University Teaching: Reflections of a Practitioner William E. Cashin, *Kansas State University*

This chapter is the product of the author's 21 years with Kansas State University's Center for Faculty Evaluation and Development, the last 11 years as its director. During that time he presented over 90 of the Center's national seminars and consulted at over 300 colleges and universities across the United States, especially on topics related to faculty evaluation and the improvement of teaching. The chapter covers many of the usual topics: what is effective teaching, and what sources of data can be used to evaluate teaching, e.g., student ratings (including some of the more recent research on gender bias and grading leniency), and other sources, e.g., teaching portfolio and classroom observation; and how can ethical behaviour be included. In addition, it covers some less frequently discussed questions: What constitutes a "fair" evaluation? Can evaluations be objective and criterion-referenced or must they necessarily be subjective and norm-referenced? Should evaluations be quantitative or qualitative, or both? Is it possible to develop usable criteria, and especially usable standards? And should evaluations include everything, even if the data are so negative that, in effect, they discourage the instructor from improving?

18-11: 72 pages

Confronting the Burden of the Past: The Historical Antecedents of the Present

Predicament of African Universities Y.G-M. Lulat, *State University of New York at Buffalo*

One may be tempted to blame the current predicament of African universities entirely on the awful vicissitudes of the present that afflicts much of the African continent. The fact, however, is

that the capacity of African universities to withstand the tyranny of the present has been greatly compromised by the burden of their past: specifically, the historical path of development that African universities have taken since their inception four or five decades ago. Among the crushingly debilitating factors, rooted in the past, that by any measure may be deemed as absolutely central to the survival of universities in Africa--as credible institutions of higher learning capable of contributing to the meaningful development of, both, the individual and society at large as the present century unfolds--include: (1) the extremely high unit cost of universities, even when compared to other developing regions; (2) an insufficient emphasis on the development of a science and technology infrastructure; and (3) the relative neglect of university development in educational planning.

18-12: 30 pages

An Institutional Perspective on Higher Education Policy: The Case of Academic Quality Assurance David D. Dill, *University of North Carolina at Chapel Hill*

Institutional analysis is applied to the issue of academic quality assurance as a means of suggesting the relevance of institutional frameworks to the study of higher education policy. Because of the rich variety of institutional forces that shape academic work, systematic analysis of the norms, rules, and enforcement mechanisms of higher education systems can provide useful insights into the design of higher education policy. The chapter explores academic quality as a dilemma of collective action, the cross-subsidization of research by teaching, the implications of academic transaction and production costs, and the nature of academic property rights. The analysis suggests that the emerging institutional framework of higher education in the US leads to academic quality being an under-provided good. The chapter concludes with a discussion of the role that professional norms, university rules, government regulations and market forces play in shaping contemporary academic behaviour.

HIGHER EDUCATION: HANDBOOK OF THEORY AND RESEARCH

Editor-in-Chief: John C. Smart, University of Memphis

VOLUME XIX (May 2004)

Theory and Research on the Development of Moral Reasoning among College Students *Patricia M. King*

College mission statements continue to refer to purposes that include a moral dimension, such as preparation for citizenship, civic engagement, character development, moral leadership, service to society, and responsible participation in a diverse democracy. Embedded within these calls for attention to the moral and ethical dimensions of education is the assumption that colleges and universities are well-positioned to serve these purposes and that they provide educational experiences for students to develop their moral capacities. In this chapter, we provide a theoretical overview of moral reasoning and how it develops, describe how the Defining Issues Test has been used to assess the development of moral reasoning in college students, and develop an organizational taxonomy for understanding how student characteristics, collegiate environments, and related collegiate outcomes inform our understanding of moral reasoning as a collegiate outcome.

Doctoral Student Attrition and Persistence: A Meta-Synthesis of Research *Carolyn Richert Bair & Jennifer Grant Haworth*

In the United States, 40 to 60 per cent of students who begin doctorates in selective colleges and universities do not persist to graduation (Berelson, 1960; Bowen & Rudenstine, 1992). This strikingly high dropout rate seems incongruous in light of the considerable importance of doctoral study to research, education, leadership, policy, and professional practice. While myriad research studies have focused on doctoral attrition and persistence in higher education, a systematic synthesis of such studies had not been conducted. The purpose of this study was to conduct a meta-synthesis of the research on doctoral student attrition and persistence and to present findings and conclusions on that basis. Meta-synthesis as a methodology was developed for this study.

Tuition Fees in Europe and Australasia: Theory, Trends and Policies *Ben Jongbloed*

Tuition fees in higher education are discussed by looking at price theory, human capital theory and screening theory. The literature on the returns to human capital investments is reviewed. Empirical estimates of private and social rates of return are presented and related to policy instruments for influencing private investment in higher education. The implications of fees for the goals of raising efficiency and equity in society are illustrated by presenting facts, trends and policies for a number of countries from Western Europe and Australasia. Conclusions touch upon the setting of fees and the design of the student support systems.

Follow the Money: The Changing World of Budgeting in Higher Education

William Lasher & Charlotte Sullivan

This article reexamines what we know about higher education budgeting and how that knowledge has changed in the current environment. The nature of budgeting and the budget process are discussed, and how they are affected by economic, financial, political, demographic, and institutional factors. This is followed by a description of the various approaches used in budgeting (incremental budgeting, formula budgeting, program budgeting, zero-base budgeting, performance budgeting, incentive budgeting, and cost center or responsibility center budgeting), their strengths and weaknesses, and how they have been affected by recent environmental conditions. The chapter concludes with implications for the future, including the effects of a financial crisis on an institution and strategies for dealing with one.

Statewide Community College Governance Structures: Factors that Influence and Issues that Test Effectiveness *Cheryl D. Lovell, Ph.D., University of Denver Catherine Trough, University of Denver*

The statewide system design of higher education and its relationship to the structure of the state government is critical because a flawed or inadequate structure nets limited successes even when strong and effective leaders are present (Richardson et al., 1999). This paper describes several different types of governance systems used in today's state environment for community colleges. The examination begins with the context of statewide governance patterns for all higher education institutions and then focuses specifically on community colleges. Second, factors that influence statewide governance practices for community colleges are presented with a brief synopsis of the potential influence these factors have on the effectiveness of community colleges governance systems. Then the authors examine certain key issues that test the effectiveness of community college governance systems. The authors conclude with a simplified taxonomy for describing these systems and a recommendation to assess on a continuing basis each system's effectiveness.

Towards Massification: Higher Education Development in the People's Republic of China since 1949 *Rui YANG, Monash University, Australia*

With the recent massive growth, China's higher education is moving fast to become one of the largest systems in the

world. Mass higher education system is beginning to emerge in China. This chapter provides an overview of the development of Chinese higher education and to put it into the relevant context of massification. Built on the existing English and Chinese literature on massification of higher education, it delves deeply into the historical traditions, current practices and likely future changes of Chinese higher education to contribute to identifying effective approaches to mass higher education.

A historical review of China's higher education development is presented first, with particular focus on the achievements since 1949, especially since the adoption of the Open Door policy. Then comes a detailed discussion of the current practice, set against an international background. Finally, some tensions within the process of higher education massification are examined critically.

Faculty Professional Development for the 21st Century Christine A. Stanley, Texas A&M University

Faculty professional development has been an integral force in higher education for some time. In general, efforts to enhance the quality of teaching and learning in higher education have been referred to as faculty development. The term, "professional development" is used loosely and interchangeably with three approaches—faculty development (focus on the faculty member), instructional development (focus on student learning outcomes through course and curriculum development), and organizational development (focus on the institutional climate and reward system for teaching). Faculty development has been referred to as "an amorphous process" and the terms, "vitality" and "renewal" have been used frequently to describe the purpose of faculty development efforts. The three approaches, although different and overlapping in the types of activities emphasized, have very specific outcomes. While faculty professional development encompasses faculty work in teaching, research, and service, the primary focus of this chapter will be on the development of faculty as teachers.

The Opportunity Agenda: A Reexamination of Postsecondary Reward and Opportunity Scott L. Thomas & Laura W. Perna 2004.

This chapter describes the dramatically stratified higher education opportunities that exist in the American higher education marketplace and explores the political context and policy trends that have served, in some cases, to reduce the effects of this stratification and, in others, to reinforce it. Based on examination of the relationships between labor market outcomes and college access and choice, we argue that reducing stratification is essential, given that 1) post-graduation outcomes are associated with participation in different market segments of higher education and, 2) that access to particular segments that have been shown to confer distinct advantages is unequal. The chapter concludes with recommendations for policy that are aimed at addressing the inequities that are outlined in the chapter.

Computing and Interpreting Effect Sizes Bruce Thompson & Renée Hill

The present chapter reviews some of the alternatives and/or compliments to statistical significance testing. Specifically, the chapter has four major sections. First, some criticisms or limitations of NHST are briefly summarized. Second, some popular effect sizes and considerations for making selections are reviewed. Third, recommendation effect size interpretation strategies are presented. Fourth, related developments involving "clinical" significance and confidence intervals for effect sizes are briefly summarized.

A Cultural Analysis of Shared Governance: The Challenges Ahead

William G. Tierney

The concept of shared governance has held a prominent place in the culture and mythology of twentieth century academic organizations. For some, shared governance is a central totem of the academy; for others, it is the cause of academe's problems. In this chapter, the author offers various definitions of shared governance and discusses its

underlying premises, problems, and challenges. Shared governance, the author suggests, can be understood as a symbolic process that underscores the fundamental values of the academy. Rather than view shared governance as a static structure, the author argues that its values must remain constant as structures and processes adapt to the times. The chapter unfolds in three parts: in the first section, the author discusses the various definitions of shared governance; the second section discusses the frames of reference that have been used for analysis and definition; finally, the author provides suggestions for resolving the problem of shared governance and the areas that need further research.

Service Through Research: My Life in Higher Education

John A. Centra

No Abstract Available.



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