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Professors as Knowledge Workers in the New, Global Economy

Jenny Lee, John Cheslock, Alma Maldonado-Maldonado, Gary Rhoades

Abstract

This chapter reviews literature on professors, framing them as knowledge workers in the new, global economy. In addition to addressing longstanding issues in the study of faculty, such as time allocation, and salaries and labor markets, the chapter also examines literature on international patterns of professorial employment and professional power, and on faculty socialization and collective faculty involvement in social change. In each of these areas, we not only review the dominant patterns in the literature, but also identify emerging work that takes us in new directions that better enable us to understand the changing configuration and working conditions of professors in the U.S. The chapter closes with an analytical synthesis of the theories that have been utilized to study faculty, tracing the implications of these theories for the sorts of questions we ask about professors.

3

Contrasting Perspectives on Higher Education Governance in the Arab States

André Elias Mazawi

Abstract

The chapter explores the multifaceted aspects of higher education governance in the Arab states, within the broader context of the challenges facing tertiary education in developing countries. The aim is to account for processes of change in governance systems not only in terms of factors associated with market economy and globalization, but also over the backdrop of the socio-political and cultural meanings attached to higher education within different national, regional and geopolitical contexts. The chapter addresses four interlocked processes that affect changes and reforms in higher education governance in the Arab states: mass public education, the dislocations operated by colonial policies and authoritarian regimes, geopolitical and militaristic conflicts and the restructuring of higher education.

4

Are Students Really Rational?

The Development of Rational Thought and its Application to Student Choice

Stephen L. DesJardins

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Abstract

In this chapter, we seek to provide a better understanding of the concept of rational behavior and what it implies about student choice. We examine the historical development of the concepts of rationality and rational behavior, review the role of these concepts as used by economists, and highlight some of the common

misperceptions that exist regarding rational behavior. We argue that cited examples of irrational behavior of students may be consistent with rational behavior. This is because rational behavior is based on the subjective valuations of schooling options for students, and these valuations are unobservable and can vary greatly among students. Given these problems, we believe little can be inferred about whether a particular postsecondary choice of a student was rational or not. We also address the strengths and weaknesses of models whose foundations rest on rationality, especially the theory of rational choice that is widely used in the social sciences.

5

Investments in Human Capital: Sources of Variation in the Return to College Quality

Liang Zhang
Scott L. Thomas

Abstract

Economic theory suggests that private investments in higher education will be commensurate with the private return realized. Escalating costs of attendance and a scarcity of seats at more prestigious colleges and universities in the United States have significantly increased the costs associated with attending these schools—costs that include years of rigorous academic preparation and high tuition charges. However, decades of research suggests that, on average, the economic advantage conferred by a degree from these institutions is relatively small. Thus the empirical evidence is not fully consistent with everyday observations used to rationalize ambitions of attending more prestigious institutions or with the predictions of economic theory. This chapter explores this apparent contradiction by examining variation in returns related to college prestige by gender, race, socioeconomic background, and college major. Through this consideration, we show that America's stratified higher education system, while providing important opportunities for economic and social mobility, at the same time plays an important role in preserving and perpetuating the stratification of socioeconomic status in American society.

6

The Causes and Consequences of Public College Tuition Inflation

Michael Mumper
Melissa L. Freeman

Abstract

Tuition at the nation's public colleges and universities has been increasing for more than two decades. The rate of tuition inflation accelerated during the recession of the early 21st century. This paper explores the many factors driving prices upward. To do this, we examine recent changes in the sources of revenue available to public colleges, their spending patterns, and the level of support provided by state governments. We also consider how changes in financial aid policies have exacerbated these trends. In the second section, we consider several of the consequences of tuition inflation. Here, we examine the impact that rising prices have on the aspirations for college, choice of institution, likelihood of graduation, and post-graduation debt levels for students from low income or disadvantaged backgrounds. Finally, we explore the impact that the

same changes in the fiscal environment that are driving college costs upward are having for public institutions of higher education.

7

Perceived (Academic) Control and Scholastic Attainment in Higher Education

Raymond P. Perry, Nathan C. Hall, and Joelle C. Ruthig

Abstract

Striving to excel is a goal commonly shared by undergraduate students, graduate students, and faculty members in academic achievement settings. Periodically, however, their sense of personal control and mastery is undermined by threatening (low-control) experiences arising from a greater emphasis on success and failure, heightened academic competition, increased pressure to excel, more frequent academic failures, unfamiliar academic tasks, new social networks, and critical career choices. In these situations, achievement-striving can lead to a paradox of failure in which seemingly bright, enthusiastic individuals fail in their quest, unable to fulfill the demand to augment self-initiative and independence. Many otherwise capable individuals quit during the transition from high school to college, from college to graduate school, or from college to the workplace. This chapter deals with perceived academic control as a critical student difference affecting college students' scholastic development and with instructional treatments designed to enhance academic control and performance in failure prone college students.

8

Cluster Analysis in Higher Education Research

Carl J Huberty
E. Michael Jordan
W. Christopher Brandt

Abstract

Cluster analysis is discussed with the practicing researcher in mind. Following a discussion of study design, data inspection, and initial analysis decisions, the analysis of a real data set obtained from a sample of 592 community college students who responded to the CCSEQ is discussed. After deciding on a 5-cluster typology, the clusters are described. Two post-typology analyses, cluster differences and prediction of cluster membership, are presented in some detail. Finally, a review of the steps to consider in a cluster analysis study, suggestions for reporting the results of a cluster analysis, and references for cluster analysis specifics are presented.

9

Ideas of a University, Faculty Governance, and Governmentality

Susan Talburt

Abstract

This paper theorizes the relations of faculty members' subjectivities to their participation in governance. Corporatization's encouragement of entrepreneurialism in public research universities affects faculty members' understandings of their work and identities. With an increasing focus on market logic, traditional ideas underlying

shared governance and university work of a “community of scholars,” “collegiality,” and “common good” continue to circulate, but are refigured in their meanings. Faculty simultaneously are positioned by and position themselves in relation to these changes. Thus, Foucault’s idea of “governmentality,” which includes the ways institutions direct actors’ behavior *and* the ways individuals direct their actions, enables understanding of how faculty move between governing the self as academics and governing the self as participants in governance. Those who would defend shared governance, particularly in response to corporate managerialism, must inquire into the effects of academic shifts on faculty participation in governance.

10

College Environments and Climates: Assessments and their Theoretical Assumptions

Leonard L. Baird

Abstract

This chapter reviews evidence for the unique power of environmental and climate variables to affect student outcomes, describes the current efforts to use environmental assessments for research and practical purposes, critiques those efforts, and suggests some new theoretical approaches that could lead to better assessments.

11

For-profit degree-granting colleges: Who are these guys and what do they mean for students, traditional institutions, and public policy?

Carol Everly Floyd

Abstract

Background on history, types of institutions, and student appeal of for-profit degree-granting colleges is provided. How for-profit colleges structure faculty practices and the academic culture to maximize educational effectiveness is noted. The public policy accountability framework for for-profit colleges—state licensing, regional or national accreditation, and federal student financial aid requirements—are examined. This examination includes differences between the for-profit and not-for-profit sectors in 2003 and 2004 Congressional exchanges over regulatory requirements in reauthorization of the Higher Education Act. Ways that public accountability expectations for for-profit colleges might evolve in the next decade are outlined. Mission and adaptation issues posed for public two and four-year colleges by the operation of for-profit colleges and the more general marketization of higher education are identified. Future directions for research and practice are provided.



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