

**HIGHER EDUCATION:
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Editor-in-Chief
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**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

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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.

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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