

1

Life Under Construction: Autoethnography of a Researcher

Yvonna S. Lincoln

Abstract

Tracing a journey from the high school to the professoriat, the author has picked and chosen from “signal events” and epiphanies over a lifetime of scholarly and professional work to share the memories of people and experiences that shaped the research life. Framed always by a sense of community, and how to create a warm and caring community of colleagues, collaborators, and friends, she outlines the role of research training, the ongoing power and influence of a liberal arts degree, the vast support from supportive and nurturing mentors, the responsibility to mentor others, and the risks and rewards of trying to publish material that no one initially was interested in reading. The joy and excitement of being a part of the “paradigm revolution” are but one of many pleasures of the “thinking life”; good colleagues, good students, and good work are much of the rest. The author concludes that this is the best of all worlds, and certainly one of the most laughter-filled.

2

**Mandated Openness and Higher-Education Governance:
Policy, Theoretical, and Analytic Perspectives**

Michael K. McLendon and James C. Hearn

Abstract

Every state in the nation mandates openness in decision making within and regarding public higher education. These “sunshine” laws vary in scope and severity across systems and institutions, but no public institution is immune. The laws help serve the ends of public accountability, academic honesty, fiscal soundness, institutional effectiveness and efficiency, and procedural and outcome equity in decision making. Without question, the laws exert substantial influence on decision making, yet they have been the subject of very little comprehensive research and theorizing. This chapter chronicles the origins of the laws in U.S. higher education, reviews prior empirical work on the laws, identifies gaps in the existing literature, and draws on research and theory in political science, economics, and organizational studies to suggest directions for further analysis.

3

Studying College Access and Choice: A Proposed Conceptual Model

Laura W. Perna

Abstract

This review provides an update to two literature reviews on the topic of college access and choice: *Higher Education: Handbook of Theory and Research* (1989) and *College Choice: Understanding Student Enrollment Behavior* (1990). An update to the literature, however, is required because of changes in the nature of research on college access and choice in the last 15 years. The most notable changes pertain to the theoretical and conceptual frameworks and methodological approaches utilized as well as the populations examined. The primary contribution of this chapter has been to propose a conceptual model for understanding college choice. Recognizing that a single approach is insufficient for understanding differences across groups in student college choice, the proposed conceptual model integrates aspects of economic and sociological approaches. The model assumes that an individual's assessment of the benefits and costs of an investment in college is shaped by the individual's habitus and multiple contexts: school, family, and community; higher education; and policy.

4

The Study of Academic Careers: Looking Back, Looking Forward

Martin J. Finkelstein

Abstract

How have investigators studied academic careers? Who has studied them? Why? And with what results? This chapter provides an overview of the study of academic careers and the empirical foundations that have been laid over the past half century. It draws heavily upon my own earlier work [*The American Academic Profession: A Synthesis of Social Scientific Inquiry Since World War II* (1984)] to identify three broad eras in that research defined largely by the shifting fortunes and policy priorities of American higher education. Based on that literature, and based too, on current developments in the restructuring of American higher education, we provide recommendations on the trajectory and focus of future research in academic careers.¹

¹ For the skeptics among us, it may be useful to clarify just why the study of academic careers is important. While this is not the place for a discussion of academics and the social and economic health of "the knowledge society," see Bowen and Schuster (1986) and Schuster and Finkelstein (in press).

5

**Institutions of Academic Governance and Institutional Theory:
A Framework for Further Research**

Gabriel E. Kaplan

No Abstract

6

To Use or Not to Use Theory: Is that the Question?

Adrianna Kezar

Abstract

I review literature on the concept of theory to make sense of some recent critiques regarding the usefulness of theory in education. I argue that theory is a social construction. By providing a historical context and examining why theory has been meaningful to people over time, I maintain that theory remains a useful consideration in scholarly work. I present both the values and the constraints of theory within education. In addition, I do not argue for a particular definition of theory (scientific or interpretive, for example), another common discussion in the literature. Instead, I review various definitions of theory and argue that a scholar needs to develop his or her own position on how he or she plans to define and use theory. Whether researchers are creating, critiquing, or testing theories, thoughtful choices must be made and explicit assumptions demonstrated so that their work can be appropriately judged for quality.

7

**Crossborder Education: An Analytical Framework
for Program and Provider Mobility**

Jane Knight

Abstract

International mobility of students and scholars has been a longstanding feature of higher education; however, it is only in the past two decades that crossborder movement of academic programs and education institutions/providers has significantly increased in volume and diversity. The purpose of this chapter is to examine the trends, issues, and challenges associated with crossborder education and the new types of education providers, new modes of delivery, new programs and qualifications, new partnership models and new national/regional regulations. Typologies for different types of crossborder providers including

traditional higher education institutions and new private commercial companies and for the various delivery modes including franchise, twinning programs, double/joint degrees, distance, branch campus, and acquisition/mergers are presented. Rationales driving the growth in crossborder education and the implications in terms of quality assurance, registration, qualification recognition, and national/regional regulatory frameworks are discussed.

8

Preparing the Professoriat of the Future: Graduate Student Socialization for Faculty Roles

Ann E. Austin and Melissa McDaniels

Abstract

This chapter addresses graduate student socialization for faculty roles, with attention to four key issues: (1) What theoretical perspectives exist in the literature on graduate student socialization to the professoriat that can help scholars and practitioners consider how to prepare the next generation of faculty more effectively? (2) What abilities, knowledge, appreciations, and skills are appropriate outcomes of the graduate school socialization experience for individuals pursuing faculty careers in the United States? (3) What issues and concerns pertaining to the socialization of graduate students to faculty roles have emerged in recent research? (4) What practical strategies are currently in place or might be developed to enhance graduate student socialization to the faculty role?

9

Using Data Mining to Analyze Large Data Sets in Higher Education Research: An Example of Prediction with NSOPF: 99

Yonghong Jade Xu

Abstract

Advances in technology have altered data collection and popularized large-scale data sets in higher education. To turn the abundant raw data into valid knowledge, researchers need to realize that traditional statistical techniques have weaknesses when used to study large volumes of data and more effective and unbiased analytical tools are necessary. This chapter introduces a new data analysis approach called data mining that combines statistical principles with machine learning algorithms to extract useful information from massive data sets. In order to examine the applicability of data mining

in higher education research, an example is presented in which prediction models of faculty salary are constructed using a specific data mining technique and, as a comparison, a multiple regression procedure. The two approaches are compared and contrasted to outline their strengths and weaknesses. Researchers in higher education may find that some unique features of data mining are beneficial to large-scale data analysis.

10

Toward Strategic Ambiguity: Antidote to Managerialism in Governance

James L. Bess

Abstract

This paper addresses the continuing trend in colleges and universities toward loss of control by faculty over the conduct of academic and institutional affairs and the further deterioration of the ideology of shared governance. The paper argues for the reinstitutionalization of a fast-disappearing traditional quality of higher education organizations—an ambiguity of institutional goals, culture, organizational structures, authority, and individual responsibilities. This proposed anomalous new strategy/policy would seem to violate long-standing bureaucratic maxims that organizations should be guided by clarity of purpose and rationality in practices and procedures. In this paper, however, an argument is made for the installation of a more ambiguous institutional academic culture and structure as an important means of preserving and enhancing shared and democratic decision making—the hallmark of academic self-governance and a critical venue for creativity and innovation.

11

The Political Economy of International Student Flows: Patterns, Ideas, and Propositions

Jenny J. Lee, Alma Maldonado-Maldonado, and Gary Rhoades

Abstract

There are political and economic forces shaping the global flow of international students. In this chapter, we offer a structured set of observations and some of our own data about the patterns of flows and then a set of propositions to guide future research on international student mobility.

We structure our observations around three levels of activity. We begin by examining how the choices of international students are influenced by such forces. We then consider how the strategies and activities of higher education institutions and professions are animated by such forces. Finally, in looking at nation-specific as well as regional trends in the flow of international students (especially to and within developing countries), we can challenge how countries are typically categorized (i.e., sending vs. receiving country, central vs. peripheral country) in light of the political economy.

12

Social Capital and the Racial Stratification of College Opportunity

Robert Teranishi and Kamilah Briscoe

Abstract

In this chapter, we examine the ways that race, racism, and continued (and arguably intensified) residential segregation influence and ultimately preclude equal access to valuable and necessary information about college opportunity for minority students and undermine efforts to achieve greater access to higher education for students of color. Drawing on a broad and rich literature of social network analysis and theory, we find that race plays a role in how students of color develop and maintain the social networks that are crucial to the pursuit of higher education. We argue that the relationships among students, gatekeepers, admissions offices, and family and neighborhood support systems can be strengthened if there is renewed attention on the ways that those relationships are made more complex for students of color.



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