

Chapter 1

No Abstract

Chapter 2

Accountability, Assessment, and the Scholarship of “Best Practice”

Alicia C. Dowd and Vincent P. Tong

Abstract

Accountability systems, in various and evolving designs, have struggled to spur increases in the quality, efficiency, and productivity of higher education institutions. The effort to identify “what works” and disseminate higher education “best practices” to improve institutional effectiveness is ongoing under numerous accountability, assessment, and research initiatives. To characterize what we know and what we need to know from a “scholarship of best practices,” this paper analyzes the methods and goals of contemporary academic and institutional research investigating the effectiveness of collegiate educational practices.

To address our concern that the search for “best practices” in its current form will be ineffectual, we propose the creation of evidence-based inquiry councils (EBICs) as a central feature of a comprehensive accountability system designed to integrate knowledge of institutional contexts, educational processes, and learning outcomes for the purpose of increasing the educational effectiveness of colleges and universities.

Chapter 3

Striving for What? Exploring the Pursuit of Prestige

KerryAnn O’Meara

Abstract

Each year colleges and universities strive to increase their national standing in the academic hierarchy, and the behavior associated with this “striving” has taken many forms. In recent years research has examined the nature of such “striving” to frame how it might be studied, and to examine how striving impacts various aspects of institutional functioning, including but not limited to admissions, pricing/cost, faculty work-life, and educational quality. This *Handbook* chapter contributes to this growing area of research by synthesizing recent studies on striving to (a) better recognize striving institutions (b) understand the forces compelling striving (c) explore striving behaviors (d) examine possible consequences of institutional striving and (e) identify areas for future research.

Chapter 4

‘Outsiders’, Student Subcultures, and the Massification of Higher Education

Richard Flacks and Scott L. Thomas

Abstract

Lost in student research of the last three decades is the effort to depict and understand the student experience and the students’ role in creating it. That students create a culture or cultures, and that such cultures crystallize collective and individual student identities, has largely disappeared as an identifiable theme in contemporary research on college students. Decades of earlier research on students’ worlds and cultures lead to the inescapable conclusion that student subcultures powerfully mediate efforts designed to encourage specific student behaviors, attitudes, and orientations. We offer a description of the evolution of this earlier body of work and an analysis of why there has been a significant attenuation in interest over the past thirty years. We close by describing a relatively new program of research designed in part to capitalize on this perspective as we argue the importance of renewed attention to an understanding of contemporary student culture.

Chapter 5

Teachers' nonverbal behavior and its effects on students

Elisha Babad

Abstract

The article covers the area of nonverbal (NV) behavior, especially the expressive behavior of instructors in higher education and its effects on students. Two conceptualizations focusing on instructors' expressive behavior are presented – "teacher enthusiasm" and "teacher immediacy." Their findings on the effects of instructors' behavior on students' affective (stronger effects) and academic outcomes (weaker effects) are discussed, wondering about the complete alienation between these bodies of literature, who measure the very same phenomenon. Methodological discussions include a critique of "Doctor Fox" and related experimental manipulations of instructors' NV behavior. A strict approach in which instructors' natural NV behavior is actually measured (in contrast with students' global self-reports about instructor behavior) validates earlier findings and demonstrates that students' evaluations can be predicted from thin slices (10 seconds) of instructors' NV behavior in certain instructional situations. Microanalysis indicates that despite their great expressive commotion in the classroom, effective instructors are quite relaxed.

Chapter 6

No Abstract

Chapter 7

The Political Economy of Redistribution Through Higher Education Subsidies

William R. Doyle

Abstract

Hansen and Weisbrod (1969) find that subsidies for higher education redistribute income from the poor to the rich. I examine the historical debate on redistribution through higher education subsidies and provide more recent evidence that the system does result in a negative redistribution of income. I then review the literature on political economy of selective welfare programs, with a particular emphasis on programs like higher education, which benefit middle income and upper income groups at the expense of the poor. The paper explains and extends the Fernandez and Rogerson (1995) model which demonstrates how a program of negative income redistribution (poor providing subsidies for the rich) could be approved by a majority of voters in a society. The paper then provides an empirical test of this model analyzing panel data from 1984 to 1999 from the American states. The two stage least squares results indicate a negative relationship between inequality and appropriations to higher education—as inequality goes up, states will provide less money for higher education. This provides initial support for the Fernandez and Rogerson model.

Chapter 8

Adjusting for Nonresponse in Surveys

Gary R. Pike

Abstract

Because of the prominent role played by surveys in higher education research and assessment, declining response rates are a source of concern. Low response rates increase the likelihood that estimators of population parameters will be both imprecise and systematically biased. This chapter describes four approaches that can be used to adjust for nonresponse: population weighting, sample weighting, raking ratio estimation, and response-propensity weighting. Although these methods can adjust for nonresponse, their effectiveness is limited by four factors: (1) weighting will not allow inferences to be made about a population based on data from a convenience sample; (2) weighting will not compensate for nonresponse when there are differences between respondents and nonrespondents on survey variables; (3) gains in the reduction of bias will be at least partly offset by loss of precision; and (4) researchers who use weighting adjustments must also use variance estimates that are appropriate for the weighting method.

Chapter 9

No Abstract

Chapter 10

Signals and Strategies in Hiring Faculty of Color

Franklin A. Tuitt, Mary Ann Danowitz Sagaria and Caroline Sotello Viernes Turner

Abstract

In this chapter the authors propose a model of faculty hiring drawing upon job-market signaling from economics (Spence, 1973; 2002), management, sociology, higher education, and present exemplary practices. After outlining how signaling theory can be used to explain the obstacles institutions of higher education face in their efforts to hire diverse faculty, the authors use signaling theory to frame their review of the literature related to best practices for recruiting and hiring diverse faculty. The authors conclude by arguing that the slow progress on the part of higher education to diversify their faculty may be attributed to the inability of organizations to modify their hiring practices in light of the signals that can interfere with the recruitment process and provide a list of implications for future research and practice aimed at increasing faculty diversity.

Chapter 11

No Abstract

Higher Education: Handbook of Theory and Research

Volume 22

Smart, J.C. (Ed.)

2007, IX, 611 p., Hardcover

ISBN: 978-1-4020-5665-9