

Tenure Narrative: [REDACTED]

How higher education reflects and shapes social order is the fundamental problem motivating my work. I approach this problem through a political economy framework. Political economy refers to the study of production and distribution of resources. Questions are addressed by integrating theory and methods from economics, political science, and sociology. Because higher education now operates on a global scale my work is often comparative. Much higher education research addresses individual experiences and outcomes. My contribution is to advance understanding about how individual experiences and outcomes relate to macro-social processes. I am among a relative few in the country who studies political economy of higher education and add this perspective to MSU's nationally recognized higher education program.

My approach to the study of higher education is reflected in research, teaching, and service. In what follows I provide a fuller account of my work as part of a tenure application. Tenure acknowledges professional accomplishment and is a future investment. Tenure confers full membership to the academy and the academic profession. With this membership comes responsibility to the field through teaching and research, and to act as an institutional steward. I demonstrate my qualifications for tenure through this narrative and enclosed evidence.

Research:

Since 2011 my writing includes (published or in press) 14 peer-reviewed journal articles, an edited book, 9 book chapters, and 11 reviews or popular articles. My work has appeared in leading journals including *The Journal of Higher Education*, *Research in Higher Education*, *Harvard Educational Review*, *Teachers College Record*, and *Higher Education*. According to Google Scholar these publications have accrued over 460 citations (as of Oct. 2016). My research is situated at the junctions between organizational, socioeconomic, and policy studies, and has largely addressed two topics: (1) academic science, and (2) international higher education. Interest in institutional competition and resulting stratification between and within organizations connects these topics. I have growing concerns about the relationship between the stratification of higher education and social inequality. This topic is a third (3) emerging area of research.

(1) Scientific knowledge is a key ingredient to success in the knowledge economy. Analyzing the political economy of academic science asks about what knowledge is produced, by whom, and under what conditions. I have examined several topics as vehicles for addressing these questions. An example is research flowing from my dissertation that examined the role of international postdocs in the US and England. This work was among the first about postdocs in the field since 1985. I argue that the development of higher education globally has led to a growing pool of qualified researchers who migrate to take jobs abroad. Postdocs had long been understood as apprentices who elect to further their training. My research shows that postdoc growth can be partly attributed to non-educational factors including mounting demands to generate grants and other external funds. Postdocs, who are abundant in supply, productive, and modestly compensated, are cost effective workers who help to secure future grants. Let me provide two examples: A single authored article published in *Minerva* analyzed qualitative data to show how international postdoc employment is shaped by immigration and science policy. This article demonstrates that the academic profession is fashioned not only by dynamics of the academy but also by the interaction of global science with national policies. An article co-authored with [REDACTED] (with whom I have an ongoing collaborative project on organizational competition and stratification) in *The Journal of Higher Education* found federal research funding to be a major driver of postdoc growth. This quantitative study confirmed findings from my qualitative work and established the importance of the federal funding agencies in restructuring academic science. Research about postdocs has led to recognition that I am an expert about academic science. An AERA/NSF grant program has provided funding for my postdoc research. Because of my expertise in this topic I have been invited to speak about the organization of academic science at the National Institutes of Health in October 2016. Each of these recognitions is evidence of the value of my work to policymakers and practitioners.

Universities in the US and around the world increasingly emphasize science and engineering at least in part because governments support these fields. I have studied the financial aspects of academic science. Examples of this work include a study about investment in research capacity (*Higher Education Quarterly* with [REDACTED]), financial consequences of emphasizing non-science fields (*The Journal of Higher Education* with [REDACTED]), and distribution of federal stimulus funds for academic research (*Higher Education Policy* with [REDACTED]).

Production in academic science is particularly interesting because it involves interaction between individuals (e.g., faculty members), disciplines, institutions, policy, and markets. One way I sought to understand this complexity was through a study about faculty members' laboratory management strategies. Interviews with science faculty members revealed that many of their efforts were devoted to securing the human and financial resources necessary to maintain lab production at levels specified by disciplinary and intuitional expectations. I argue that science professors are like proprietors of small enterprises (labs) whose bottom line is set by administrators, grant-makers, and peer-evaluators. This work, published in *Higher Education*, complicates previous accounts that described academic science as the product of either pure curiosity or market incentives. I plan to extend this line of research by examining how academic science is organized across systems. Universities emphasize different overall mixes of degrees and research outputs. Understanding the source and nature of these differences may be of use to policymakers' efforts to exploit the social returns of research and contribute to theory about how organizational fields are structured. I have research on this topic underway and am actively seeking external funding.

(2) International higher education is my second line of research. In this work, also informed by a political economy framework, I seek to understand how higher education relates to the global social order. This is a big topic and can only be addressed incrementally. Publications from this line address academic mobility, rankings, and academic capitalism, each of which provides a way to understand the global role of higher education. Many talented workers are now internationally mobile and firms hire skilled employees from abroad. This processes also plays out in higher education, as my postdoc research shows. Much of the scientific output at US universities is generated by the labor of internationally mobile researchers. The study of academic mobility can also shed light on how universities internationalize. A recent paper in *Research in Higher Education*, co-authored with [REDACTED], analyzes international doctoral student recruitment as form of internationalization. This paper is also important, I believe, because of our novel incorporation of macro-sociological theory into the study of internationalization, which the literature typically attributes to administrative "rationales" rather than global social change.

Scholars from a variety of fields identify economic liberalization and neoliberal government as hallmarks of globalization. I have sought to understand how these developments are reflected in higher education. Academic capitalism is an influential framework developed to explain how economic liberalization and neoliberal governance have transformed higher education. I have made significant contributions to the literature on academic capitalism internationally. My writing in this area includes a well-cited comparative analysis of marketization in the United States and European Union co-authored with [REDACTED], the founder of academic capitalism, (in *Higher Education*) and a co-edited book (*Academic Capitalism in the Age of Globalization* with [REDACTED]) published by The Johns Hopkins University Press. Chapters of that book, including my own, probe the value and limitations of academic capitalism a framework for understanding contemporary dynamics in higher education globally. Additionally, world rankings, which may be attributed to neoliberal governance, are among the most important developments in the field since the turn of the century. My research has investigated how rankings may prompt organizational changes within universities (article in *Minerva* with [REDACTED]) as well as the value and limits of understanding university rankings as a form of geopolitical competition among countries (in press book chapter).

(3) Applying for tenure affords opportunity to account for work done and to reflect on where it is going. I hope to expand in scope to achieve broader policy relevance. I plan to accomplish this by applying political economy analysis to understanding the relationship between stratification within higher education and broader patterns of social inequality. Since this topic is of broad interest, I want to communicate with both academic and non-academic audiences. I have taken initial steps towards this “turn” in my work. For example, [REDACTED] (London Institute of Education), [REDACTED] (Higher School of Economics, Russia) and I are wrapping up a book project on the social dynamics of mass participation. I am also co-editor, with [REDACTED] (University of Bath, UK) and [REDACTED] (University of Melbourne, Australia), of a volume about the politics of higher education that is under contract with Edgar Elgar Press. Finally, in 2016 I wrote four popular articles for *The Conversation* (theconversation.com) about inequality and higher education. Over 37,000 people have viewed these articles (as of Oct. 2016).

Teaching:

Teaching constitutes the largest share of my faculty appointment. HALE students have interests in administrative, policy, and academic careers. The ability to identify, analyze, and make convincing arguments about important questions is a common demand among these occupations. My job is to prepare students for their careers by transmitting content, and by developing academic skills. Course instruction, doctoral committee work, advising, and research collaboration with graduate students are important aspects of my teaching work.

My approach to teaching (online and face-to-face) is to both cultivate students’ appreciation for higher education and to develop their capacity to analyze critically institutions in order to improve them. This means directing focused reading and facilitating discussion. Because higher education is an applied field I often teach using cases and real-world examples. For me, teaching always involves asking students to write and evaluating their writing in order to improve clarity and sharpen ideas. With the exception of a course release when I was first appointed, I have taught four regular courses per academic year (plus occasional independent studies). From August 2011 through May 2016 I taught 19 courses at MSU, enrolling a total of 364 graduate students (an average of 19 per regular course). I am scheduled for another 4 courses in the 2016/17 academic-year. I discuss courses taught after my reappointment in 2014 to illustrate my teaching, which reflects my content specialties and departmental needs.

Each course is designed to develop generic academic skills, transmit essential content, and expose students to my political economy approach to analysis, and to think critically about it. I teach EAD 970 – Organizational and Administration in Postsecondary Education – every fall. EAD 970 is required in the HALE doctoral program and is taken by all first-year PhD students. The course surveys foundational theory and reviews contemporary and classical literature about the administration of higher education. Objectives are to provide a content base useful for both future study and practice, and to orient students to doctoral work through engagement with theory, including competing ones. Encountering theory is intimidating for some students. In order to make the material more approachable I rely on practical case studies and encourage students to consider new ideas through a framing question (To what extent is college and university behavior determined by the external environment versus internal factors?). Each semester I adjust the course to reflect recent developments in the literature and to refine class activities. I am proud of this course not just because it is evaluated favorably but also because each semester I observe academic growth among the cohort. A number of students have told me that EAD 970 proved significant to their scholarly development. (Average of composite SIRS scores since reappointment: 1.88; scale 1 = best; 5 = worst.)

Each year I also teach EAD 805, a master’s level course that surveys administrative theory. While the student evaluation scores are lower than in my other courses (SIRS: 2.41), I still view this class as an instructional accomplishment. EAD 805 is a mainstay of the HALE master’s programs and is a required course in the student affairs program. HALE has expanded online course offerings and, in 2014, I taught EAD 805 online for the first time. In order to translate this course to the online environment I consulted with MSU’s instructional technology unit and have worked each year to improve the student experience. I have also taught two other online master’s level courses:

Budget and Finance in Higher Education (EAD 876) and Inquiry in Higher Education (EAD 840). Teaching EAD 876, a course I redesigned, has been rewarding. This course gives special attention to tuition and financial aid, and students consider how resource acquisition and distribution connect to questions of access and equity. It is enjoyable to help students who may otherwise not be concerned with financial operations to make connections between the class and their own interests. EAD 876 is an elective but attracts more than 20 students each semester and is well evaluated (SIRS: 1.65). EAD 840, which is required in the HALE MA program, introduces students to research and scholarly inquiry. In EAD 840 we examine common modes of inquiry in higher education – post-positivism, constructivism, and critical theory – alongside an overview of the philosophical traditions from which each developed. I crafted my approach to this course with HALE MA students in mind. Because the HALE MA program serves early and mid-career administrators I believe it is important for students to learn how to be critical consumers of the research they encounter in professional work (SIRS: 2.13).

I have had the pleasure of teaching specialized doctoral-level seminars. They are smaller but are important to me and, I believe, to the students who enroll. Elective seminars allow content tailored to student interests, facilitate the union of scholarship and teaching by working at the frontiers of a literature, and permit instructional experimentation. Seminars are the venue in which I most closely draw together my research and teaching. I offered EAD 964 – Comparative Higher Education – in the spring of 2014 and am scheduled to teach it again in spring 2017. This course is the only offering in the HALE curriculum dedicated to higher education beyond the U.S. Students study topics that help them understand the relationship between higher education and global social order including globalization, regionalization, internationalization, cross-border mobility, branch campuses, and rankings. The class operates as a discussion-driven seminar alongside which students develop a substantial project in the form of a scholarly paper, policy analysis, or internationalization program proposal (SIRS: 1.25). In spring 2016 I taught EAD 991B (SIRS: 1.18), an advanced seminar on organizational change. In this course we focused on the extent to which organizational change can lead to greater equity of outcomes among students. We read a series of contemporary books on the topic and students conducted an independent program of research resulting in an article length essay. One goal of EAD 991B was to develop skills in public scholarship so the class maintained a blog [REDACTED]

I have twice (once with [REDACTED]) led a credit summer course on global higher education to Mexico City. The aims of this course are to learn about higher education in Mexico and to develop skills in conducting international research. I believe the Mexico class is a good example of graduate study abroad as an effective tool for academic development.

As a member of HALE, a graduate-only unit, I am committed to doctoral committee service and student advising. Many students have asked me to serve as advisor or committee member. It is my view that HALE students are served best when challenged to do rigorous and important work within the context of their professional aspirations. I currently advise 10 doctoral and 9 master's students. Two of my doctoral advisees have graduated [REDACTED] a Senior Research and Policy Analyst at the Campaign for College Opportunity in Los Angeles, and [REDACTED], an Economic Development Planner at the North East Michigan Council of Governments). I further served as a committee member for 30 students, including 12 who graduated and 18 who are active. I have agreed to serve for every student who asked. I believe that working with students is a primary responsibility, not something to guard against. Once a student is admitted to HALE it is my professional obligation to support the success of that student. Further, I view committee service as a courtesy that should be extended to colleagues barring some compelling countervailing reason. Working only with students having interests tightly aligned with my own would do no service to the department. I heavily weigh the judgment of students and their advisors when agreeing to sit on a committee.

HALE emphasizes preparing future faculty and scholar-practitioners and I have embraced this mission. Since solidifying my own scholarly identity I have given effort to collaborate with students on research projects. These efforts aim both to develop students' research skills and to advance my scholarship. In this way I am more discerning in entering into research collaboration

with a student than in serving on doctoral committees. These collaborations are limited to students who are able to take advantage of the opportunity. In some instances students are secondary contributors to the research project and in others, the student and I establish guidelines that will allow them to assume primary credit (first authorship). Positive results are beginning to register, including two peer-reviewed articles, a published review, and two article manuscripts in advanced stages of development.

Service:

Faculty service is central to vibrant institutions and academic fields. I believe I have made contributions to the maintenance and improvement of my department, college, and university. Each year I serve HALE on an admissions committee, read comprehensive exams, and contribute to occasional events such as brown bags and other professional development workshops for students. I have twice served on successful HALE search committees that resulted in hiring three tenure-line colleagues. Within the department (Educational Administration) I sat for three years on the Committee on Faculty Affairs, which conducts annual reviews and demands a considerable time commitment. My service to the college includes a two-year appointment to the college faculty advisory committee, which advises the dean, and a review of students' summer fellowship applications. I have served the university by participating in a workshop organized by the extension office on educational policy for newly elected members of the Michigan legislature and by sitting as a panelist on a faculty grievance hearing.

My service to the profession, I believe, is extensive. I am an active member of the Association for the Study of Higher Education (ASHE) and have served the association in a number of ways. I do the ordinary activities such as reviewing conference proposals, and serving as session chair and discussant. I was elected chair of the Council for International Higher Education in 2011 for a three-year term (elect, chair, and past chair) which involved coordinating the council's activities, organizing the pre-conference meeting, and representing the council as an ex-officio member of the ASHE board. In 2014 I was invited to serve as a member of the ASHE taskforce on organizational structure, which resulted in a report on how to manage the growing number of councils and interest groups affiliated with the association. I am also an active member of AERA Division J. Recently I accepted an invitation by current Division J chair to head the division's internationalization task force through 2017.

My most significant service contribution has been through review and editorial work. I have reviewed numerous manuscripts and proposals for journals (including *Higher Education*, *Journal of Higher Education*, *Minerva*, *PLOS ONE*), Routledge books, and the Czech Science Foundation. Since 2015 I have served as member of *Journal of Higher Education's* editorial review board. Above all, since November 2014 I have been a coordinating editor at *Higher Education*. *Higher Education* is the most important international journal in the field and its impact factor of 1.207 is among the highest in the field. The journal receives over 900 submissions each year. As coordinating editor I make the initial decisions about whether assigned manuscripts proceed to review, select reviewers, and render final decisions. From November 2014 to June 2016 I made final decisions on 198 manuscripts. It is unusual to hold an editorial position as an assistant professor. I elected to accept the invitation because I saw it as an important opportunity to contribute to the future of the field. I am especially interested in increasing communication between academic systems in other parts of the world. While higher education is an increasingly global enterprise, research in the field is largely nation-bound. I believe serving in an editorial role at *Higher Education* is one way to bridge this divide.