

FORM D - IV A INSTRUCTION

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

1. Undergraduate and Graduate Credit Instruction:

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the “past six semesters,” the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS*.

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught			Number of Students	Number of Assistants **	Notes
			Lec	Rec	Lab			
<u>Spring 2014</u>	EAD 840	3	1			18	0	Online Course, HALE MA Required Course
	EAD 876	3	1			22	0	Online Course
	EAD 990	3				2		Independent Study
<u>Fall 2014</u>	EAD 805	3	1			15	0	Online Course
	EAD 970	3	1			20	0	Required HALE PhD Course
<u>Spring 2015</u>	EAD 876	3	1			23	0	Online Course
	EAD 964	3	1			12	0	
	EAD 890	1	1			1	0	Independent Study
<u>Fall 2015</u>	EAD 805	3	1			20	0	Online Course
	EAD 970	3	1			18	0	Required HALE PhD Course
	EAD 990	3	1			2	0	Independent Study
<u>Spring 2016</u>	EAD 840	3	1			13	0	Online Course, HALE MA Required Course
	EAD 991B	3	1			8	0	Seminar on organizational theory and stratification
<u>Fall 2016</u>	EAD 805	3	1			17	0	Online Course
	EAD 970	3	1			19	0	Required HALE PhD Course
	EAD 990	3	1			1	0	Independent Study

2. Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

Off-load instruction included two study aboard courses to Mexico City (10 day) in the summers of 2014 and 2016. These credit-baring courses were offered as part of the HALE program’s annual international/global higher education offering.

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

FORM D – IV A INSTRUCTION, continued

3. Academic Advising:

a. Faculty member’s activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

Undergraduate: 0

Graduate: 21

Graduate/Professional: 0

Other: 0

b. Candidate’s undergraduate advisees (if applicable to individual under review):

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees	n/a	n/a	n/a	n/a

c. Candidate’s graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):

	Masters	Doctoral	Professional
Number of students currently enrolled or active	9	12	0
Number of graduate committees during the reporting period	0	19	
Degrees awarded during the reporting period	5	2	0
Degrees awarded during career	5	2	0

FORM D – IV A INSTRUCTION, continued

Doctoral Committee Summary

(C = in courses; D = dissertation stage; SS = graduated; * expected; program other than HALE)

Chair (2 graduated + 10 active = 12 at MSU):

[Redacted list of 12 names]

Non-chair member (12 graduated + 18 active = 30 at MSU):

[Redacted list of 30 names]

FORM D – IV A INSTRUCTION, continued

4. List of Instructional Works:

List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

N/A

5. Other Evidence of Instructional Activity:

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

My teaching philosophy is to prepare students for their professional work by enhancing their content knowledge, improving their ability to consume and critique research, and to develop effective communication skills. HALE students pursue varied careers. Most are experienced or aspiring higher education administrators, though many, especially doctoral students, are interested in scholarly and research or policy-related careers. A common demand among these heterogeneous goals is the ability to understand, analyze, and make convincing arguments about the ways that colleges and universities are important social, cultural, and economic institutions as well as sites of teaching and learning. Hence, my approach to teaching is to both help cultivate their appreciation for higher education and to develop the ability to critically analyze colleges and universities so that they might improve them. This approach translates into two primary pedagogical methods. First, I often use a case-based approach to instruction in both online and face-to-face instruction. I find that using cases, both real and realistic examples, helps students to better understand theory and facilitates their ability to analyze complex situations. Second, in class discussions and written assignments I emphasize students' ability to advance an effective argument. Argumentation is important because marshaling data and advancing a position are skills important to any career likely to follow a HALE program. Consistent with MSUs global mission, I also believe is important to expose students to higher education internationally, which is why I intergrate some international material into courses and have lead two study abroad courses.

As a graduate only program I believe that student advising and collaborative must be central to my instructional activity. It is important to prepare the future faculty and partitions with excellent scholarly preparation. For this reason I have made a strong commitment to working closely with students on an individual basis. Examples include working with students on writing projects for peer-review and other publications (student collaborative papers noted in the research section), leading independent study classes to customize students' study programs, and welcoming student committee service whenever I can contribute.

Below are mean SIRS composite scores averaged across sections taught over the period. Individual course syllabi and SIRS forms are enclosed as additional evidence of instructional activity and efficacy.

	Instructor Inv.	Student Int.	Student-instructor Int.	Demands	Organization
EAD 805* r	2.57	2.32	2.38	2.28	2.36
EAD 840* r	2.30	2.04	2.04	2.11	2.17
EAD 876*	1.68	1.58	1.80	1.59	1.64
EAD 964	1.23	1.25	1.13	1.38	1.29
EAD 970 r	1.71	1.88	1.75	1.98	2.10
EAD 991B	1.09	1.13	1.13	1.44	1.09

* = delivered fully online

r = required by a HALE program

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

1. List of Research/Creative Works:

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified are from after reappointment (* indicates authored with a student; + indicates peer review; ## outreach / public scholarship; # indicates note; IF = Thompson-Reuters [ISI] 2015 impact factor; SRJ: Scimago [Scopus] 2015 2 year citation index):

1) Books

[REDACTED] (2014). *Academic Capitalism the Age of Globalization*. Baltimore: The Johns Hopkins University Press.

Primary editor of a book published by a major university press. *Reviewed in Review of Higher Education, Change, Canadian Journal of Higher Education.*

2) Book chapters

[REDACTED] (in press). Higher education and globalization. *Oxford Bibliographies*.

[REDACTED] The geo-politics of the education market. [REDACTED] *Global rankings and the geo-politics of higher education: Understanding the influence and impact of rankings on higher education, policy and society*. New York: Routledge.

[REDACTED]. (2016). The new "prudent man." Financial-academic capitalism and inequality in higher education. [REDACTED] (Eds.), *Stratification, privatization and vocationalization of higher education in the US and EU: Competitive advantage*. Dordrecht, the Netherlands: Springer (pp. 173 – 192).

[REDACTED] (2014). Academic capitalism in theory and research. [REDACTED] *Academic Capitalism the Age of Globalization*. Baltimore: The Johns Hopkins University Press (pp. 3 – 9).

Lead author, wrote 60% of text.

[REDACTED] (2014). The global enterprise of higher education. In [REDACTED] *Academic Capitalism the Age of Globalization*. Baltimore: The Johns Hopkins University Press (pp. 137 – 146).

Co-author, wrote 40% of text.

[REDACTED]. (2014). Transnationalization of Academic Capitalism through Global Production Networks [REDACTED] (Eds.), *Academic Capitalism the Age of Globalization*. Baltimore: The Johns Hopkins University Press (pp. 147 – 165).

Co-author, wrote 40% of text.

3) Bulletins or monographs

None

4) Articles

[REDACTED] (2017). Reasons for becoming a postdoc: Differences by race and foreign-born status. *Teachers College Record*, 119(3) [Accepted and Scheduled for Publication]. Journal impact: (IF: 0.746; SJR: 1.102).

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

Co-authored with student and colleague. Developed research questions, collaborated in design and analysis, wrote 45% of text.

██████████ (2016). The American Recovery and Reinvestment Act: Competition, resource concentration, and the “Great Recession” in the US. *Higher Education Policy*, 29(2), 199 – 217. Journal impact: (IF: 0.577; SJR: 0.673).

Co-author on all aspects, wrote 40% of text.

██████████ (2015). Laboratory management, academic production, and the building blocks of academic capitalism. *Higher Education*, 70(3), 487 – 502. Journal impact: (IF: 1.207; SJR: 1.667).

██████████ (2015). Faculty perceptions of students in life and physical science research labs. *Innovative Higher Education*, 40(4), 317 – 329. Journal impact: (SJR: 1.231).

Co-author with student, both authors contributed equally.

██████████ (2015). Rise of the science and engineering postdoctorate and the restructuring of academic research. *The Journal of Higher Education*, 86(5), 667 – 696. Journal impact: (IF: 1.136; SJR: 1.576).

Lead researcher and author responsible for 70% of the article.

██████████ (2015). Global competition, US research universities, and international doctoral education: Growth and consolidation of an organizational field. *Research in Higher Education*, 56(5), 411 – 441. Journal impact: (IF: 0.915; SJR: 1.408).

Co-author responsible for 40% of article.

██████████ (2015). Are International Students Cash Cows? Examining the relationship between new international undergraduate enrollments and institutional revenue at public colleges and universities in the US. *Journal of International Students*, 5(4), 512 – 525. Journal impact: (no measures available).

5) Reviews

* ██████████ Higher Education Systems 3.0: Harnessing Systemness, Delivering Performance, ██████████ [review]. *Teacher's College Record*. ██████████.

6) Papers and presentations for learned professional organizations and societies

██████████ Money, mission, and position: Ordering the global field of academic science. Paper presented at DIE-CINVESTAV symposium, Mexico City, Mexico.

██████████ Internationalizing U.S. higher education through student and scholar mobility. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

██████████ Inside access: Examining the promotion of student success through organizational innovation. Paper presented at the annual meeting of the Association for the Study of Higher Education, Denver, CO.

██████████ (November 2015). Key topics in system expansion: Equity, stratification, and governance in high participation systems of higher education. Symposium presented at the annual meeting of the Association for the Study of Higher Education, Denver, CO.

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

██████████ (September 2015). International and comparative higher education research: Viable explanations, social theory, and transnational topics. Moderator and organizer for panel presented at the annual meeting of the Consortium for Higher Education Researchers, Lisbon, Portugal.

██████████ (April 2015). Global rankings and geopolitics in education markets. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

██████████
 ██████████ The Mis-Specified STEM Crisis. Symposium presented at the annual meeting of the Association for the Study of Higher Education, Washington, DC.

██████████ (September, 2014). International and global knowledge production in higher education research and the limitations and virtues of national explanatory frameworks. Paper for panel at annual meeting of the Consortium of Higher Education Researchers, Rome, Italy.

██████████ (April, 2014). Reasons for becoming a postdoc: Differences by foreign-born status and race. Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.

- 7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
 None
- 8) Reports or studies

██████████ (2016). Public universities are under threat – not just by outside reformers. *The Conversation*.
 ██████████

██████████ (2016). Why are public colleges and universities enrolling too many out-of-state students? *The Conversation*. Available from: ██████████
 ██████████

██████████ (2016) College is worth it. Who should pay? *The Conversation*. Available from:
 ██████████

██████████ (2016) What Berkeley’s budget cuts tell us about America’s public universities. *The Conversation*. Available from: ██████████
 ██████████

2. Quantity of Research/Creative Works Produced:

For each of the categories listed in question one above, list the number of research and creative works produced.

	1	2	3	4	5	6	7	8
During the reporting period	1	6	0	7	1	9	0	4
During career	1	10	0	19	4	37	0	7

3. Number of Grants Received (primarily in support of research and creative activities; refer to Form D-IVE):

During the reporting period: 1 During career: 2

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

Grant Proposals Submitted during the reporting period:

[REDACTED]
Proposal to conduct a qualitative assessment of postdoctoral fellowships in the humanities.
American Council of Learned Societies (ACLS) [In Review]

[REDACTED]
University science missions: Analyzing the academic science and engineering ecosystem.
National Science Foundation [Not Funded]

[REDACTED]
Comparative study on higher education and social stratification.
Research Foundation of Norway [Not Funded]

[REDACTED]
Understanding the sequential effects of class, race, and sex on educational trajectories and employment outcomes among STEM faculty members.
Michigan State University College of Education Seed Grant [Funded]

[REDACTED]
The academic science ecosystem: Universities' science missions and their outcomes
National Science Foundation [Not Funded]

4. **Other Evidence of Research/Creative Activity:**

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

Invited Talks:

[REDACTED] (October 2016). Changing the Culture of Academic Bioscience. Opening plenary address at the BEST Grant Meeting, National Institutes of Health.

[REDACTED] (September 2016). Zones of exclusion: Is research eminence antithetical to inclusive access in the United States? Centre for Global Higher Education. University College London.

Research Future Directions:

I plan 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. Examples of the development of this line of research include:

- Recent grant applications (see above)
- Recent popular writing (see above)
- Book projects
 - o [REDACTED] (contracted). Handbook on Politics of Higher Education. Edward Elgar Press.
 - o [REDACTED] (Eds.). (in advanced stages of development). High participation systems of Higher Education

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

1. Service within the Academic Community

a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

Much of my professional service since reappointment has been devoted to manuscript review and editorial work.

Since December 2104 I have been a coordinating editor at *Higher Education*. *Higher Education* is published by Springer, receives over 900 manuscript submissions each year, has one of the highest impact factors in the field of higher education (1.15), and is the most prominent international journal in the field. As coordinating editor I conduct initial editorial review on about 20% of the manuscripts submitted to the journal and decide which manuscripts should be sent for peer review, and make final decisions on reviewed manuscripts. Between December 2014 and May 2016 I rendered a final decision on 196 manuscripts.

ASHE program reviewer, 2014, 2015, 2016.

AERA program reviewer, 2014 & 2015

ASHE paper session discussant, 2014; 2015.

The Journal of Higher Education review board member August 2015 – present.

Reviewer for (number of reviews during period):

Journal of Higher Education (8)

Higher Education (13)

Science, Technology, & Human Values (1)

PlosOne (1)

Journal of International Students (1)

International Journal for Researcher Development (1)

Routledge Higher Education Book Series (1)

b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

Successful institutions and academic programs rely on participation from faculty members in administrative and academic service activities. During review period I have served the EAD department, the College of Education, and Michigan State University. Of note, I have agreed to serve on every committee to which I have been invited. Below is a list of my service at MSU since reappointment. I have further volunteered to participate in several professional development opportunities for students.

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

Annually – member, HALE admissions committee (HALE MA 2014, 2015, 2016; SAA 2016)

Annually – member, HALE comprehensive exam review committee

Annually – evaluator, HALE MA final projects

2014/2015 & 2015/2016 – member, Departmental Committee on Faculty Affairs (DCFA)

2014/2015 – member, HALE faculty search committee

2015 – participant in EAD “market to market” workshop for students seeking academic jobs

2016 – panelist on EAD “brown bag” discussion on use of theory in educational research

2013 / 2014 – member, College Committee on Faculty Affairs (CFAC)

2015 – reviewer of College of Education student summer research fellowship applications

2015 – member of University faculty grievance panel

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued

2. Service within the Broader Community:

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

Higher education is a topic of public interest. Families and important stakeholders like civic and business leaders are concerned about rising tuition prices, how higher education is related to the shifting global economy, and the ways in which state and federal policy might improve educational access and quality. As an academic who studies higher education I feel it is important to help keep the public informed about these important topics. Over the reporting period I have engaged in service through public education in the following ways:

- (1) Gave period interviews (during period: *West Michigan Business Journal*, *The State News*)
- (2) Write short articles for popular consumption (during period: 3 for *TheConversation*, republished by Huffington Post, PBS & Boston Business Journal)

FORM D - IV D ADDITIONAL REPORTING

1. **Evidence of Other Scholarship:**

Cite evidence of “other” scholarship as specified on p. 2 in the “summary rating” table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

N/A

2. **Integration across Multiple Mission Functions:**

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

I study the political economy of higher education addresses questions related to higher education policy, organization, and finance. My work is interdisciplinary and international in scope. I have integrated this research focus into the other mission functions of the university in a number of ways. For example, in addition to my regular teaching duties I have offered special focus graduate courses that apply my scholarly focus. In spring 2016 I offered a graduate seminar on the relationship between higher education change and social stratification. As part of this course we maintained a public-facing blog [REDACTED] in order to engage beyond the classroom.

I have twice (2014, 2016) led a graduate study aboard group of graduate students to Mexico City to study the regional political economy of higher education there as part of a course on international and comparative higher education.

As coordinating editor of *Higher Education* I have worked to integrate my research and professional service roles by helping to shape the conversation taking place in our field’s literature and in particular to promote more dialogue between researchers located in the United States and around the world.

3. **Other Awards/Evidence:**

Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)

N/A

FORM D - IV E GRANT PROPOSALS

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.*

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
I. Instruction							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
II. Research/Creative Activity							
Grantor: Research Foundation of Norway	2/15/16	\$1.23 Million	<input checked="" type="checkbox"/>		<input type="checkbox"/>	\$144,000	██████████
Focus: Comparative study on higher education and social stratification.							
Grantor: National Science Foundation	1/15/16	\$181,025	<input checked="" type="checkbox"/>		<input type="checkbox"/>		
Focus: Ways in which universities respond to science policy							
Grantor: Michigan State University College of Education	9/25/15	\$8,200	<input checked="" type="checkbox"/>	\$3,000	<input type="checkbox"/>		
Focus: Mapping social stratification through educational system from undergraduate to PhD							

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

FORM D - IV E GRANT PROPOSALS

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
Grantor: National Science Foundation Focus: Organizational characteristics associated with STEM degree production.	2/16/15	\$177,677			X		
III. a. Service – Academic Community							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
III. b Service – Broader Community							
i. MSU Extension							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
ii. Professional/Patient Care Activities							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
iii. International Studies and Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
vi. Urban Affairs Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
v. Other							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.