



**A Newsletter of the Association for the Study of Higher Education**

**Michigan State University, 424 Erickson Hall  
East Lansing, MI 48824, Phone: (517) 432-8805**

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**Resiliency after the Storm**

**Becky Ropers-Huilman, Louisiana State University**

Since Katrina came to our region on August 29, life has changed. I have heard more ambulances and helicopters in the week after the hurricane than I have over the past decade. One night, sirens were screaming with such regularity that I thought that an ambulance was simply parked within earshot of our home. Ambiguity, uncertainty, and opportunity abound. When we introduced our houseguest (a displaced UNO student who is attending LSU for the semester) to a neighbor, she commented that it seems that everyone in Baton Rouge is housing someone “extra” now. People from the affected areas – including our friends and students – are uncertain if they have jobs, whether their homes are inhabitable, and how they will take care of (or find) family members who need assistance. Many of our students are simply wondering how to move forward.

In the aftermath of Katrina’s visit, it makes sense to dialogue about the role of universities in responding to public challenges, and to consider how those challenges ultimately affect university participants. I have been proud of how my university has responded. LSU set up medical facilities in two of its sports arenas to treat those who needed help following the hurricane. They further offered to house the administrations and technological infrastructures of other colleges and universities displaced by the hurricanes. Thousands of people benefited from the resources of universities and colleges in Louisiana, including from their volunteer base among students, faculty, and staff. Yet, complexities are beginning to emerge. For example, the administration has admitted approximately 3000 additional displaced students to the campus for the semester. While completely appropriate, such an increase in enrollment is taxing heavily many classes and faculty members. Pedagogical ideals (such as having sufficient technological resources, appropriate seating, or, in some cases, even chairs) have had to be

suspended, while faculty, staff, and students do what they can to make things work.

For those of us on the faculty, our work may not fuel the same passion that it did prior to Katrina. I must admit that I was not at all inspired to read dissertations or work on manuscripts during this crisis. Appropriate methodological descriptions and thorough literature reviews just didn’t seem to warrant my time and attention. Instead, I wanted to take care of my family, talk with my neighbors, help clean branches from yards and roofs, and contact students and colleagues to make sure they and their families were OK.

Upon further reflection, though, I realize that both the scholarly and the social are crucial functions of universities. In our case, the work we do with students – helping them to become reflective, thoughtful scholar-practitioners who can effectively lead educational and social organizations – is quite meaningful in times like these. Modeling that we are whole people whose lives as educators are intertwined with our lives as community members is important during times of crisis. Deconstructing power hierarchies that enforce strict chains of command (president-governor, chancellor-faculty, teacher-student, etc.) allows flexibility for all of us to help each other during challenging times. It helps us realize that we are all powerful in various ways, and that we can use our power for the good of others. Although I did not grow up in the south, I am impressed by the resiliency and kindness pouring out from individuals, churches, community groups, and educational organizations. I have had many conversations over the past several weeks with people who, whatever they are doing, don’t feel as though it’s enough. I am also impressed by the generosity of so many of our nation’s citizens, who are doing what they can, sending what they can, bringing what they can, to try and ease the load for those who have lost everything. I like to think that this outpouring is not based on pity, but is rather part of a social contract that we as a society have an obligation to step up when we can to help those who are in need. It could have easily been any one of us who had the rug (and the rest of the house!) pulled out from under us. We are knitted together, and therefore can use our collective strength to help those who are unable to do anything more than exist at that moment. My hope and belief is that this catastrophe will serve as an opportunity for us to forge strong ties between the diverse communities that enrich our region and nation. We need to support each other on a daily basis, not just in times of natural disasters.

This experience provides an opportunity for our association to respond in supportive ways. In addition to donating personal funds to help in rebuilding the region and support those who have been displaced, ASHE can enhance its focus on universities' roles in meeting the social needs of the communities it serves. During the wake of Katrina, we saw both what happened when people had their needs met through the kindness of others and the baseness that occurred when so many didn't have their needs addressed. I hope those in the ASHE community will continue to ask questions about the relevancy of our work to the diverse communities we serve, to include the communities that surround our campuses. I hope we will ask: How does what we do serve the needs of others?

I feel as though we – as a community, region, and nation – were not ready for Katrina. Yet, in relationships formed over time, we have built a social infrastructure that has allowed us to respond. The New Orleans institutions – among them, University of New Orleans, Southern University of New Orleans, Loyola, the Louisiana State University Health Sciences Center, Tulane University, Dillard, and Xavier – will likely rebuild. Those that are able to pull through this time will continue to be strong institutions whose institutional memories will now include how they overcame adversity in the face of this storm. Our houseguest, like so many of his friends, is anxious to return to UNO next spring. For so many, New Orleans is home.

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## **SPECIAL FEATURED COLUMN**

### **The evolution of service as action in the higher education community**

Wynetta Y. Lee, California State University-Monterey Bay

Those of us who pursue careers in higher education understand that we are not chasing “fame and fortune” in the popular sense. Although we sometimes are caught up in academic arrogance and institutional rewards, on the whole we understand that our work is indeed a calling. This calling is to serve. We serve our students, our universities, our colleagues, and our professional organizations. We, collectively, serve the larger society when we individually serve communities. Service is, or should be, one of the core functions and values of higher education professionals.

The notion of service has a longstanding, frequently evolving, place of importance in higher education. Service is often named as part of institutional mission and vision statements, signaling to the world that colleges and universities value the ability to serve society in ways that enhance the quality of life citizens; we have been known to imply that colleges and universities are models for society. Administrators frequently refer to “service area” when identifying geographic boundaries for institutional involvement (e.g., student recruitment, resource acquisition, fundraising, etc.). Faculty members who are in tenure-track position recognize service as being one of the macro criteria for promotion and tenure assessment. Those who focus on curriculum recognize service as a critical pedagogical tool, evidenced by the growing number of service learning requirements across institutional types. We are even beginning to see “service as scholarship” being touted by well-known scholars.

A discerning observer could legitimately ask us, the higher education community, to define service. The answer is likely to be quite varied; where you stand on this topic depends on where you sit in the organizational structure. However, a basic search of the Internet, dictionaries, and discipline-specific texts indicates that service is both a noun (i.e., a thing) and a verb (i.e., an action). Some of the more common definitions of service are

- Work done by one person or group that benefits another
- Non-material equivalent of a good
- An act of help or assistance
- Be used by
- Make fit for use
- Providing for some need or function
- Function or task that has value

In terms of lofty ideals, it is clear that service should have a place in our mission and vision statements, our faculty assessment, and in our students' learning experience. It should be at the core of our calling, a construct that centers our work and contributes to our reward system. However, I would argue that service too often is a thing (noun) for conversation and intent, rather than an action (verb) that is a tangible impact. For example, faculty devote a substantial amount of time to research (e.g., conducting it, publishing it, researching it, valuing it), which is, from my point of view, service as a noun. Far less energy is devoted to affecting change through research, which constitute service as a verb.

Recent events present an opportunity for the higher education community to “practice what it preaches” in ways that align action with the ideal of service. Katrina ravished a region of the country with an unprecedented varicosity; colleges and universities in the area were not exempt from the destruction of property and the jeopardy of people (namely students). One of my proudest moments in my professional life was to see the speed with which various institutions organized to receive students from the affected area so that these students could continue their education with minimum interruption. Some institutions immediately recognized the once in a lifetime chance for learning and quickly geared up to send students to the area as a service-learning project. My own institution even considered one-year visiting professor appointments for faculty in the affected area. Our focus to date has been swift and immediate, much like the response of the nation.

The reactive energy emanating from this natural disaster produced a flurry of activity that addressed the short-term. For example, institutions admitted students with the understanding that they would return to their respective institutions—an important but temporary solution. However, like the nation, the higher education community’s efforts do not speak to actions over time. Recovery in the area is likely to take years and restoration will need fiscal capital that defies imagination. Just as the residents have varying ability to pay for needs, the same is true for our fellow institutions in the area. Some institutions have the fiscal capital to restore losses to pre-storm conditions. Other institutions, such as minority serving institutions (MSIs) and community colleges (CCs), are in need of both fiscal and human capital for recovery.

Given the magnitude of destruction to infrastructure, restoration of higher education facilities is likely to be, at best, a low priority among decision makers. It is reasonable to conclude that the higher education community should take the lead in fostering and supporting the restoration of our fellow institutions. MSIs and CCs serve populations that are least likely to access resource rich institutions. Our contribution of service to MSIs and CCs, through human capital for restoration of facilities, is an essential service if higher education is to continue to facilitate “inclusiveness” in postsecondary education in the Gulf region in the near and distant future.

Reporting the condition of our fellow institutions in our various publications is an important service as a noun (i.e., a thing) since we are increasingly becoming an information dependent society.

However, this is a golden opportunity for us to actually function as a model for society by bringing together policymakers, administrators, researchers, student personnel professionals, and other stakeholders to plan and implement service long after the 2005 hurricane season ceases to be a media event. As researchers, we have an opportunity to identify lessons learned and develop proactive strategies for leading and protecting our institutions in times of disaster.

Now is the time for the higher education community to put our service where our mouth is. This is an opportunity for the manifestation of service as mission, service as pedagogy, and service as scholarship. Most importantly, it is our chance to demonstrate service as action.

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## **NEW JOURNAL: JOURNAL OF RESEARCH ON LEADERSHIP EDUCATION CALL FOR MANUSCRIPTS**

**The University Council of Educational Administration, in partnership with the University of Nevada, Las Vegas is proud to announcing the launch of the Journal of Research on Leadership Education (JRLE).**

This new peer-reviewed journal will publish exemplary research and scholarship that advances the knowledge base for educating leaders. JRLE editors, in an effort to appeal to a diverse and international readership, are seeking empirical work, ideas, and authors from thinkers and doers across a variety of fields and professions. Using Shulman’s notion of a teaching academy, JRLE also invites meaningful discourse around the published work, thus providing an international venue for discourse on the teaching and learning of leadership across the many disciplines that inform the field of educational leadership.

The editors strongly encourage co-authored, cross-disciplinary pieces. Given its electronic format, JRLE seeks alternative, innovative approaches to representation as well as traditional scholarly manuscripts. For further information, the official call for papers, and submission guidelines, link to <http://www.ucea.org> or contact JRLE Editor, Edith Rusch, at [jrle@unlv.nevada.edu](mailto:jrle@unlv.nevada.edu).

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## UPDATE ON THE 2005 ASHE CONFERENCE

Deborah Faye Carter,  
ASHE Conference Program Chair,  
University of Michigan

As the result of a lot of hard work from the program committee and the ASHE office, the 2005 ASHE conference program is finally complete! In July, the ASHE Office sent notifications to proposal authors regarding the status of their proposals. In mid-October, the ASHE Office sent the 2005 conference program to the printers.

Authors of research and scholarly papers received information from the ASHE Office about their session assignments, session chairs, and discussants in October as well. If presenters did not receive this information, they should contact the ASHE office at [ashemsu@msu.edu](mailto:ashemsu@msu.edu). Incorrect contact information is often the problem.

If you have not already had the opportunity, please check the ASHE website in mid- to late-October for the final draft of the program (<http://www.ashe.ws/conf05/programs05.htm>). Information about the roles of discussants and chairs is also posted on the ASHE Conference Website: <http://www.ashe.ws/conf05/presenters05.htm>.

A gentle reminder: It is the role of the session chairs to facilitate the sessions, including the exchange of papers before the conference.

The theme of this year's conference is "The Social Responsibility of Higher Education" and the major addresses have particular relevance to this topic. Amy Gutmann, President of The University of Pennsylvania, will give the keynote address, "Educating for Citizenship: Locally and Globally," Thursday at 4:30 p.m.. On Friday at 5:00 p.m., Sylvia Hurtado will give her ASHE Presidential Address, "Linking Diversity with the Educational and Public Service Missions in Higher Education"; and Beverly Tatum, President of Spelman College, will present another major address, "Why Are All the Black Kids Still Sitting Together in the Cafeteria? The Continuing Significance of Race in Higher Education" on Saturday at 9:45 a.m.

As in the past, an on-line evaluation of the conference will be available on the ASHE website. We hope you will complete the form and help us improve the conference for future years. I look forward to seeing many of you in Philadelphia in November!

[www.ashe.ws](http://www.ashe.ws)

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## CALL FOR VOLUNTEERS

As Higher Education students and professionals, a commitment to support the development and execution of the professional body is paramount. The Association for the Study of Higher Education (ASHE), like many other associations is dependent on dedicated and energetic volunteers to take the conference to the next level of success. We invite you to become an ASHE Volunteer. Being a volunteer can provide professional connections, exposure to the conference for first-time attendees, and through service, the opportunity to support the professional body at large.

Your time is valuable so we limit duties to one (or more) two-hour block sometime between November 16<sup>th</sup> through the 19<sup>th</sup>. If you are interested in becoming an ASHE Volunteer or have any questions, please contact Jesse Watson at [watson79@msu.edu](mailto:watson79@msu.edu). If you are interested in assisting with Registration or with AV needs please specify in your email.

Thank you in advance for your continued support of the ASHE Conference and I look forward to seeing you in Philadelphia!

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## Surviving the Early Years in the Academy:

### Views from the Hinterlands

Pamela L. Eddy, Central Michigan University  
Jeni Hart, University of Missouri, Columbia

Stories abound about the adjustments new faculty must make as they first enter the academy. Recent research on the role of graduate student socialization points to the need for graduate programs to work more at preparing future faculty for the roles they will undertake. Ann Austin's (2002) research outlines four findings: First, she asserted that preparation programs are not organized in a way to promote the development of aspiring faculty. Second, aspiring faculty members do not receive adequate feedback nor clear expectations from advisors, department chairs, and college deans. Third, graduate students often lack a clear understanding about what it means to be a faculty member. Lastly, there is great concern about the quality of life for faculty members. While all of these are important points, an underlying

assumption is that aspiring faculty will enter a work role similar to one they see modeled in their own programs—namely at a research extensive university. What previous studies failed to account for were graduates teaching in institutions markedly different and pointedly lower on the Carnegie classification scale. Work in such organizations generally involves more teaching responsibilities, more administrative work, and more service—without a significant reduction in expectations for scholarship. Often, these institutions are located in small, geographically isolated communities, we call the hinterlands.

Working at a hinterland university can be isolating. A common acquaintance of both the authors knew that we both had experiences working at these “other” types of colleges and thought we might benefit from a conversation. A fast friendship formed as we related our experiences over a lunch during ASHE. We realized we had common experiences and lamented the fact that no one was talking about the kinds of academic lives we were leading. From this initial conversation, a research collaboration was formed. Added to our research team were two other colleagues, Patrick Dilley at Southern Illinois Carbondale and Calvin Phillips at the University of Northern Iowa. To further define *hinterland* institutions for our collaborative research, we included those institutions located in cities with a population of fewer than 75,000 and housed in institutions classified lower than doctoral research extensive universities. Finally, we included only those higher education and student affairs programs with two or fewer full-time faculty.

Vignette: Pam

*My hinterland institution is located in mid-Michigan and in many ways is reminiscent of my small hometown in Western New York. I see deer and wild turkey in the morning, eagles as I drive to my off-site teaching locales, and a herd of belted Guernsey at a farm on my commute into the office. I was offered my position at my hinterland university three weeks prior to the beginning of the fall semester and told I would be teaching a normal load of three courses in my first semester. I was not successful in negotiating for a reduced load with the interim chair, interim dean, or interim provost. Thankfully, when the new chair arrived a month later, I received a one course release. Although a relief, this occurred only after I had already prepped the course. In my first three years on the job I have had 11 new course preparations,*

*chaired two defended dissertations, chaired a faculty search committee, chaired the college curriculum committee, and was just selected as our department’s doctoral coordinator. In small programs, you do it all!*

*My location at a hinterland institution was made quite clear when I attended my first ASHE meeting. I was talking to a senior scholar and relating to her my good fortune of finding a tenure line position at Central Michigan University. Her response took me a back. She said, “Don’t worry. You can stay there a few years and you’ll get to leave.” The message was clear—I was working at a lesser institution, the inference being that my work was marginalized. While many do use work at regional universities as a stepping stone to bigger and better institutions, this logic fails to account for the fact that one might not be able to obtain another a position, and more importantly, that one might not desire to move.*

*What do I like about my hinterland? I have been able to work directly with the president on research projects, have access to upper levels of leadership and opportunities for leadership that I would not normally have in a larger program. I can leave a mark on the design of our curriculum, and innovation is encouraged—and required. I get to work with some wonderfully bright students—smart students live in the hinterlands as well! Because I have stayed in the state where I earned my doctorate, I have access to colleagues—both for continued research opportunities and access for recharging through intellectually engaging conversation. I use conferences, like ASHE, to intentionally network with others; our research on faculty in the hinterlands bears witness to the usefulness of conference networking. As I think back on my first three years in the academy I find that I’ve learned several things. First, we can create our own environment in which to thrive. Ssecond, some things get easier with the passage of time, while others are harder; and finally, you can live a rich, full, and intellectually satisfying career in the hinterlands and still enjoy passing a field of cows on your way into work!*

Vignette: Jeni

*Unlike Pam, I am no longer at my hinterland university. However, I still reside in the state where I held my first tenure-track job at Southeast Missouri State University (SEMO) and due to a unique collaborative Ed.D. program in the state of Missouri, I still have the opportunity to work with my SEMO colleagues on occasion. SEMO is located in Cape Girardeau, a town of about 35,000 people in the boot heel of Missouri. Driving around the surrounding communities, I see rice paddies, reminders of a nearby earthquake fault line, and an intricate levee system to manage the flooding from the Mississippi River.*

*I was offered my position at SEMO just before I graduated from my doctoral program at the University of Arizona. I had been involved in other searches, some at other hinterlands and some at research extensive universities, but it was the position at SEMO that both remained funded and where I was the successful candidate. I did negotiate a course release for my first semester and was lucky to have a regular course load of two courses for subsequent semesters. The remainder of my teaching time was expected to be spent supervising master's students in their internships and in advising all the students in the program. I was a on- person program and was hired to initiate a new program in higher education administration at the university. I single-handedly refined the curriculum, developed six new courses, recruited students so that there were about 20 students in the master's program when I left after my first year, and worked with the University of Missouri-St. Louis to design a cooperative Ph.D. program in higher education.*

*Like Pam, the hinterland experience became most clear upon attending national conferences. At the ASHE conference while working at SEMO, I sensed that I was considered a marginal scholar and a minor player in the professional community. When I would introduce myself, some people would politely smile and nod, but quickly moved on, despite my training and mentoring experiences during my doctoral program just a few short months prior. These feelings did not seem so acute during the conference itself. Rather, it was at my*

*next ASHE conference, when I was working at the University of Missouri-Columbia, a research extensive university, that I found that people wanted to engage with me about my colleagues, my research, and what I might be able to contribute to the profession. I was the same person with the same training, but my institutional affiliation had changed—what a difference a year made!*

*I did not plan to leave my hinterland after a year. However, I did apply for two positions with the support of faculty from my Ph.D. program. They were not pushing me to leave my position, but saw that applying might open some doors for me that I could not open at my hinterland. Specifically, I was a new junior faculty member, trying to establish new masters and cooperative doctoral programs, without any higher education colleagues at my institution. I loved teaching and working with the students at SEMO and my K-12 colleagues were generous with their time and emotional support, but my research was suffering and I felt incredibly isolated. I had the on-going support of Gary Rhoades, Sheila Slaughter, Scott Thomas, and John Levin, but they were not down the hall or even across campus and I didn't want to take advantage of their time and expertise. I figured that I would apply for a couple of positions where I would have more support for my scholarship and a larger cadre of higher education colleagues; if I was a successful candidate, that would be wonderful. If not, I was absolutely willing to stay at SEMO.*

*I do reflect fondly on my experience at Southeast. I learned quickly about faculty life. This hinterland taught me that I can work very autonomously and that I can leave my mark through interactions with students and through curriculum design. I know that had I stayed, my experience would be different from my current faculty role, but I would have thrived. Had it not been for my hinterland experience, I would not have developed a network of colleagues like Pam, Patrick, and Calvin, who continue to sustain me.*

The previous vignettes share a glimpse of the experiences of working and living in a hinterland. Based upon the experiences we had and are continuing to have, we would like to share some

concluding advice for those who work, will work, and who train others who will work in the hinterlands.

- Keep an open mind about the opportunities available in the hinterlands.
- Remember that you might not leave your first position—you might even like the hinterlands.
- Network, network, network. Volunteer in professional organizations to enhance your global connections.
- If you can, work with students on research.
- Double duty time with teaching and research. One of the many great things about studying higher education is that your work setting is a potential research setting.
- For those in doctoral programs, begin to think what it might mean to work in the hinterlands—prepare in advance.

Austin, A. E. (2002). Preparing the next generation of faculty: Graduate school as socialization to the academic career. *The Journal of Higher Education*, 73(1), 94-122.

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## THINKING GLOBALLY

### How exceptional is American university research?

Simon Marginson, Monash University in Australia

Around the world of higher education, two sets of comparative international data are watched more closely than others. They are the Shanghai Jiao Tong University Institute of Higher Education's comparison of research performance of individual universities (OECD 2005, SJTIHE 2005), and the OECD's *Education at a Glance*. New editions of each have just been released and provide an opportunity to revisit some perennial questions. To the extent that these statistical exercises tell us anything about comparative higher education, how exceptional is American higher education within the global scene? And how does American performance compare with that of other nations?

The Shanghai Jiao Tong survey of research performance incorporates a number of measures of research performance, including Nobel Prize winners by university of education, Nobel Prize winners by current location, publications in major journals, citations, and a measure of performance per staff member. It sticks to transparent quantitative measures

and contains no opinion data (e.g., surveys of CEOs or stakeholders that seek their opinions on the highest rated institutions). It is partly for this reason that since its beginning in 2003 the Jiao Tong rankings have gained more credibility than the other 30 or so international rankings of individual universities.

Jiao Tong does have its biases. It favors universities that concentrate on the hard sciences, engineering, and medicine, though emphasis on the social science component was recently increased. In general, it favors large comprehensive universities with research strengths across the board. (In the next round, Shanghai Jiao Tong University will produce rankings in individual disciplines for the first time. This is awaited with much interest). It also favors universities from English language countries, because English is now the only global language of research publication. And of course it favors research intensive universities, as distinct from liberal arts colleges or community colleges and their equivalents abroad. The Jiao Tong survey does not assess university performance in teaching, graduate and professional education, community service, or services to industry. Nevertheless, it has become a powerful indicator among policy makers everywhere. In most nations, as in the USA, the research function is seen as central to university prestige—and comparative research performance is readily measured; comparative performance in teaching, however, is not.

What do the 2005 Jiao Tong rankings show? The United States has 17 of the world's leading 20 research universities in terms of performance, led by Harvard (1), Stanford (3), Berkeley (4), MIT (5), Caltech (6), Columbia (7), Princeton (8), Chicago (9), and Yale (11). Using the Jiao Tong points system Harvard is about 25 per cent better than its nearest competitors, which are more tightly bunched. US universities have slightly improved their position from 16 out of 20 in the 2004 Jiao Tong Survey; though Cambridge in the UK passed Stanford to reach number 2 spot. The other non-American universities in the world's top 20 are Oxford in the UK (10) and Tokyo in Japan (20). The highest ranked Canadian university is Toronto at 24 and the highest ranked European university is the Swiss FIT at Zurich at 27.

The USA has 53 of the world's top 100 research universities. A feature of the United States' performance is that, as in previous years, the public sector universities do much better in this ranking system, based on pure research performance, than in the *US News and World Report* rankings where

market status and student selectivity also come into play. The Jiao Tong rankings place five public universities in the top 20 and there are seven institutions from the University of California alone in the world's top 50.

The Jiao Tong ranks the top 500 universities worldwide, providing one global listing of research universities (though many major national universities are left outside the rankings). USA has 168 institutions in the world's top 500 research universities, one third of the world total. In terms of the absolute number of universities, the second strongest research nation is the UK which has 11 of the top 100 and 40 of the top 500. Then comes Japan (five and 34), Germany (five and 40), Canada (four and 23), and France (four and 21). China, including Hong Kong, has none of the top 100 and just 18 of the top 500. This situation may change because of the accelerated rate at which the Chinese government is now investing in research-intensive universities. The highest research-ranked Latin American university is Universidad Nacional Autonoma de Mexico (UNAM), which is in the world's top 200.

On all these measure the USA is unquestionably the leading research nation and it completely dominates the list of the highest performing institutions. Nevertheless, absolute numbers of top research universities are not the only way to look at comparative performance. Another useful measure is the number of research universities relative to national economic capacity. The total United States' GDP in 2003 was \$10,871 billion, the largest in the world. Equally importantly, GDP per head at \$37,500 was the highest of the world's medium sized and large nations. So we would expect the USA to do very well in research. However, when national economic capacity is taken into account, some other nations actually outperform the USA.

A simple measure of national economic capacity is to multiply total GDP by GDP per head (i.e.  $GDP^2$  divided by population) using World Bank (2005) economic data. Adding together individual nation's economic capacity creates a world total economic capacity and enables us to identify each nation's share of world economic capacity. In turn, we can compare a nation's share of world *economic capacity* with its share of the top *research universities*. This constitutes a guide to how well that nation is performing in university research relative to capacity. Nations can then be compared to each other.

Using this measure the USA does better in its proportion of the top 100 research universities than

the top 500. The USA has 42.4 percent of world economic capacity, and 53.0 percent of the top 100 universities, but only 33.6 percent of the top 500. This suggests that higher education in the United States has more research depth than research breadth. In the USA, a highly stratified system and strong centripetal market forces have driven an extreme concentration of resources, status, and top personnel into the leading universities. In contrast the UK has only 4.6 percent of world economic capacity but 11.0 percent of the top 100 research universities and 8.0 percent of the top 500. Canada has 3.0 percent of world economic capacity, 4.0 percent of the top 100 research universities, and 4.6 percent of the top 500. Some Western European nations also do very well – for example Sweden has just 0.7 percent of world economic capacity but 4.0 percent of the top 100 research universities and 2.2 percent of the top 500 universities.

In summary, the nations performing better in research than economic capacity suggests, in order, are Israel, Sweden, Switzerland, the UK, Netherlands, Canada, Finland, Denmark, Singapore, Australia, Germany, New Zealand, Hungary, and Belgium. Nations that perform in research about on par with their economic capacity overall are the USA, Austria, Norway, Chile, France, Hong Kong China, and South Africa. Underperformers include Ireland, Brazil, Japan, India, Portugal, the Czech Republic, Russia, Italy, Korea, Spain, Poland, Greece, China, Argentina, and Mexico.

These data suggest an interesting link between national system structure and funding, and research performance. Of the nations with stronger research universities than economic capacity would suggest, nearly all have higher education systems predominantly consisting of public or quasi-public sector institutions, mostly doctoral universities, with the majority of funding sourced from government. Around the world, superior research performance rests on capacity in 'blue sky' (basic) research, and, in turn, this depends on public funding and planning, especially if the goal is a broad-based research capacity across the whole national system. Nations with a large proportion of teaching-only and/or private institutions tend to under-perform in research. The USA is exceptional to the pattern in one sense: it has both strong private funding and dominates the world's top 100 research universities. It also follows the international pattern in another sense, in that comparative United States' research performance tails off further down the hierarchy.

One clue to this configuration of American research strength lies in the OECD's tables in *Education at a Glance* that compare the different nations' spending on tertiary education. In 2002, the United States spent 1.2 percent of national GDP in *public* spending on tertiary education, just above the OECD country average of 1.1 percent. At the same time, the USA spent a high 1.4 percent of GDP in *private* spending on tertiary education in the form of tuition, philanthropy and corporate investment. Again, this indicates the strong role of market competition and the centralization of resources and status in the leading universities, many of them private Ivy League institutions. The OECD average for private spending is 0.3 percent. Only two other nations – Korea (1.9 percent) and Australia (0.8 per cent) – spend more than 0.6 percent of their GDP on private investment in tertiary education. Most higher education systems remain largely publicly funded.

The total United States' investment in tertiary education in 2002 was 2.6 per cent of GDP, the highest level in the OECD. The country average is 1.4 per cent. In sum, we have three constituents of American exceptionalism in university research. A massive total investment – a nation with 42 per cent of world economic capacity that invests at double the average rate ought to dominate university research. An extreme stratification and vertical concentration, reflecting the potency of market forces and the special status given to Ivy League private institutions: the top dozen American research universities tower over the global field of higher education. A weaker than expected spread of research capacity across regional knowledge economies, suggesting a tradeoff between breadth and depth which, one suspects, is inherent in a market-driven system. One also suspects that if American higher education was 75 percent publicly funded not 45 per cent, less would be spent on the institutional costs of competition, and national research performance would be both stronger overall and more broadly distributed.

#### References

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## CAHEP CORNER

Dianne Avery Brown Wright, Florida Atlantic University

**CAHEP COLLEAGUES!!** It is less than a month away from our annual CAHEP meeting to be held November 16-17 at the ASHE Conference in Philadelphia. We hope that you have included in your plans for ASHE the CAHEP roundtable dinner on Wednesday evening, and the complimentary continental breakfast and business meeting on Thursday morning, November 17. Please confirm your attendance at these events no later than Tuesday, November 8.

We will host the following five roundtable discussions:

- **Marketing Higher Education Programs**  
Michael Miller, University of Arkansas
- **Higher Education Program Standards and Guidelines**  
Dianne Wright, Florida Atlantic University
- **The Higher Education Core Curriculum**  
Michael Harris, Nathaniel Bray, Beverly Dyer, University of Alabama
- **Collaboration and College Partnerships**  
V. Barbara Bush, University of North Texas
- **Higher Education Internship Programs**  
Gregory Stewart, University of Cincinnati

## CAHEP EVENTS

**Wednesday, November 16, 2005**

**Dinner Meeting and Roundtable Discussions**  
**6:00 – 8:30 p.m.**  
**Philadelphia Ballroom South**  
**Wyndham Philadelphia at Franklin Plaza**  
**Dinner \$38.00**

**Thursday, November 17, 2005**

**(Location TBA- Wyndham)**

**Continental Breakfast**

**Welcome from the ASHE President**

**8:30 a.m.**

**Roundtable Reports**

**9:00 a.m.**

**Business Meeting and Election of Officers**

**10:30 – 11:30 a.m.**

**Let us know whether you will attend the roundtables on Wednesday 6 to 7 p.m., the dinner on Wednesday 7:15 p.m., the breakfast on Thursday, or all events. Contact V. Barbara Bush no later than November 8, by e-mail: [bbush@coe.unt.edu](mailto:bbush@coe.unt.edu) or phone (940) 565-4288.**

**Center Announces Recipient of Inaugural Paul P. Fidler Research Grant**

Brad Cox, University of South Carolina

On Oct. 5, 2005, the National Resource Center for the First-Year Experience and Students in Transition announced Dr. Christine Kirk-Kuwaye, of the University of Hawaii at Manoa, as the recipient of its inaugural Paul P. Fidler Research Grant. The grant, designed to encourage and enable scholarly research on issues related to college student transitions, includes a financial stipend and travel to two national conferences. The abstract from Dr. Kirk-Kuwaye's winning proposal appears below.

**First-Semester Patterns of Student Engagement: Lateral and Community College Transfer Students at a Four-Year Institution**

Transfer students are a growing population for 4-year institutions and are even the majority on many campuses. While much research and transition practices, such as transfer orientation, have been done at 4-year institutions, the focus has been on the 2- to 4-year institution or community college transfers, which account for less than half of the transfer students at 4-year institutions. This study, using a qualitative research design, will examine lateral transfer students, those students who transfer from one 4-year institution to another. Patterns of engagement in the campus community will be examined and compared to those of community college transfer students. The study results will inform current orientation practice and may test current student development theory.

The National Resource Center thanks each of the 60+ applicants who submitted proposals for the Fidler

Grant, and acknowledges four other outstanding finalists:

- Melissa Ousley of the University of Arizona, for her study entitled *Millennials and Diversity: Unraveling the Tapestry*
- Jason Johnson & Jeffrey Grigg of the University of Wisconsin, Madison for their study entitled *Student Self-Representation in Web-Based Social Networks: University Freshmen and thefacebook.com*
- Joel V. McGee of Texas A&M University, for his study entitled *A Mixed Methods Approach to Understanding Factors which Influence Academic Help-Seeking Among Freshmen and Transfer Students*
- Patrick C. Burns of Valdosta State University, for his study entitled *Closing the Gap: Expectations, Importance, and Satisfaction in Academic Advising*

**Preparation for the 2006-07 Paul P. Fidler Research Grant**

The Paul P. Fidler Research Grant will be offered again next year. The timeline, guidelines, criteria, and application will be *similar* to those used for this year's grant. Full details regarding the 2006-07 Paul P. Fidler Research Grant will be made available at <http://www.sc.edu/fye/research/grant/index.html> and on the FYE-List ([www.sc.edu/fye/listservs](http://www.sc.edu/fye/listservs)) this spring.

For more information on this year's (2005-06) grant, please visit <http://www.sc.edu/fye/research/grant/year/2005.html>) or contact Brad Cox, Coordinator of Research and Public Information National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, 803-777-6225, [Bradcox@sc.edu](mailto:Bradcox@sc.edu)

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**Policy and Politics in Higher Education Conference Plans**

Donald E. Heller, Pennsylvania State University

The 2005 Public Policy Forum of ASHE is right around the corner. Before we know it, we will be joining friends and colleagues in the City of Brotherly (and Sisterly) Love to engage in lively discussions on issues related to public policy and higher education. The forum will begin at 10:00am

on Wednesday, November 16, and conclude immediately prior to the beginning of the ASHE conference at noon on Thursday, November 17.

We had a strong response to the call for proposals for this year's Public Policy Forum, which is the sixth to be held at the ASHE Conference. Almost thirty proposals for research papers, scholarly papers, and symposia were submitted. With the participation of 34 reviewers, as well as Consuella Lewis of the University of Pittsburgh and Jason Lane of the University of North Dakota – who assisted with putting together the program – we have assembled what we believe will be an interesting day of symposia and papers.

In recognition of the 40<sup>th</sup> anniversary of the signing of the Higher Education Act by President Lyndon Johnson on November 8, 1965, we will be having a very special invited symposium. Arnold Mitchem, president of the Council for Opportunity in Education, and Patricia Smith, Policy Scholar in Residence at the American Association of State Colleges and Universities, will join us to discuss “40 Years of the Higher Education Act.” Between them, Mitchem and Smith have decades of experience in Washington in higher education policy issues. They will share their insights of the impact that the HEA has had on colleges and their students over the last four decades.

Other sessions in the forum include a symposium on the impact of the recession on higher education funding, research papers on college access and the politics of state higher education policy, and symposia on racial equity and challenges to affirmative action. Presenters from over a dozen institutions will share their research with us at the forum. The forum will conclude on Thursday with the annual business meeting of the Council on Public Policy in Higher Education. The results of the election of the new members of the Council's Executive Committee will be announced at the business meeting.

Once again, the forum will benefit from the generous support of our sponsors. The Institute of Higher Education at the University of Georgia for the second year is sponsoring the Wednesday evening joint reception of the Council on Public Policy in Higher Education, the Graduate Student Policy Seminar, and the Council on International Higher Education. The Wednesday forum break and the Thursday breakfast will be co-sponsored this year by the Pennsylvania Higher Education Assistance Agency and the Midwestern Higher Education Compact. We greatly

appreciate the support of these sponsors for providing an opportunity for forum participants to receive some nourishment while they socialize and network.

We would like to put out a special invitation to graduate students interested in public policy issues to attend the forum. Registration costs only \$25 in addition to the ASHE conference registration, and the forum provides an excellent opportunity to connect with faculty, policy researchers, and fellow graduate students.

We hope that you will join over 100 of your colleagues who will be attending the Forum in Philadelphia next month. We look forward to seeing you there.

**Key Issues in Higher Education Series From  
Stylus Publishing:  
Invitation to Authors  
Editor: Donald E. Heller**

The *Key Issues in Higher Education* series from Stylus Publishing brings together researchers, scholars, and policy analysts to inform the debate on higher education policy issues. The series is targeted at policymakers, higher education leaders, researchers, and scholars interested in the intersection between postsecondary education and society.

**SUBMISSIONS:** The Editor and Publisher welcome proposals for volumes in the series. Please contact Donald E. Heller at the Pennsylvania State University, Center for the Study of Higher Education, 400 Rackley Building, University Park, PA 16802. Tel.: 814-865-9756 / [dheller@psu.edu](mailto:dheller@psu.edu)

Please stop by the Stylus Publishing booth at the 2005 ASHE Conference, pick up a flyer for the series, and review a copy of the first book in the series, *Postsecondary Participation and State Policy: Meeting the Future Demand*, by Mario C. Martinez of the University of Nevada, Las Vegas.

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## **GRADUATE STUDENT NEWS**

Kimberly R. Rogers, State University of New York at Buffalo

Diane R. Dean, Illinois State University

We express our sincerest sympathies to those graduate students who have suffered personal, professional, and/or property losses due to Hurricane Katrina. As an organization, President Hurtado has

previously issued a statement concerning the availability of financial assistance for those ASHE members (faculty and administrators, as well as graduate students). We encourage students from the affected areas and universities to contact the ASHE office, as well as Diane and Kimberly, to discuss specifics (i.e., fee waivers) with respect to their attendance at the 2005 annual conference in Philadelphia, PA. Please visit the following link to contact the ASHE office at Michigan State University, <http://www.ashe.ws/katrina.htm>.

**Conference Intern Program** – We are in the midst of the selection process for the sixth year of the ASHE Intern program. Through this annual program, open to graduate students in higher education programs (Master's or Doctoral levels) and ASHE graduate student members, four interns are selected to assist at the ASHE General Conference in exchange for conference fee waivers. This program is a wonderful way for students to meet ASHE staff and members, contribute to the Association, and defray some conference costs. We will announce our internship recipients in the next newsletter.

**Board of Director Elections** – With ASHE Board of Director elections underway, we want to remind all graduate students to vote! Graduate student members of the Association are \*voting members\*, and may vote for all available positions on the ballot (Vice President/President Elect; Member-at-Large; and Graduate Student Member-at-Large). This is your opportunity to help shape the leadership of the Association. If you haven't already voted or missed the original ASHE listserv email, you can link to the ASHE election ballot at [www.ashe.ws/ASHE/ballot/intro.htm](http://www.ashe.ws/ASHE/ballot/intro.htm). The ballot includes brief biographies and statements written by the candidates.

**2005 Conference** - The annual ASHE conference offers an excellent inclusive environment for graduate students. Each year in the conference-planning process, we strive to build upon this legacy of involvement and inclusion, incorporating feedback from the previous year's conference to refine offerings and focus our efforts.

Each of this year's sessions is aimed at helping you learn more about the association, scholarship, careers in higher education, and helping you connect with other new professionals in the field. Be sure to consult the conference program for locations of the following sessions:

- ***Newcomers Orientation*** – This session, scheduled just prior to the start of the conference, provides a structured opportunity for newcomers to learn about the conference, the Association, and in some cases, the field of Higher Education as a whole. You will meet the ASHE President and invited Association committee and council representatives, as well as panelists from the 2004 Program Committee. Learn tips for writing good conference proposals and papers, and ways you can become involved in the life of the Association. Thursday early afternoon.
- ***Newcomers Reception*** – Please attend this reception and meet fellow newcomers and begin to build your network of colleagues. Thursday evening.
- ***Bobby Wright Dissertation of the Year Presentation*** – Register for the Awards Luncheon and hear the presentation and acceptance of the Bobby Wright Dissertation of the Year Award. Friday.
- ***Follow the Yellow Brick Road: Non-Academic Careers in Higher Education*** - This panel will feature professionals who have chosen positions outside academe. Panelists will discuss the benefits and potential pitfalls associated with working at foundations, associations and policy centers, and the types of skills and knowledge, which graduate students interested in such careers should possess. Friday.
- ***Graduate Student Luncheon and Roundtable Discussions***. Who says there's no such thing as a free lunch? Join your graduate student peers, invited faculty members and conference colleagues at this opportunity for networking among graduate students and informal roundtable discussions over lunch. Graduate students and recent graduates will lead discussions on their research topics and dissertation experiences. Invited faculty will lead discussions on issues salient to graduate students and new professionals. Saturday.
- ***Methods and Issues in Higher Education Research*** – Thinking about a dissertation topic or nearing the dissertation phase of your graduate studies? Invited faculty panelists who are recognized experts in their methodological areas will discuss issues and strategies associated with various approaches to higher education research and issues of concern for graduate students when

choosing their dissertation methodology.  
Saturday.

We encourage those of you who will be attending the Annual Meeting to take advantage of these sessions and opportunities, as well as to check out the activities of the various ASHE councils (Council on Public Policy in Higher Education, Council on Ethnic Participation in the Association, Council on International Higher Education, and Council for the Advancement of Higher Education Programs).

We, the Graduate Student Members of the Board, will be in attendance at these events and we encourage you to please introduce yourselves to us. We want to meet you!

**Eight Tips for Navigating the Conference** – We repeat this advice annually for graduate students who may be new to the Association or planning to attend their first ASHE conference. Here are 8 tips to help you make the most of your experience:

1. Register early! If you registered by October 28, 2005, you will receive a discounted registration rate. Signing up early maximizes your chances of getting a ticket to the Awards Luncheon, which are distributed on a first-come, first-serve basis.
2. Attend the sessions especially organized for graduate students (see above) and consider attending a pre-conference (Council on International Higher Education or the Council on Public Policy in Higher Education).
3. The Association for the Study of Higher Education offers assistance to Newcomers to the conference, the field of Higher Education, and to the Association, itself, by pairing Newcomers with seasoned professionals in the organization. You can indicate your interest in taking advantage of this program through a checkbox on the conference registration form.
4. Make reservations in the conference hotel as soon as possible. Consider sharing a hotel room to reduce the cost. We encourage you to stay in the conference hotel so you will be sure to be 'in the middle of the action' at the conference.
5. Review the conference program online before you go.

6. Try to introduce yourself to scholars you admire during social events and after presentations. ASHE is a pretty welcoming place and most people will make time to talk to graduate students, especially those that take initiative!

7. Make room in your suitcase for a few books and ASHE Readers—they will be for sale at a discount at the conference.

8. ASHE attendees generally wear professional dress during at least part of the conference; pack a suit and some business-casual clothes and you'll be fine.

See you in Philadelphia!

Kimberly R. Rogers, [krrogers@buffalo.edu](mailto:krrogers@buffalo.edu); and  
Diane R. Dean, [drdean@ilstu.edu](mailto:drdean@ilstu.edu)

*The involvement of graduate students in the governance and life of the Association is the purpose and mission of the graduate student members of the Board of Directors. As always, we welcome your comments, questions and suggestions.*

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## **\$oft Money**

David DiRamio, Auburn University

\$oft Money investigates contemporary issues in grant funding and higher education research. It includes helpful tips designed to give the reader a competitive edge when searching and applying for grants. In addition, information about useful Web sites, fellowships, and scholarships is periodically provided. If you have any questions or would like additional information, contact the \$oft Money columnist, David DiRamio, at (334) 844-3065 or [diramio@auburn.edu](mailto:diramio@auburn.edu)

Grants.gov

Grants.gov is now almost two years old and I'm hearing that some folks still haven't had an opportunity to explore the Web site touted as "a simple, unified electronic storefront for interactions between grant applicants and the Federal agencies that manage grant funds." Of course, the delightfully messy mix of disparate Federal grant Web sites won't go away just yet. For example, those with NSF grants will still upload reports, etc. to *FastLane* ([www.fastlane.nsf.gov](http://www.fastlane.nsf.gov)). Nonetheless, it is high time we become accustomed to Grants.gov!

I do appreciate the idea behind the Grants.gov "Search Grant Opportunities" engine, but I've been a little underwhelmed by the results. A basic search using "postsecondary" as a keyword yielded only 13 hits, far less than anticipated. I suspect that, if one relies entirely on searching by keyword, grant opportunities will be missed. However, individuals savvy in search engine techniques can try implementing the usual strategies, such as using an asterisk to replace one or more characters.

Searching using an offering agency's Catalog of Federal Domestic Assistance (CFDA) number is useful, but many of us will need to get familiar with the specific CFDA#s for groups within an agency responsible for funding projects related to higher education. I figured out the CFDA# for the group at NSF that handles most higher education-related grants (CFDA #47.076) and got a whole slew of useful hits. Try it for yourself. "Advanced Search" has a drop-down menu for searching by category (such as "Education"), but the large results list is a bit like drinking from a fire hose.

One new twist is that Grants.gov requires the researcher to download *PureEdge Viewer* software, because the grant application will be filled out right on your own computer (not on the Web). Completed grants applications should be forwarded to your Office of Research for review and approval. Your campus grant officer will submit your grant application back to Grants.gov for processing. They hope the streamlined e-process will work well and a "Complete Application Package Training Demo" is available at the Web site. Wishing you happy grant hunting!

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## NOTABLES

Michelle Nilson, University of Nevada  
Las Vegas

This column is ASHE's posting place for news about people, places, publications, and other items of interest in higher education. Keep your friends and colleagues apprised of your news, whereabouts, recommendations, kudos (yours, others), new book titles, announcements, awards, and website information. Please take time out of your busy schedule to toot your own horn or to pay homage to others—send your articles, snippets, and photos to Michelle Nilson, email address: [nilsonm@unlv.nevada.edu](mailto:nilsonm@unlv.nevada.edu)

[www.ashe.ws](http://www.ashe.ws)

## Distinctly Notable

The **Boston College Center for International Higher Education** is pleased to announce the launch the International Higher Education Clearinghouse, a website that will prove to be an important resource for scholars and practitioners in higher education.

This project was developed in partnership with IIE, ACE, and NAFSA with support from the Ford Foundation. The partners designed this project after recognizing that although the internet was a vast resource to people in the field, the task of locating specific information was daunting.

This new website [[http://www.bc.edu/bc\\_org/avp/soe/cihe/ihec/](http://www.bc.edu/bc_org/avp/soe/cihe/ihec/)] is designed to capture links to policy and research centers, ministries, professional associations databases, papers available on-line, newsletters and journals. The website attempts to organize these links in a user-friendly and logical manner to help point visitors in useful directions.

The IHEC welcomes suggestion for additional links, postings to the calendar, and other feedback. Contact: Liz Reisberg, Resource Associate ([reisberg@bc.edu](mailto:reisberg@bc.edu)).

## Another Notable

**New web site launched – diversity and the millennial student.** The University of Arizona's Division of Multicultural Affairs and Student Success (MASS) and the Dean of Students Office announce the launch of a brand new Web site, "Diversity and the Millennial Student" located at <http://mass.arizona.edu/millennial>.

The Web site is the evolving product of a unique and extensive two-phased research project at The University of Arizona that seeks to understand the evolving attitudes, perceptions, and behaviors of current college students—the Millennials—regarding diversity.

The Web site contains valuable information and resources on each project phase that can be adopted for use by the general public, elected officials, students, faculty, and administrators. Resources include conference presentations, publications and literature references, and institutional and national diversity resources. Furthermore, the site presents the research team's diversity model and showcases a short promotional video that captures the essence of the model through the voices of students.

In Phase I, over 1,100 students enrolled at the university completed an online survey and asked to participate in focus groups to discuss aspects of diversity. Phase II, the longitudinal phase of the project, will follow a cohort of incoming, first-year students over the course of four years at the University. In fall 2005, incoming first-year students were invited to complete an online survey. From this sample, 100 students were selected to participate in subsequent interviews for the next four years.

Grounded in social theory, this project seeks to explore the richness of the evolving changes in students' attitudes, behaviors, and perceptions on diversity. The project aims to discover how, why, and to what extent diversity values are changed and influenced by university experiences, and in turn, how these students influence the campus climate. The results gathered from the study will be integral to the re-evaluation and reshaping of diversity programs and policies at the University of Arizona.

Preliminary findings indicate that 80% of students have a broad, postmodern perspective of diversity. That is, they suggest that diversity is important and necessary but that it should not be a forced outcome. As one Caucasian female student stated, "I think it is important, and that it should exist. Variety is the spice of life, and I like to surround myself with a diverse group of friends. I like to live in an environment with a diverse group of people." Few students discussed critical diversity issues, implying that while students are generally open to diversity, more education may be needed on social justice issues.

This project is sponsored in part by a grant from Alltel. For more information contact:  
Melissa Ousley, (520) 626-2885,  
[mousley@email.arizona.edu](mailto:mousley@email.arizona.edu)

### Notable Moves

**Randall G. Bowden** (Ph.D., University of Denver) recently joined the higher education program faculty at the University of North Dakota. Prior to joining UND, Bowden held several positions within higher education including Associate Dean at St. Leo's University in Florida, Assistant Professor of Management at the University of the Incarnate Word, and Dean and Executive Director at Colorado Christian University. The University of North Dakota supports two higher education programs between the Departments of Teaching & Learning and Educational Leadership. Collectively, the university currently maintains six tenure-track, higher

education faculty lines, and the College anticipates the establishment of additional, higher education faculty lines in the near future.

**Bonita K. Butner** has accepted a position as associate professor and program coordinator of the Higher Education Program at the University of Missouri, Kansas City. [Butnerb@umkc.edu](mailto:Butnerb@umkc.edu)

**Jonathan D. Fife** has moved to Blagoevgrad, Bulgaria and is working in various roles for the American University in Bulgaria (AUBG) for approximately three years. His wife, Ann S. Ferren, has accepted the position of Chief Academic Officer/Provost at AUBG. Jon will also continue his affiliation as a Visiting Professor with Virginia Tech's Higher Education and Student Affairs Program and will maintain his [jfife@vt.edu](mailto:jfife@vt.edu) e-mail address.

**Lamont A. Flowers** recently joined the Department of Leadership, Counselor Education, Human and Organizational Development in the Eugene T. Moore School of Education at Clemson University. Dr. Flowers, Distinguished Professor of Educational Leadership, also serves as the new Director of the Charles H. Houston Center for the Study of the Black Experience in Education at Clemson University. The Charles H. Houston Center for the Study of the Black Experience in Education addresses the breadth of social circumstances and conditions impacting African Americans in today's educational setting.

**Anne Hornak** has accepted a position as an Assistant Professor of Higher Education in the Department of Educational Leadership at the University of Toledo. She earned her Ph.D. from Michigan State University.

**Patrick Love** has moved to Pace University as Associate Provost for Student Success.  
[Plove@pace.edu](mailto:Plove@pace.edu)

**Stephen G. Katsinas** has accepted a position at the University of Alabama, Tuscaloosa as the Director of the Education Policy Center.  
[Skatsina@bamaed.ua.edu](mailto:Skatsina@bamaed.ua.edu)

**Dr. Jean Swenk**, after 13 ½ years at National University in San Diego, CA in teaching and administration, is now principal of Capistrano Connections Academy, a public charter school for homeschoolers. Her new email is [jswenk@connectionsacademy.com](mailto:jswenk@connectionsacademy.com). It's an exciting and challenging position with more than 300

homeschoolers currently enrolled with enrolment growing daily.

**Jon Travis** was appointed Assistant Dean of Graduate Studies and Research at Texas A&M University-Commerce, where he remains a professor in Higher Education.

### Notable Reads

Curtis, John W. (Editor) *The Challenge of Balancing Faculty Careers and Family Work*. *New Directions for Higher Education*, Number 130. San Francisco: Jossey-Bass, 2005, ISBN: 0-7879-8190-7

Former Naval Medical Research Center (NMRC) Faculty Research Fellow, Dr. Archie W. Earl, Sr., recently served on the doctoral dissertation research committee of a graduate student studying sickle cell disease. The dissertation was written by Dr. Brenda J. Norman who earned her DSW (doctor of social work) degree in May 2005, from Norfolk State University, in Norfolk, Virginia, USA.

KerryAnn O'Meara and R. Eugene Rice (Editors), Russell Edgerton (Foreword by). *Faculty Priorities Reconsidered* [Rewarding Multiple forms of Scholarship](#). Jossey-Bass, 2005, ISBN: 0-7879-7920-1.

*Faculty Priorities Reconsidered* traces the history and examines the impact of the movement to redefine scholarship launched by the 1990 landmark Carnegie report, *Scholarship Reconsidered: Priorities of the Professoriate*. In this book, the leading pioneers of the movement reflect on their own work with campuses nationwide and examine concrete issues involved in introducing new perspectives on the

different forms of scholarship. The book contains campus studies of nine very diverse institutions- Madonna, Albany State, South Dakota State, Kansas State, Portland State, and Arizona State universities, Franklin College, and the University of Phoenix and the University of Colorado School of Medicine. Each of these chapters tells a unique story of integrating a broader definition of scholarship into academic cultures and reward systems. Finally, the book contains chapters that report the findings from a national study of Chief Academic officers on reform in faculty roles and rewards. Principles of best practice for integrating a broader definition of scholarship into reward systems are presented, and the book ends by looking to the future of faculty scholarship, roles and rewards.

Sorcinelli, M. D., Austin, A. E., Eddy, P. L., & Beach, A. L. *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present*. (2006). Bolton, MA: Anker Publishing Co. ISBN 1-882982-87-8

*Creating the Future of Faculty Development* surveys faculty development from its beginnings, summarizes the challenges and pressures now facing developers and higher education as a whole, and proposes an agenda for the future of faculty development. Based on a study of nearly 500 faculty developers from all institutional types, this book offers a vision of what the field might become, addressing several key issues such as the structural variations among faculty development programs; the goals, purposes, and models that guide and influence program development; and the top challenges facing faculty members, institutions, and faculty development programs.