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Methodological Orientation of Research Articles Appearing in Higher Education Journals

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METHODOLOGICAL ORIENTATION OF RESEARCH ARTICLES APPEARING IN HIGHER EDUCATION JOURNALS

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DEDICATION

This work is dedicated to God, family, and friends whose love, support and encouragement have sustained me through the process. Thanks for your patience and sacrifices. My success is because of you!

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ABSTRACT

The purpose of this study was to understand the methodologies authors in higher education journals used to obtain knowledge in their fields. This study looked at five peer-reviewed journals of higher education and analyzed the methods of research employed by the authors to help them answer their respective research questions. The methods of research are qualitative, quantitative, or mixed-methods. Additionally, this study examined the effects of author, gender, and academic rank on the selection of research methods.

METHODOLOGICAL ORIENTATION OF RESEARCH ARTICLES APPEARING IN HIGHER EDUCATION JOURNALS

CHAPTER ONE: INTRODUCTION TO RESEARCH METHODOLOGY

Knowledge has been a basic human necessity as essential as food and shelter. It separated us from other life forms by giving us the power to manipulate and to control our environment. Entire civilizations have changed due to their understanding and knowledge of the world around them. Christopher Columbus discovered "The New World" as a result of his pursuit of knowledge. Modern day examples can be found everywhere. According to the census, the population of the United States has shifted from the East to the South and West (Jones & McCormick, 2010). In the past 60 years the population of Phoenix, Arizona has grown over 255 percent and that of Las Vegas has increased 1,843 percent (Browning, 2011). A few years ago these cities were almost uninhabitable with temperatures reaching 120 degrees Fahrenheit in the summer months. If humankind had not acquired the knowledge to control its physical environment, these areas would still be largely unpopulated. Knowledge put a man on the moon, changed travel, and how daily life is lived. This study examined the different methodologies used to acquire knowledge in this modern scientific age.

Over the years the way knowledge was acquired has changed. There have been four major categories used to define knowledge: Authoritarian, Mystical, Rationalistic,

and Scientific. In the Authoritarian and Mystical eras knowledge was generated through a select group of individuals such as oracles and mediums. In the Authoritarian model the creators of knowledge were politically or socially defined and would include individuals such as kings and archbishops. A common person in quest of knowledge would solicit the authority's assistance for prayer or other ceremonial petitions for guidance. In the Mystical model, the authoritarian would be selected through the manifestation of supernatural signs. The Mystics were made up of prophets, mediums, and gods and would sometimes use drugs or stress-induced hallucinatory methods to seek signs for guidance. At other times they would use tarot cards and hexagrams to guide seekers of knowledge (Milliken, 2001; Wallace, 2004).

During the Rationalistic age of research, logic was the absolute science. The creation of knowledge depended on the strict observance of a set of rules laid out by the logic model. This model was similar to the Authoritarian and Mystic in that the rules governing knowledge were created by a select group of individuals, but once those rules were established an individual could generate knowledge as long as he or she adhered to those rules. Proponents of the scientific approach believed that there was a set of unproven and unprovable assumptions needed to verify true knowledge. They sought to dispel the belief that human beings were born with or can simply reason their way to authentic knowledge. The Scientific model, unlike the others, puts no weight on the characteristic of the person creating the knowledge. That method of knowledge creation relied on the collective assessment and replication of procedures to produce true knowledge. It is the Scientific era and the development of qualitative and quantitative research methods that were the focus of this study (Milliken, 2001; Wallace, 2004).

Both qualitative and quantitative research methods were developed in the twentieth century and with their evolution came the qualitative versus quantitative debate. In general, quantitative studies involve the collection and analysis of numerical data whereas qualitative studies involve a method of collecting and analyzing data that relies on meaning and interpretation.

Critics of qualitative research claimed that it is not scientific and lacks proper sampling. Moreover, the opponents of qualitative research claimed that it is not objective and is guided by the subjectivity of the researcher. On the other hand, critics of the quantitative method claim that the idea of representation and generalizability is flawed, and that it is impossible to eliminate researcher subjectivity (Woolgar, 1988). It was further argued that science is dynamic in nature and does not exist in a vacuum. Some claimed that influences of social forces and professional pressures make objectivity unattainable (Tewksbury, DeMichele, & Miller, 2005).

Purpose of the Study

The purpose of this study was to analyze the methods of research employed by the higher education community as evidenced by articles published in selected peer-reviewed journals. Additionally, this study examined the effects of author, gender, and academic rank on the selection of research methods. This study explored the way authors of research journals published and mentored junior authors.

Statement of the Problem

For many years the qualitative versus quantitative research debate has lingered. Although qualitative methods have made headway, quantitative methods are believed to remain prevalent. This study critiqued five higher education journals within a five-year

period, 2006-2010, to determine the frequency with which various methods were utilized. The five journals used in this research were, T*he Review of Higher Education, Journal of Computing in Higher Education, The Journal of Higher Educatio,; Journal of Higher Education Policy and Management,* and *Higher Education Quarterly.*

Journal Background

The Review of Higher Education

The Review of Higher Education (The Review) features articles and research pertaining to various issues affecting higher education. It is published quarterly by Johns Hopkins University Press and is the official journal of the Association for the Study of Higher Education (ASHE). *The Review* originates from the Department of Educational Leadership Program at the University of Nevada, Las Vegas and is produced both online and in print. According to publishers the article acceptance rate is between five and eight percent. The journal is peer reviewed (Johns Hopkins University Press, 2009; Nora, 2009).

Journal of Computing in Higher Education

The *Journal of Computing in Higher Education (The Journal)* publishes original research and papers pertaining to issues associated with instructional technologies in educational environments. The journal is published by Springer Publishing in New York and is produced both online and in print. All manuscripts undergo review through a double-blind peer process. Two issues per year are produced with an acceptance rate of about 20 percent (Journal of Computing in Higher Education, 2009; Sheldon, 2009).

Journal of Higher Education

The *Journal of Higher Education (JHE)* is a scholarly journal published by the Ohio State University Press in Columbus, Ohio. The journal deals with issues of importance to faculty and administrators in higher education and is available in print and online. The journal is published bimonthly. The acceptance rate is nine percent. Manuscripts undergo a blind peer review prior to acceptance (Ohio State University Press, 2009; Gray, 2009).

Journal of Higher Education Policy and Management

The *Journal of Higher Education Policy and Management (JHEPM)* focuses on post-secondary educational policy. It not only deals with current practices but also provides the latest research on emerging policies. All articles undergo peer review by at least two experts, after passing an editor screening. The journal is published four times a year by Routledge, Taylor and Francis Ltd, an international publisher from Oxford, England. Author acceptance rate is 20 percent. *JHEPM* is available online and in print (Dobson, 2009; Taylor & Francis Group, 2009).

Higher Education Quarterly

The *Higher Education Quarterly (HE)* is published four times a year by Wiley-Blackwell publishers. The focus of this publication is strategic management and senior policy management in secondary education. All articles are peer reviewed. The acceptance rate for authorship is 20 percent and the journal is available in print and online. *HE* is an international publication based in London and is published in association with the Society for Research in Higher Education (SRHE) (John Wiley & Sons, 2009; McKeown, 2009).

Significance of the Study

Higher education has two basic functions, which are to educate and to create knowledge. In addition to teaching, professional educators are often required to participate in research and publish those findings in scholarly journals, most of which are peer reviewed or refereed journals. Peer-reviewed journals are reviewed for accuracy, originality, and current interest by a panel of experts in the field. Peer-reviewed articles meet the standards of expertise expected by the discipline.

The peer review process is an accepted indicator of quality. Having published in a refereed journal adds credibility to an educator's reputation and profession. The quality of the refereed journal is known throughout the industry, which is why academic leaders rely on them to remain current in their disciplines. These journals are an excellent way for professionals to share their research and see the latest investigations performed by other professionals.

Given the significance associated with these journals it is important to establish the academic standing of the authors and their research methodology. The academic standing is an indicator of the author's experience and credibility. The method of research chosen by the author helps define the parameters of the study and the conclusions that are drawn.

Both qualitative and quantitative research methods address different types of questions and are capable of providing scientifically important and clinically relevant information. Qualitative research focuses on the sum of a problem whereas quantitative looks at individual parts. To be limited to one approach limits the type of problems that can be addressed by the research (Plante, Kiernan, & Betts, 1994).

Research Questions

1. What is the predominant method of research for published authors in selected peer-reviewed higher education journals?
2. Does gender play a role in determining the method of research for published authors in select peer-reviewed higher education journals?
3. Does academic rank play a role in determining the method of research for published authors in select peer-reviewed higher education journals?
4. Do primary authors prefer co-authors of a certain academic rank in select peer-reviewed higher education journals?

Methods

This study involved an analysis of the research method(s) used in the articles and the authors' characteristics (gender, rank, place of employment) for each article published in five higher education journals for a five year period, 2006-2010. Analysis of the data was based on descriptive statistics. Only full articles were included; book reviews, opinion pieces, and so forth were excluded. Variables included gender of the lead author, academic rank of the lead author and co-authors, and the predominant method of research used in each research article (quantitative, qualitative, or mixed).

Limitations of the Study

This study had three primary limitations.

- Journal Selections
- Not Discipline Specific
- Generalizability

Journal selections for this study were from five scholarly publications of higher education over a five-year period. Other journals and timeframes may produce different outcomes.

This study examined higher education as a whole and was not discipline specific. The selected journals dealt with policy, technology, and higher education in general.

The extent to which these findings may be generalized is indeterminate. All journals associated with the study were available through printed media and accessible online. Journals that were strictly print or solely online were not included in this study.

Operational Definitions

The following operational definitions were used to examine the research questions of this study:

Academic Rank: In academia faculty hold rank according to rigid qualifications and includes Professor, Associate Professor, Assistant Professor, and sometimes Instructor.

Acceptance Rate: An acceptance rate is the percentage of submitted manuscripts that editors accept for publication. In general the lower the acceptance rate the more prestigious the publication.

Mixed-Method: A technique of problem assessment that utilizes qualitative and quantitative research methods.

Peer Reviewed: The process of verifying an author's scholarly work as determined by peers.

Qualitative: A method of understanding human behavior based on the collection of non-numerical data.

Quantitative: The scientific investigation of problems based on mathematical models.

Conclusion

Although the examination of research methods has been conducted in specific disciplines such as criminal justice and mass communication, a similar study in higher education has not been conducted (Tewksbury, et al., 2005; Trumbo, 2004).

This study will be relevant for academic leaders who rely on peer-reviewed journals to remain current in their disciplines. It will also be relevant to faculty who publish in peer-reviewed journals for promotion and tenure consideration. This study will help potential authors understand which journals are most relevant to their particular type of research projects. It will help them determine where manuscripts should be submitted to maximize chances for acceptance.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this chapter is to examine existing literature concerning the history of research and the methodological orientation of research articles appearing in higher education journals.

Quantitative Research

Quantitative research is a method of measuring human actions and ideas based upon scientific sampling. Its roots stem as far back as the 1100s with the Trial of the Pyx. Before modern methods of coin creation, the work was done by hand. To ensure the newly minted coins conformed to standards, the London Royal Mint routinely inspected the quality by measuring their weight. Each day a sampling of coins would be stored in a wooden chest called the Pyx. At a given time the Pyx would be transferred to a chamber by the same name for inspection. The coins would be weighed for accuracy against plates of gold, silver and cupro-nickel. These plates were known as Trial Plates. Each coin would have to fall within a certain weight range to maintain the integrity of that batch of coins. This represented the first scientific means of ensuring quality production of a product (Giedroyc, 1998-2010; Goldsmiths Company, n.d.; Stigler, 1986.).

Modern Era of Quantitative Research

It was not until 1805 that the modern era of quantitative research as we know it today began to take shape. Pierre-Simon Laplace (1749-1827), a French mathematician and astronomer best known for his solar system research, developed a tool to mathematically predict the probabilities of a particular event occurring in nature. The probability theory was essential to activities that involve quantitative analysis of large

sets of data. For example, a coin tossed in the air has a fifty-fifty chance of turning up heads. The more often it is tossed the closer to that fifty-fifty mark it will come. In other words, a coin tossed three times may come up heads one time, which will give it one-third chance of being heads, but tossed one hundred times, that coin will be closer to the fifty-fifty mark of being heads. Laplace's theory was built upon earlier works by Abraham De Moivre (1667-1754) and Jacob Bernoulli (1654-1705). These advances in the study of probability helped usher in the age of modern statistics and earned Laplace the title of the "Newton of France" (Classic Encyclopedia, 2006; Stigler, 1986a).

During the same time period another Frenchman, Adrien Marie Legendre (1752-1833), was busy developing the Method of Least Squares (MLS). The MLS is a procedure to determine the best fit line for a set of data. This method was developed to solve scientific problems such as the mathematical motion of the moon and the shape of the earth (Shafer, 1993).

Four years after Legendre's publication on MLS, Carl Friedrich Gauss (1777-1855) expanded on the theory with a book entitled "The Theory of the Motion of Heavenly Bodies Moving about the Sun in Conic Sections." His theory was an expansion of both Laplace and Legendre and explained the orbits of planets (Stigler, 1986a).

Up until the early nineteenth century most mathematicians were busy applying their theories to problems concerning astronomy. Their goal was to understand the universe and how it worked. By the mid-1820s a move was underway to use some of the astronomical observation tools to understand the nature of man.

The Evolution of Quantitative Research

Birth of Social Research. Adolphe Quetelet (1796-1874), a Belgian astronomer, mathematician, statistician, and sociologist, introduced the age of social research using quantitative research methods. As a sociologist he used his mathematical background to make the leap into social research (Eknoyan, 2007). He devised a method of analyzing past population data to estimate current populations. His work with the census took place in 1828, but his interest did not stop there (Brooks, 2001). His next discovery in social research was the "concept of the average man." The average man was a fictional being that emerged from his statistical research. To develop the average man he considered birth and death rates by month, city, temperature, and time of day. Other human attributes such as height and weight were also considered. Eventually Quetelet carried his research beyond physical attributes to moral qualities. He collected data on drunkenness, insanity, suicide, and crime to lay the groundwork for social physics (Eknoyan, 2007; O'Connor & Robertson, 2006).

In the nineteenth century one of the central issues essential for extending statistical methodology from astronomical to social data was the isolation of data into homogeneous categories. Wilhelm Lexis (1837-1914), a German statistician, economist, and social scientist, was dissatisfied with the unsupported assumption of statistical homogeneity in sampling. He devised a test called the Lexis Ratio to analyze the validity of samplings. His most important contribution to modern social research was generalizability. Generalizability is a method of analysis used to determine if a sample is representative of the population under study (O'Connor & Robertson, 2000).

Modern Experimental Psychology. Gustav Theodor Fechner (1801-1887), Wilhelm Maximilian Wundt (1832-1920), and Hermann Ebbinghaus (1850-1909) are recognized as the founders of modern, experimental psychology. Fechner believed the mind could be measured and subjected to mathematical treatment. With this belief he developed his theory that psychology had the potential to become a quantified science. Fechner was also credited with demonstrating the non-linear relationship between psychological sensation and the physical intensity (Stigler, 1986).

By creating one of the first formal laboratories for psychological research Wundt established psychology as a separate science. His work entailed the exploration of religious beliefs. He was also known for mapping damaged areas of the human brain and identifying mental disorders (Stigler, 1986).

Ebbinghaus also worked with the human brain. His major contribution was the development of the Forgetting and Learning Curves. He was known for his pioneering research in memory. He developed techniques to help researchers measure memory and to understand serial learning and free recall (Stigler, 1986a).

Statistical Correlation and Regression. Francis Galton (1822-1911) held many titles but his major contribution to modern quantitative research was his work with statistical correlation and regression. He developed the Theory of Regression while studying heredity. His study involved sweet peas and how the seeds varied in size and characteristics according to their parents. He developed a technique for modeling and analyzing several variables with a focus on the relationship between dependent and independent variables. A correlation is a single number that describes the degree of relationship between two variables (Plucker, 2007; Tredoux, 2002; Trochim, 2006).

Francis Ysidro Edgeworth (1845-1926), an Irish philosopher, politician, and economist, made significant contributions to statistics, but what made him unique was his lack of a background in statistics. He took many of the tools used in previous centuries for astronomical observations and broke them down to their cores so he could understand the conditions, assumptions, and interpretations that made each successful. He developed techniques for dealing with special structures, which are now commonly referred to as Variance Components or the Random Effect Model. These models showed how to estimate dispersion in cross-classified additive models so that comparisons could be made between rows, columns, or cells (O'Connor & Robertson, 2003; Stigler, 2002).

Karl Pearson (1857-1936) established the discipline of mathematical statistics. He applied statistics to such biological problems as heredity and evolution. His contributions included regression analysis, the correlation coefficient, and the Chi-square test of statistical significance (1900). Pearson coined the term "standard deviation" (Magnello, 2007).

George Udny Yule (1871-1951) was a British statistician. Yule's major contributions to theoretical statistics dealt with correlation and regression. He was the first to recognize the degrees of freedom in the chi square statistic contingency tables. (O'Connor & Robertson, 2003b; Williams, 2004).

Widespread Acceptance of Quantitative Research

Quantitative research did not gain momentum with the general public until the early twentieth century. George Horace Gallup (1901-1984), Elmo Roper (1900-1971), and Archibald Crossley (1896-1985) used quantitative research to correctly predict Franklin D. Roosevelt's victory in the 1936 presidential election. A few years later

Gallup learned a valuable lesson when he failed to follow through with his earlier data collection strategy and closed the presidential polls three weeks early, which resulted in an unsuccessful prediction of Dewey over Truman in the 1948 election (Gallup, Inc., 2009; Roper Center, 2009; Zetterberg, 2004).

By the middle of the twentieth century quantitative research was well established within the academic world. Quantitative research was based on the philosophical movement that all meaningful statements are either analytical or conclusively verifiable. This movement was called Positivism. Everything had to be confirmable by observation and experiment and metaphysical theories were meaningless (Ryan, 2006; Trochim, 2006b).

Strengths and Weaknesses of Quantitative Research

Like all methods of research, quantitative has its strengths and weaknesses. **Table 1: Strengths and Weaknesses of Quantitative Research** outlines the positive and negative components of this paradigm. Information contained in this table is reprinted directly from "*Mixed-Methods Research: A Research Paradigm Whose Time Has Come*," by R. B. Johnson and A. J. Onwuegbuzie, 2004. As reflected in the table some of its primary strengths include the ability to replicate the research, the potential to make predictions, and the capability of working with a large number of subjects. The primary weakness of this method is that the knowledge produced may be too abstract for practical application and researchers may misinterpret data due to the lack of understanding the local culture.

Table 1: Strengths and Weaknesses of Quantitative Research

Strengths and Weaknesses of Quantitative Research

Strengths

- Testing and validating already constructed theories about how (and to a lesser degree, why) phenomena occur.
- Testing hypotheses that are constructed before the data are collected. Can generalize research findings when the data are based on random samples of sufficient size.
- Can generalize a research finding when it has been replicated on many different populations and subpopulations.
- Useful for obtaining data that allow quantitative predictions to be made.
- The researcher may construct a situation that eliminates the confounding influence of many variables, allowing one to more credibly assess *cause-and-effect* relationships.
- Data collection using some quantitative methods is relatively quick (e.g., telephone interviews).
- Provides precise, quantitative, numerical data.
- Data analysis is relatively less time consuming (using statistical software).
- The research results are relatively independent of the researcher (e.g., effect size, statistical significance).
- It may have higher credibility with many people in power (e.g., administrators, politicians, people who fund programs).
- It is useful for studying large numbers of people.

Weaknesses

- The researcher's categories that are used may not reflect local constituencies' understandings.
- The researcher's theories that are used may not reflect local constituencies' understandings.

- The researcher may miss out on phenomena occurring because of the focus on theory or hypothesis *testing* rather than on theory or hypothesis *generation* (called the *confirmation bias*).

- Knowledge produced may be too abstract and general for direct application to specific local situations, contexts, and individuals.

Note. Reprinted from "Mixed-Methods Research: A Research Paradigm Whose Time Has Come," by R. B. Johnson and A. J. Onwuegbuzie, 2004.

For most scientists, quantitative research was considered the benchmark of exploration, but a new model was on the horizon. The emergence of qualitative research into mainstream investigations added a new dimension to the field of research and challenged the Positivism movement. Qualitative research rejected the Positivism theory and sparked a debate in the scientific world that would last well into the twenty-first century.

Qualitative Research

Qualitative research can trace its roots to the disciplines of anthropology and sociology. Anthropology is the study of human beings and their interactions with each other and the environment whereas sociology is the study of human societies and social structures.

Anthropology

Anthropology is the study of humankind with roots in natural and social science and the humanities. The first anthropologist was Abū Rayhān al-Bīrūnī (973-1048). Al-Bīrūnī was a Muslim scholar who engaged in personal research of the lives and customs of the people of the Middle East, the Mediterranean and Southern Asia. His primary method of research was participant observation. He presented his findings with

objectivity and neutrality using cross-cultural comparisons (Faratarazmarzha, 2007; O'Connor & Robertson, 1999).

The next major step in the evolution of anthropology was Marco Polo (1254-1324). He came to be known as "the father of modern anthropology." This title is based upon his book, "The Travels of Marco Polo" nicknamed "II Milione." Some say it earned the title for the millions of lies told within the pages, whereas others claim it is a methodical observation of nature. Polo was a merchant by trade. As a young man he traveled with his father and uncle throughout Central Asia and China learning the industry. Polo's travels took him across various cultures where he met society's elite. Upon returning to his homeland a revolution had erupted and he found himself imprisoned. While in prison he dictated his stories to a cellmate. His accounts of the land and people he encountered during his twenty-four year journey were extremely detailed and became a source of inspiration for millions. His writings were used as a roadmap for exploration by such notable explorers as Abraham Cresque, author of the *Catalan Atlas*, and Christopher Columbus (Rosenberg, 2009; Sensenig, n.d.; Wikimedia Foundation Inc., 2009).

Other sources declared Claude Levi-Strauss (1908-2009) the true intellectual "father of modern anthropology." Levi-Strauss, not to be confused with the American jeans entrepreneur, was a French anthropologist who spent fifty-nine years studying the behavior of North and South American Indian tribes. He used structuralism to study the social organization of those tribes. He described structuralism as "the search for unsuspected harmonies within the social organizations." His greatest contribution to modern anthropology was this use of structuralism, but he brought forth many other

theories (Bloch, 2009). Another theory and part of the reason for his popularity was his rejection of humanism. Humanists believed that classical training alone could form a perfect man, whereas Levi-Strauss believed that the civilized and savage minds are equal in their natural state. His theory states that everyone's basic needs are the same until the introduction of cultural influences. These influences determine the acceptance of various standards such as food and social behaviors (Klages, 1997).

To accompany this belief, Levi-Strauss introduced the theory of binary opposites. This theory maintains that for every action there is an opposite action. One example of this theory is rational vs. emotional. Rational is considered a superior trait, whereas emotional is considered its opposite or an inferior trait. Men were considered the superior sex because they most often displayed rational thought and women were inferior because they displayed the binary opposite trait of emotion. Not everyone accepted this theory. It would be debated for years, but it was just one of many theories Levi-Strauss developed during his career (Schmitt, 1999). In addition to his studies, Levi-Strauss was an educator and author. His books included *The Raw and the Cooked*, *The Savage Mind*, *Structural Anthropology*, and *Totemism* (Bloch, 2009; Klages, 1997; Schmitt, 1999).

Sociology

Sociology can be traced back as far as the ancient Greeks. Sociological observation was used by such noted figures as Confucius (551 BC-479 BC) and Plato (428/427 BC – 348/347 BC) (Welty, 1973). The first sociologist was Ibn Khaldun (1332-1406), a North African astronomer, historian, scholar, mathematician, and social

scientist. His work provided guidelines on how societies should functions more than four centuries before modern sociologists (Cheddadi, 1994).

Modern sociology did not evolve until after the French Revolution (1787-1799). Auguste Comte (1798-1857) attempted to unify history, psychology, and economics through the scientific understanding of the social realm. He proposed that social ills could be remedied through sociological positivism. Positivism is the belief that authentic knowledge is based only on actual sense experience. Although Comte is generally regarded as the "Father of Sociology," the academic architect of social science was formally established by Emile Durkheim, Karl Marx, and Max Weber (Boran, 1947; Kreis, 2000b; *New World Encyclopedia*, 2008).

Emile Durkheim (1858-1917) was a French sociologist commonly regarded as the principal architect of modern social science. He set up the first European department of sociology at the University of Bordeaux in 1895 and established the journal *L'Annēe Sociologique*. Although he made several literary contributions to the social sciences, his most distinguished contribution was the concept of structural functionalism. Structural functionalism allows one to view social structures through the lens of its principal elements, norms, customs, traditions, religious beliefs and institutions (Durkheim, 2002).

Karl Marx (1818-1883), a German philosopher, political theorist, and sociologist, is credited with the development of the conflict theory. The conflict theory emphasizes the social and political inequality of various social groups often referred to as the "class struggle." In his theory Marx categorizes the classes into two basic groups, the proletariat and the bourgeoisie. The proletariats are individuals who sell their labor for paid wages. The bourgeoisie are capitalists who receive income from the exploitation of

other people's labor. Using this theory Marx helped establish the foundations of modern Communism. Marx believed that internal tensions of capitalism would one day cause it to self-destruct and be replaced by socialism. His most famous work was published in 1848 and titled *The Communist Manifesto* (Brians, 1998; Kreis, 2000).

Max Weber (1864-1920) was a key figure in the development of the antipositivist movement in sociology. The anti-positivist supporter believes that academia must reject scientific methods in social research and instead rely on the subjectivity of the researchers as they view the issues through the lens of basic sociological foundations. He further argued that sociology was able to methodologically identify causal relationships, which made it a science in its own right. In addition to anti-positivist, Weber's major work dealt with rationalization or the process by which social actions and interactions were based. He believed that many actions were based on calculations and outcomes rather than created from motivations established by custom, tradition, or emotion (Asiado, 2008; Kim, 2007; New World Encyclopedia, 2008).

Up until the late nineteenth century most sociological work was done primarily outside of the United States, but in 1875 the first sociology course was offered by William Sumner, a Professor at Yale University. It was not until 1892 that sociology established roots with the founding of the first independent Department of Sociology at the University of Chicago. Albion Small (1854-1926) founded the first accredited department of sociology at the University of Chicago and two years later founded the *American Journal of Sociology* (AJS). The AJS was the first journal of its kind in the United States. His work was instrumental in establishing the academic field of sociology in the U.S. (American Sociological Association, 2005). As important as his work was,

many others made significant contributions. Two such figures were Robert Park and Ernest Burgess. Their groundbreaking research helped establish the University of Chicago as a sociological research institution.

Robert Park (1864-1944) was born in Pennsylvania. His concern for social issues, especially related to race in the cities, led him to become a journalist and formed the foundation for his later research interest. He eventually received a Ph.D. in Philosophy and went on to teach at Harvard and University of Chicago. He, along with Ernest Burgess, developed the idea of a marginal personality in a 1921 book titled *Introduction to the Science of Sociology*. This theory states that loyalties that bind people together in primitive societies are in direct proportion to the fear and hatred in which they view other societies (Cortese, 1995).

Ernest Burgess (1886-1966) was born in Ontario. His most famous work was the 1921 book with Robert Park, title *Introduction to the Science of Sociology*. It would become known as the "Sociology Bible" but that was just the beginning. He continued working with Park to divide Chicago into concentric zones. These concentric zones were rings that depict urban land use. These categories identified business districts, factory localities, residential areas and commuter zones. These zones were one of the earliest theoretical models to explain urban social structures. This groundbreaking research provided a foundation for the University of Chicago and helped establish rigorous scientific bases for the social sciences. Between 1915 and 1940, the University of Chicago dominated sociology in the U.S. (Cortese, 1995).

The foundation of sociology was built upon positivism or the belief that true knowledge is based on actual sense experience. Notable figures such as Emile Durkheim

and Karl Marx continued to advance the field with their introduction of additional theories, such as functionalism and conflict theory. Max Weber introduced anti-positivism to the field. The anti-positivism movement aimed to reject scientific methods in favor of establishing sociological research as its own science. The University of Chicago brought sociology to the forefront in the United States and helped establish the social sciences as solid scientific research.

Widespread Acceptance of Qualitative Research

Qualitative research did not reach its peak of popularity until the mid-twentieth century. It was used primarily in anthropological and sociological circles, but during the 1970s and 1980s it began to be used in other disciplines such as education studies, social work, and women's studies (Platt, 1985).

Qualitative research also became prevalent with many consumer products. Unlike quantitative methods of gathering data, qualitative techniques attempt to identify the human condition by understanding the thought process associated with various interactions. The very nature of qualitative research requires smaller focused samples than quantitative approaches. The ability to understand consumers and their spending habits made it an invaluable tool for manufacturers.

During the 80s and 90s, there was a slowdown in traditional media advertising spending, so there was heightened interest in making research related to advertising more effective (Platt, 1985). During that time, after criticisms from the quantitative side, new methods of qualitative research evolved to address the perceived problems with reliability and imprecise modes of data analysis.

Strengths and Weaknesses of Qualitative Research

Just as with the quantitative paradigm, qualitative research has its strengths and weaknesses. **Table 2: Strengths and Weaknesses of Qualitative Research** outlines the advantages and disadvantages of this paradigm. Information contained in this table is reprinted from "*Mixed-Methods Research: A Research Paradigm Whose Time Has Come*," by R. B. Johnson and A. J. Onwuegbuzie, 2004. Some of its primary strengths include the ability to study a subject in depth, the ability to study dynamic processes, and the collection of data in a naturalistic setting. The primary weaknesses of this method is that knowledge is unique to the setting and therefore not generalizable. The results are more easily influenced by the researcher's personal biases.

Table 2: Strengths and Weaknesses of Qualitative Research

Strengths and Weaknesses of Qualitative Research

Strengths

- The data are based on the participants' own categories of meaning.
- It is useful for studying a limited number of cases in depth.
- It is useful for describing complex phenomena.
- Provides individual case information.
- Can conduct cross-case comparisons and analysis.
- Provides understanding and description of people's personal experiences of phenomena (i.e., the "emic" or insider's viewpoint).
- Can describe, in rich detail, phenomena as they are situated and embedded in local contexts.
- The researcher identifies contextual and setting factors as they relate to the phenomenon of interest.

- The researcher can study dynamic processes (i.e., documenting sequential patterns and change).

- The researcher can use the primarily qualitative method of "grounded theory" to generate inductively a tentative but explanatory theory about a phenomenon.

- Can determine how participants interpret "constructs" (e.g., self-esteem, IQ).

- Data are usually collected in naturalistic settings in qualitative research.

- Qualitative approaches are responsive to local situations, conditions, and stakeholders' needs.

- Qualitative researchers are responsive to changes that occur during the conduct of a study (especially during extended fieldwork) and may shift the focus of their studies as a result.

- Qualitative data in the words and categories of participants lend themselves to exploring how and why phenomena occur.

- One can use an important case to demonstrate vividly a phenomenon to the readers of a report.

- Determine *idiographic* causation (i.e., determination of causes of a particular event).

Weaknesses

- Knowledge produced may not generalize to other people or other settings (i.e., findings may be unique to the relatively few people included in the research study).

- It is difficult to make quantitative predictions.

- It is more difficult to test hypotheses and theories.

- It may have lower credibility with some administrators and commissioners of programs.

- It generally takes more time to collect the data when compared to quantitative research.

- Data analysis is often time consuming.

- The results are more easily influenced by the researcher's personal biases and idiosyncrasies.

Note. Reprinted from "Mixed-Methods Research: A Research Paradigm Whose Time Has Come," by R. B. Johnson and A. J. Onwuegbuzie, 2004.

Mixed-Methods

Mixed-method research is the combination of both the quantitative and qualitative research paradigms. Proponents of mixed-methods research believe that the use of both quantitative and qualitative research allows the researcher to experience a deeper understanding of the topic. Using both methods removes the limitations established by the use of a single method of research. On the other hand the deep paradigm difference between quantitative and qualitative research are a barrier the mixed-method researcher must consider and address prior to establishing a mixed-methods study.

Quantitative research is based on positivism. With this method there is only one truth, one reality independent of human perception. There are two independent entities involved in the research, the investigator and the investigated. The investigator is capable of studying a phenomenon without influencing or being influenced by it (Guba & Lincoln, 1994; Sale, Lohfeld, & Brazil, 2002). The goal of quantitative research is to measure and analyze relationships between variables within a value-free framework (Denzin & Lincoln, 1994). Quantitative research has a long and varied history dating back to the Trial of the Pyx in the twelfth century. By the twentieth century it was a well-established and widely accepted method of research.

The qualitative paradigm is based on interpretivism (Altheide & Johnson, 1994; Guba & Lincoln, 1994; Kuzel & Like, 1991; Sale, et al., 2002; Secker & Milburn, 1995).

According to the qualitative approach of interpretivism there are multiple realities and truths. The investigator and the object of study are linked in such a way that findings are created within the context of the situation; in other words, if the players change, the results will change (Guba & Lincoln, 1994). The emphasis of qualitative research is on process and meanings. Qualitative research predates quantitative methods, but, despite its popularity by early explorers, its overall acceptance was restrained.

History of Mixed-Methods Research

The different assumptions of the quantitative/qualitative paradigms created a positivism-idealism debate in the late 19th century (Smith, 1983). According to Onwegbuzie and Leech there have been four major phases of social and behavioral research methodology within the past 100 years: (1) popularization of quantitative research, (2) the emergence of the qualitative research, (3) the post-positivism era, and (4) the emergence of the pragmatist or mixed-method paradigm (Onwegbuzie & Leech, 2005).

Phase one of social and behavioral research was the popularization of the quantitative method. This phase ended just prior to the late nineteenth century. Mathematical and statistical procedures were used to explain and predict behavior. Research was positivist in nature, and studies were believed to be value-free because of the methods employed to gather and analyze data (Onwegbuzie & Leech, 2005).

Phase two of the hundred year research paradigm began in the early twentieth century. This phase was marked by the emergence of the qualitative research model. Qualitative researchers rejected the positivist ideals associated with quantitative methods and advocated the use of interpretivism. These researchers believed that social reality

was subjective. The introduction of this method divided the research world into two camps, the positivist and the interpretivist. Both sides harbored purists, people who believed only their method was acceptable research (Onwegbuzie & Leech, 2005).

The third phase, the post-positivism era, emerged in the late 1950s and early 1960s. This phase marked the beginning of the conciliation between quantitative and qualitative research. Despite this compromise, radical philosophies such as post-structuralism and post-modernism began to arise. These ideas brought forth the belief that no single objective reality existed; instead, there were multiple realities. Thus, interpretation was dependent on the interpreter. Because the theories divided into two pardigms, it was not possible for the theories to co-exist (Onwegbuzie & Leech, 2005).

The fourth phase, the emergence of the pragmatist paradigm, began in the late 1960s. The pragmatist movement challenged the purists by contending that quantitative and qualitative paradigms were neither mutually exclusive nor interchangeable. They believed that theory played a major role in both methods and in the existence of both subjective and objective orientations. This movement challenged the philosophical idea researchers had fervently debated for years, but by the late 1980s mixed method research was gaining popularity. The next decade brought about mixed model studies. Researchers began to mix the two methods, which gave birth to the research called mixed-methods (Onwegbuzie & Leech, 2005).

Justification for Mixed-Method Research. Thus far we have explored the differences between quantitative and qualitative research. As we embrace mixed-methodology we must examine how two radically different methods of research can be combined into one study. The first thing one should recognize is that, although different,

the two methods have common goals. Both quantitative and qualitative research seeks to understand the world in which we live. Their primary purpose is to improve the human condition by disseminating knowledge (Sale, et al., 2002).

The second rationale for the compatibility of the two paradigms is that both subscribe to theory and adhere to strict rules during the inquiry process. They share a commitment to rigor and critique in the research process. Each has its own techniques based on the research objectives, but each is also a part of the continuum of research (Sale, et al., 2002).

The third justification for combining research methods is the complexity of research topics. Many topics require data from a large number of perspectives. One method is not sufficient to understand the complex world in which we live. It takes a combination of words and numbers to fully express the intricate details of our human existence (Sale, et al., 2002).

Finally, researchers must consider multiple phenomena within a single study and to do so they need a variety of tools. They must use the tool that fits the phenomenon they are examining. The primary purpose of research is to understand truth; therefore, researchers need to be open to various methodologies (Howe, 1988).

Arguments against Mixed-Methods. Many arguments exist against mixing methodologies. As discussed earlier, each method is fundamentally different in its approach to research and in its core belief systems. Quantitative research is based on positivism, whereas qualitative is based on interpretivism. Quantitative believes in one truth whereas qualitative believes in multiple realities.

A more complicated issue is the explanation of results from studies using different methods that appear to agree or disagree. Opponents question how results can be similar if the researcher is looking at two different phenomena. Proponents argue that it is merely a matter of perception. People often simplify the situation and highlight results to reflect what they believe is happening. In other words, adding a frequency count to an open-ended question is not quantitative research (Sale, et al., 2002).

Data collected from different methods cannot be simply added together to produce a rounded reality. When we combine methods, there are four possible outcomes: 1) corroboration, 2) elaboration, 3) complementarity, or 4) contradiction. Corroboration happens when the same results are derived from both methods, whereas elaboration exemplifies the quantitative findings with the qualitative results. Although the results are different, complementarity findings provide insight to the problem, and contradictory findings place each method in conflict (Brannen, 2005).

Widespread Acceptance of Mixed-Methods

In today's world research has three basic methods, quantitative, qualitative, and mixed-methods. Although at times they seem in contradiction, they also have commonalities. For years researchers have debated the use of the various methods and have shown allegiance to their own methodology. As knowledge has accumulated in favor of mixed-methods, researchers are beginning to accept the realities of mixing two paradigms. Slowly researchers are finding ways to combine methods, which has allowed for the emergence of mixed-method research. Although mixed-methods is not fully accepted by all researchers it is gaining momentum. As more examples of quality studies emerge, researchers are learning to value the research. They are beginning to understand

that the use of different data sets within one research project is a complementary way of designing richer and more meaningful studies (Brannen, 2005).

Strengths and Weaknesses of Mixed-Methods

Like quantitative and qualitative, mixed-methods research has its strong points and limitations. **Table 3: Strengths and Weaknesses of Mixed-Methods Research** outlines the dynamism and constraints of this paradigm. Information contained in this table is reprinted from "*Mixed-Methods Research: A Research Paradigm Whose Time Has Come*" by R. B. Johnson and A. J. Onwuegbuzie, 2004. Its primary strength is that it can answer more complex research questions than any single method. It also has the ability to add meaning to numbers. The principal weakness of this method is that it can be more complex and thereby more time consuming.

Table 3: Strengths and Weaknesses of Mixed-Methods Research

Strengths and Weaknesses of Mixed-Methods Research
Strengths
• Words, pictures, and narrative can be used to add meaning to numbers.
• Numbers can be used to add precision to words, pictures, and narrative.
• Can provide quantitative and qualitative research strengths (i.e., see strengths listed in Tables 1 and 2).
• Researcher can generate and test a grounded theory.
• Can answer a broader and more complete range of research questions because the researcher is not confined to a single method or approach.
• The specific mixed *research designs* have specific strengths and weaknesses that should be considered (e.g., in a two-stage sequential design, the Stage 1 results can be used to develop and inform the purpose and design of the Stage 2 component).

- A researcher can use the strengths of an additional method to overcome the weaknesses in another method by using both in a research study.

- Can provide stronger evidence for a conclusion through convergence and corroboration of findings.

- Can add insights and understanding that might be missed when only a single method is used.

- Can be used to increase the generalizability of the results.

- Qualitative and quantitative research used together produce more complete knowledge necessary to inform theory and practice.

Weaknesses

- Can be difficult for a single researcher to carry out both qualitative and quantitative research, especially if two or more approaches are expected to be used concurrently; it may require a research team.

- Researcher has to learn about multiple methods and approaches and understand how to mix them appropriately.

- Methodological purists contend that one should always work within either a qualitative or a quantitative paradigm.

- More expensive.

- More time consuming.

- Some of the details of mixed research remain to be worked out fully by research methodologists (e.g., problems of paradigm mixing, how to qualitatively analyze quantitative data, how to interpret conflicting results).

Note. Reprinted from "Mixed-Methods Research: A Research Paradigm Whose Time Has Come," by R. B. Johnson and A. J. Onwuegbuzie, 2004.

Gender in the Sciences

The primary purpose of this study was to determine methods of research used by authors in selected higher education journals. One of the important variables for this

investigation deals with gender and its contributions to methodological choices of authors.

Very little research is available on the topic of research methodologies by gender, but abundant research is available on gender in the math and science fields. This researcdh provides the most relevant starting point in understanding research methodologies and gender. The University of Alabama hosts the website, *4000 Years of Women in Science* with an opening question asking, "How long have women been active scientists?" Their answer below provides a core definition of STEM. Literature refers to the fields of science, technology, engineering, and mathematics as STEM; therefore, it will be used throughout this discussion.

> Actually, how long have *people* been active in science? The answer is the same for both women and men -- as long as we have been human. One of the defining marks of humanity is our ability to affect and predict our environment. *Science* - the creation of structure for our world - *technology* - the use of structure in our world - and *mathematics* - the common language of structure - all have been part of our human progress, through every step of our path to the present. Women and men together have researched and solved each emerging need (The University of Alabama, 2011).

History of Gender in the STEM

Mathematics has been around since the beginning of time. It was not until people started recording the numbers that it became a field. Recorded history of mathematics began as early as 2000 BC in Babylonia. Number problems, linear equations, and quadratic equations can be traced back as early as 1700 BC. Babylonian mathematics

was inherited by the Greeks around 450 BC. They continued to develop it from 300 BC to 200 AD where it was picked up by Islamic countries. Up to this point, mathematical history contained names like Zeno of Elea, Democritus of Abdera, and Apollonius of Perga. In the16th century, European progress continued with men like Luca Pacioli, Girolamo Cardan, and Nicolo Tartaglia. The field continued to grow, and by the 18th century notable men such as Isaac Newton and Benjamin Franklin were added to the list of historical mathematicians and scientists (O'Connor & Robertson, 1997).

As evident above, history is very good at recording the achievements of man. Similar results listing male scientists and their accomplishments fill textbooks around the world. Unfortunately, roughly 50 percent of the population (women) has been ignored for the major part of written history; therefore, it is difficult to recount, with any real precision, the contributions of women to STEM.

In 1660 the first major scientific institution was created in London. This institution called, The Royal Society, was founded to help like-minded men exchange scientific ideas. Women were excluded because they were considered incapable of understanding the complexities of science. Women were expected to marry and devote their lives to husband and family. They were not routinely educated by traditional means, but a few from wealthy families or those who were fortunate enough to have brothers, husbands, and/or fathers willing to work with them could participate in STEM activities (Drew, 2010).

Despite the lack of opportunities in science, a few women made it into the history books. Women like Hypatia of Alexandria (370-415) who was the first known woman mathematician. She taught at the University of Alexandria and invented several scientific

instruments. She was eventually murdered because of her work and her writings were destroyed (Deakin, 1994). Hildegard of Bingen (1098-1179), wrote medical and natural history books. She was among the first to write about the need to boil water for sanitary reasons. She also wrote about diet and exercise and is the first female scientist whose writings still exist (Epstein, 2006). Then there was Maria Mitchell (1818-1889), an astronomer who discovered a comet in 1847 (Bois, 1996). These women made great contributions and were fortunate to be given credit for their work.

In the past 100 years it has become a little easier for women to be recognized for their contributions to science. Gertrude B. Elion (1918-1999), a research scientist in chemistry, helped develop drugs to fight diseases such as leukemia, malaria, and AIDS. She won the Nobel Prize in medicine and held 45 patents for drugs she developed. Before her death she was the first woman to be invited into the National Inventors Hall of Fame (Elion, 2012). Another example is Jane Goodall (1934-present), who spent thirty years of her life observing chimpanzees and writing books about her research. Today, she still travels around the world lecturing and has created the Jane Goodall Institution, an international wildlife and environment conservation organization (Jane Goodall Institution, 2011). The women previously discussed have contributed to the science and mathematics fields. Many others, however, are will be forever lost to history. Their contributions are unrecognized because of their gender. Thanks to the works of women recognized by history, and many other unnamed female scientists, the stereotype of women being unable to grasp the field of science has been challenged and gender roles are changing.

Current Situation of Gender in the Sciences

In 2006 President George W. Bush started the *American Competitiveness Initiative*. This initiative addressed the need for more cutting-edge research in America. It committed $50 billion to increase funding for research and development and addressed many needs in the field of STEM (Domestic Policy Council, 2006). In 2009 President Barack Obama took the next step and started his "Educate to Innovate" campaign. The campaign is a nationwide effort to improve science and math achievement for all students in the US. Recognizing the fact that women were underrepresented in STEM, the campaign has a provision to deal specifically with that underrepresentation. This program recognizes that women have the ability, but for various reasons lack the incentive for a career in the STEM fields (Office of the Press Secretary, 2009).

According to a survey conducted by the National Science Foundation, women have made a lot of progress in STEM fields but still trail behind men in many areas. The survey looked at graduation rates, gender, and field of study of U.S. doctoral students from 2000 through 2008. **Table 4: S&E Doctorates awarded in US 2000- 2008** shows the exact number of doctoral graduates from 2000 to 2008. Women went from 7,421 (43%) graduates in 2000 to 9,476 (47%) in 2008, whereas men went from 10,025 (57%) to 10,708 (53%). The actual number of male graduates increased, but overall percentages show a decrease. Women have made progress in both numbers and percentages of graduates in STEM, but under closer examination this trend is primarily due to increases in the social sciences. Men have remained dominate in the computer, math, and engineering fields (National Science Foundation, 2012).

Table 4: S & E Doctorates awarded in US 2000-2008

S&E doctorates awarded to U.S. citizens and permanent residents by field: 2000–08

Field, sex, and race/ethnicity	2000	2001	2002	2003	2004	2005	2006	2007	2008
All S&E	17,446	17,261	16,314	16,855	17,271	17,829	18,400	19,595	20,184
Female	7,421	7,570	7,245	7,588	7,800	8,364	8,543	9,228	9,476
Male	10,025	9,691	9,069	9,267	9,471	9,465	9,857	10,367	10,708
Science	14,790	14,699	14,053	14,618	14,924	15,377	15,686	16,601	17,004
Female	6,925	7,087	6,794	7,158	7,307	7,853	7,937	8,551	8,672
Male	7,865	7,612	7,259	7,460	7,617	7,524	7,749	8,050	8,332
Agricultural sciences	553	544	549	626	601	611	640	643	668
Female	194	210	205	238	234	235	259	278	274
Male	359	334	344	388	367	376	381	365	394
Biological sciences	3,724	3,579	3,443	3,901	4,118	4,330	4,377	4,713	5,091
Female	1,703	1,616	1,550	1,833	1,929	2,145	2,140	2,327	2,560
Male	2,021	1,963	1,893	2,068	2,189	2,185	2,237	2,386	2,531
Computer sciences	402	395	410	413	455	500	551	680	667
Female	73	84	102	90	110	103	130	145	153
Male	329	311	308	323	345	397	421	535	514
Earth, atmospheric, and ocean sciences	409	362	368	376	356	360	389	481	436
Female	120	119	135	127	130	126	148	205	168
Male	289	243	233	249	226	234	241	276	268
Mathematics and statistics	588	525	438	513	508	540	583	645	671
Female	165	145	129	149	153	152	151	193	218
Male	423	380	309	364	355	388	432	452	453
Physical sciences	2,148	2,156	2,044	2,060	1,969	2,036	2,183	2,266	2,307
Female	563	599	578	599	555	610	655	713	692
Male	1,585	1,557	1,466	1,461	1,414	1,426	1,528	1,553	1,615
Psychology	4,042	4,381	4,042	4,059	4,191	4,452	4,230	4,450	4,357
Female	2,746	3,012	2,749	2,804	2,898	3,178	3,083	3,235	3,141
Male	1,296	1,369	1,293	1,255	1,293	1,274	1,147	1,215	1,216
Social sciences	2,924	2,757	2,759	2,670	2,726	2,548	2,733	2,723	2,807
Female	1,361	1,302	1,346	1,318	1,298	1,304	1,371	1,455	1,466
Male	1,563	1,455	1,413	1,352	1,428	1,244	1,362	1,268	1,341
Engineering	2,656	2,562	2,261	2,237	2,347	2,452	2,714	2,994	3,180
Female	496	483	451	430	493	511	606	677	804
Male	2,160	2,079	1,810	1,807	1,854	1,941	2,108	2,317	2,376

SOURCE: National Science Foundation, Division of Science Resources Statistics, special tabulations of U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Completions Survey, 2000–08.

Figure 1: Doctorates Earned by Women in Selected STEM Fields is a graphic of the percentage of women who have earned doctoral degrees in STEM fields over a forty-year span of time. This chart is an adaption from the National Science Foundation,

Division of Science Resources Statistics, 2008 Science and engineering degrees: 1966-2006. This graphic shows an increase in doctorates for women in all fields. In math, science, engineering, and physics women still receive a relatively small percentage of the degrees granted, according to a report from the National Science Foundation (Hill et al., 2010).

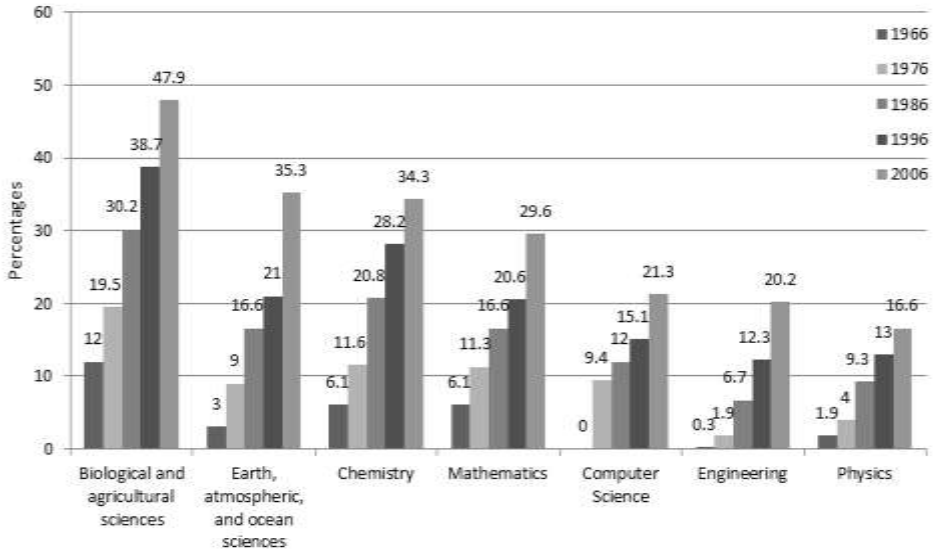

Figure 1: Doctorates Earned by Women in Selected STEM Fields, 1966 – 2006

Table 5: Employment in STEM Occupations in 2009 shows the number of employees in STEM occupations by gender and the percent of females from 2000 and 2009. This information is provided by the U.S. Department of Commerce (Beede, Julian, Langdon, McKittrick, Khan, & Doms, 2011). In 2009 women ranged from 14 percent of employees in Engineering to 40 percent of employees in Physical and Life Sciences. Gains in the percent of women in STEM fields increased 1 percent in Physical and Life Sciences, decreased 3 percent in Engineering, and did not change in Computer Science and Math in the nine years. This reinforces the need to increase the presence of women in the STEM fields.

Table 5: Employment in STEM Occupations in 2009

(thousands of workers)	Male		Female		Percent Female	
	2000	2009	2000	2009	2000	2009
STEM total	5,321	5,640	1,680	1,790	24%	24%
Computer science and math	2,202	2,534	940	929	30%	27%
Engineering	2,185	2,079	318	330	13%	14%
Physical and life sciences	551	553	310	374	36%	40%
STEM managers	382	474	111	157	23%	25%

Source: ESA calculations from Census 2000 and 2009 American Community Survey public-use microdata.
Note: Estimates are for employed persons age 16 and over.

A report from Bloomberg says that in the overall market-place for all occupation, women hold 48 percent of the jobs, but in the STEM fields they only average 24 percent of the workers. It was also revealed that in STEM occupations women average 14 percent less in wages than their male counterparts. Women make an average of $0.86 cents to every dollar a man earns. On the positive side, women in STEM fields earn 33 percent more than female peers in other fields. (Berman, 2011). In the general population women earn $0.77 cents for every dollar earned by their male counterparts (Majority Staff of the Joint Economic Committee, 2010). The gender gap in the STEM fields is well documented and a national concern.

Reasons for the Gender Difference

Throughout primary and secondary school, math and science courses experience roughly equal participation and performance from males and females. Genders prepare equally to pursue science and engineering majors in college. Somewhere between high school graduation and freshmen college something changes and women turn away from STEM and by college graduation men outnumber women in the sciences. Researchers find another decline in female participation from college graduation to the workplace (Hill et al., 2010).

There are several possible reasons for this disparity, including cognitive differences, lack of interest, bias, discrimination, workplace environment, and family responsibilities.

Cognitive Differences. Researchers have found that boys and girls perform equally through high school science and math. There are no differences in intelligence between the sexes (Lynn & Irwing, 2004). However, some researchers have found that there are differences in cognitive abilities between genders. Boys tend to do better with spatial orientation and visualization, while girls perform better on verbal skills and perceptual speeds (Aronson, Fried, & Good, 2007; Hedges & Nowell, 1995). Although spatial skills are considered by many to be important in STEM, no research supports that it is essential for success in the field. Research does show that spatial skills can be improved with training; therefore, it should not be a barrier to individuals wishing to pursue a career in STEM (Baenninger & Newcombe, 1989). Although there is no definitive research stating cognitive differences influence decisions to enter STEM, there is enough evidence to suggest that it may play a role in the decision.

Lack of Interest. Another theory exists that women are 'just not interested' in STEM fields. According to a 2009 poll of young people 8-17 by the American Society for Quality only 5 percent of girls said they were interested in an engineering career while 24 percent of boys were interested (American Society for Quality, 2009). Even women who excel in mathematics are more likely to pursue degrees in humanities and social sciences than in science and engineering (Lubinski & Benbow, 1992).

Many factors can influence how interest in an occupation develops. Individual choice is a major reason to consider or eliminate a career. Other factors may include lack

of self-confidence in abilities, not feeling accepted within the field, or feeling the chance of success is limited. Culture can also direct individual interest in career selections by labeling professions gender specific (Hill et al., 2010).

Bias. Biases are tendencies or inclinations to hold a perspective at the expense of equally valid alternative perspectives. In the case of scientists and engineers, gender and ethnic bias may lead individuals to believe that men are better suited for the career in STEM than women. Even people who believe in gender equity may embrace biases and negative gender stereotypes concerning women in the science and mathematics fields (Valian, 1998). Many times society holds a negative opinion of women in "masculine" positions. Women are perceived as less competent, than men. Even when she is found competent a woman is often considered less likable than her male counterpart (Hill et al., 2010). Women may not want to be subjected to these biases or may themselves believe the stereotypes. In either case this bias makes them unwilling to seek a career in a field that they believe does not want them.

Discrimination. Sometimes bias crosses the border into discrimination. Discrimination functions at many levels within science to include funding, employment and publications. These discriminatory practices can affect hiring and funding of females and cause their underrepresentation in STEM. Several studies have revealed that gender influences hiring recommendations. One survey sites a mock committee designed to hire professors. The committee reviewed fictitious candidate vitas. The researcher used the same vitas but changed the sex and names. In cases of both male and female reviewers, they gave women less credit than men for identical work, especially if the job was a stereotypically male position (Ceci & Williams, 2010).

Workplace Environment. One study of STEM professionals, *The Athena Factor: Reversing the Brain Drain in Science, Engineering, and Technology*, found that many women in STEM feel isolated in their careers. This study states that 52 percent of highly qualified women quit their jobs due to a hostile work environment. In addition to isolation, they cite hostile macho cultures, unsupportive work environments, extreme work schedules, and unclear rules about career advancements as reasons for leaving the field (Hewlett, et al., 2008).

Family Responsibilities. When a person chooses a career in STEM he or she often experiences long hours, travel, and a high pressured work environment. To be successful in a STEM career, the employee must be willing to sacrifice personal time and energies. In American industry, family responsibilities are often considered barriers to advancement. This "family penalty" concept can destroy promising careers. Although society has come a long way in equalizing family responsibilities, women still find themselves in the position of primary care givers more often than men. In addition, at an age when careers are being built, women must face the dilemma of whether or not to have children. Although both genders experience family penalty pressure from the workplace, women are more likely to forego or delay marriage and children than men. In addition, women in STEM are more likely to partner with men who also work in the STEM field. When both partners have equally demanding work schedules, often a man's career is given priority and the woman suffers the career setbacks (Hill et al., 2010).

Another report from the Government Accounting Office reports that women in math-intensive fields prefer working fewer hours and in part-time positions so they can achieve a better work-family balance. Although 77 percent of female graduate students

believe a fulltime job is important for their careers, upon closer examination, 31 percent think it is acceptable to work part-time for a period, and 19 percent feel having a permanent part-time career is appropriate. Conversely, 81 percent of male graduates believe full time work is important, 9 percent feel part-time/temporary is appropriate, and 9 percent support permanent part-time employment (Ceci & Williams, 2010).

Conclusion

The creation of new knowledge is essential for the continued growth and understanding of the world around us. Research is the method by which that knowledge is created and quantitative research was considered the principal method. It relied on the hard sciences to prove or disprove theory. As knowledge accumulated researchers rediscovered the need for the social sciences. Although different from the hard sciences, qualitative methods were important tools in understanding social phenomena. Researchers furiously debated the various paradigms. In time, qualitative methods were accepted by the research world. Researchers moved to the next phase by combining the two types of research into one called mixed-methods. The debate is ongoing, but mixed-method models have made their way into the mainstream methodologies. Today research can be divided into three basic categories, quantitative, qualitative, and mixed-methods. Researchers understand the importance of viewing the larger picture, which is only available through the use of multiple methods of inquiry.

CHAPER III: METHODS

This chapter describes the procedures used to investigate research methodologies by authors in peer-reviewed higher education journals. The variables included gender of the lead author, academic rank of the lead author and co-author; and the predominate methodology of research articles (quantitative, qualitative, or mixed).

Statement of the Problem

A great deal of debate concerning research methods has taken place over the years. Quantitative research has been well established within academia since the nineteenth century. It is based on the belief in one truth and one reality independent of human perception. It is also based on the belief that the investigator is capable of studying a phenomenon without influencing or being influenced by it (Guba & Lincoln, 1994; Sale, et al., 2002). This movement was called Positivism. In this paradigm, everything had to be confirmed by observation and experiment (Ryan, 2006; Trochim, 2006).

Qualitative research reached its peak of popularity in the mid-twentieth century. The qualitative paradigm was based on interpretivism (Altheide & Johnson, 1994; Guba & Lincoln, 1994; Kuzel & Like, 1991; Sale, et al., 2002; Secker & Milburn, 1995) where multiple realities and truths were believed to exist.

Mixed-methods research is the combination of both the quantitative and qualitative research paradigms. As mixed-methodology becomes more popular, researchers are busy establishing the foundations of this new paradigm. Researchers are

just beginning to understand the use of different data sets within one research project as a complementary way to design richer and more meaningful studies (Brannen, 2005).

This study examined five higher education journals within a five year period, 2006-2010, to determine the frequency with which various research methods were utilized.

Research Questions

1. What is the predominant method of research for published authors in selected peer-reviewed higher education journals?
2. Does gender play a role in determining the method of research for published authors in select peer-reviewed higher education journals?
3. Does academic rank play a role in determining the method of research for published authors in select peer-reviewed higher education journals?
4. Do primary authors prefer co-authors of a certain academic rank in select peer-reviewed higher education journals?

Selection of Journals for Inclusion

The journals selected for this study focused on a variety of issues of importance to faculty and administrators in higher education. Topics ranged from management issues, to technology, to emerging public policies. All journals were current and readily available online. The five journals used in this research are T*he Review of Higher Education, Journal of Computing in Higher Education, The Journal of Higher Education, Journal of Higher Education Policy and Management,* and *Higher Education Quarterly.*

Table 6: Journal Selections outlines the various journal selections. Also included are the publication rates, publisher, acceptance rate, and method of review.

Table 6: Journal Selections

Journal	Published	Publisher	Acceptance Rate	Review
The Review of Higher Education (The Review)	Quarterly	Johns Hopkins University Press	5-8 percent	Peer-reviewed
Journal of Computing in Higher Education (The Journal)	Bi-yearly	Springer Publishing	20 percent	Double-blind peer-review
Journal of Higher Education (JHE)	Bi-monthly	Ohio State University Press	9 percent	Blind peer-review
The Journal of Higher Education Policy and Management (JHEPM)	Quarterly	Routledge, Taylor and Francis Ltd.	20 percent	Editor screening and Peer-review
Higher Education Quarterly (HE)	Quarterly	Wiley-Blackwell	20 percent	Peer reviewed

These journals were included as part of this study because they are the leading journals in their fields. According to a 2007 survey, *The Higher Education Executive Issues Study (HEEIS),* many of the leading concerns of higher education at that time were Accountability and Assessment; Campus Management; Program and Curriculum Development; New Revenue and Fundraising; Student Retention; Enrollment Management and Growth; Faculty Development; Quality and Recruiting; Technology; Capital Needs; and Community Partnering. This survey included 557 presidents, provosts, deans, faculty, and other administrators from more than 500 institutions nationwide (DRC GROUP Incorporated, 2007). My experience, and an ongoing review of higher education publications, suggests that the issues of 2007 are similar to those of

2012. The five journals reviewed in this current study address many of the leading concerns of higher education and were often cited by administrators, faculty, and graduate students. In addition, these journals have been cited in various studies as educational standards (Budd & Magnuson, 2010; Hutchinson, 2004; Keister, 1990; Richardson & McLeod, 2009).

Although each journal focused on a single aspect of concern, the collection contained an assortment of issues faced by the higher education community. Articles featured in these journals pertain to research, leadership, instructional technology, faculty, administration, and policy all of which are quoted in the *HEEIS* study as primary challenges.

Another criterion for selection was the accessibility of the journal. Each journal was offered both in print and digital formats. Because this study covered a five-year span of time, online access made the tracking of archival copies of the older journals less complicated. Having access to only printed materials would have made the process more time consuming and problematic. With the information available in both printed and electronic formats the increased probability of locating all journals for the given timeframe was greatly increased.

Data Collection and Analysis

This study involved an analysis of selected author characteristics and research methods of articles published in five higher education journals for a five-year period, 2006-2010. Only research articles were included; other types of articles, such as book reviews and opinion pieces, were excluded. The number of articles reviewed for this study was 531. Analysis of the data was based on descriptive and Chi-square statistics.

Descriptive statistics were used to summarize the data set. It gave information such as sample size and characteristics such as gender, number of authors, and rank. In this study descriptive statistics were used to understand basic demographics on the articles and authors.

The Chi-square statistic compared categorical responses between two or more independent groups to determine if the actual events occur at the same frequency as expected. The Chi-square test set the confidence interval, or the upper and lower bounds, on the probability that the variation in data was due to chance. Basically the Chi-square established the probability of the differences being by chance. After collection and coding of the data, Statistical Package for the Social Sciences (SPSS) 16.0 was used to calculate inferential statistics for each research question (RQ) using the Chi-square test. Each question was tested at the $p<0.05$ level of significance.

For the first question, "What is the predominant method of research for published authors in selected peer-reviewed higher education journals?" a column was created that contains three methods of research: quantitative, qualitative and mixed-methods. The primary method for each article was identified and both descriptive and Chi-square statistics were run. Descriptives were used to calculate the percentage each method was used throughout the articles. The Chi-square test searched for significant differences in the methodologies used by the primary authors for their research.

The second question, "Does gender play a role in determining the method of research for published authors in select peer-reviewed higher education journals?" compared the lead author's gender to the methodology used in the articles to determine

the percent each method was used by each gender. To analyze this data a Chi-square cross tabulation was used.

The third question, "Does academic rank play a role in determining the method of research for published authors in select peer-reviewed higher education journals?" looked at the academic rank of the lead author and compared it to the method of research. Descriptive statistics were used to determine what percentage of each academic rank used each method of research. A Cross Tabulation Chi-square was used to determine the method of research by academic rank for the data. The academic ranks were professor, associate professor, assistant professor, lecturer, administrator, consultant, doctoral student, researcher, and other.

The final question, "Do primary authors prefer co-authors of a certain academic rank in selected peer-reviewed higher education journals?" helped determine senior faculty's involvement in mentoring junior faculty members in research. A separate Chi-square test was run on each rank of primary author to determine how often they chose a specific rank of co-authors. These data were used to determine if those co-authors were junior faculty members and the most often used rank.

Once the leading journals were identified, copies of all issues for the five year span were obtained and the variables for each article were collected. Variables included gender of the lead author, academic rank of the lead author and co-authors, and the predominate method of research used in the research articles (quantitative, qualitative, or mixed). Some data were not apparent from the published articles, specifically, gender-ambiguous first names and biographical statements that do not list academic rank. In those instances, institutional and personal web pages were searched to determine gender

and rank at the time of the publication's appearance. All data were collected by the researcher of this study.

Data Collection Method

Data were stored in spreadsheet format. The first item developed was a Journal Information Database. That database was used to collect the initial journal information such as name, issues per year, and number of articles per issue. Additional information such as journal codes, a code used by the author to identify the various journals, was used to reduce the amount of data to be entered in the article database, thereby reducing the chance of input errors. Because the number of articles varied in each journal, it was necessary to record the month and date of each publication with the number of articles appearing in each. The spreadsheet was used to cross-check the number of collected articles in the Article Database.

Table 7: Journal Information Database identified the various fields associated with the Journal Information Database. Each journal was identified by name, journal code, issues per year, month/year of publication, and number of articles per issue.

Table 7: Journal Information Database

Journal Information
Journal Name
*Journal Code
Issues Per Year
Month/Year Of Publication
Number Of Articles Per Issue

* *Journal code is a code used by this author to identify journals.*

After the basic journal information was gathered the author collected the journal articles. As each journal article was collected, it was saved in the appropriate folder, and the basic information was added to the Article Database. The journal code, volume, issue, month of publication, year, and name of file were recorded in the Article

Database. Once the articles were downloaded, a cross check was made with the Journal Information Database to assure all articles were collected and catalogued.

After the collection phase, each article was reviewed to extract the variables for the Article Database. **Table 8: Article Database** shows the complete design of the Article Database. It contained the following fields for each article: Journal code, volume, issue, month of publication, year, filename, article title, lead author, gender, academic rank, number of authors, rank of co-authors, number of pages, primary methodology, lead author's place of employment, multi-institution status, and institutional size.

Table 8: Article Database

Article Database
Journal code
Volume
Issue
Month of Publication
Year
Filename
Article Title
Lead Author
Gender of Lead Author
Academic Rank of Lead Author
Number Of Authors
Rank of Co-Author
Number Of Pages
Primary Methodology
Lead Author's Place Of Employment
Multi-institutional status
Institution Size

The data were analyzed with Statistical Package for the Social Sciences (SPSS). This program contained the tools to run both the descriptive statistics and the Chi-square test.

Summary

This study looked at five different education journals over a five-year span and determined the methodology used in the research. With the use of SPSS, statistical data were analyzed to establish a visual representation of the modern educational researcher. This representation included gender, rank and academic standings of authors and co-authors.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF THE DATA

The research for this study consisted of analyzing five journals of higher education over a five-year period from 2006 through 2010. The journals include: *The Journal of Higher Education (JHE), The Review of Higher Education (The Review), The Journal of Computing in Higher Education (The Journal), The Journal of Higher Education Policy and Management (JHEPM), and Higher Education Quarterly (HE).*

For this study, all the journals were accessed online and individual research articles were downloaded. After the initial download the individual articles were reviewed by the researcher to extract the demographics and variables. The demographics included the journal volume, issue and year, file name, article title, number of authors, number of co-authors, gender, rank of authors, number of pages, institution, and multi-institutional status. Multi-institutional status refers to the places of employment for article authors. If authors were at the same institution it was a single institution, but if they came from more than one institution they were considered multi-institutional. The variables examined with inferential statistics include gender of the lead author, academic rank of the lead author and co-authors, and the predominate method of research used in the research articles (quantitative, qualitative, or mixed).

Demographic Information

Overall there was a total of 531 research articles and 1,078 authors. Each article ranged from 1 to 10 authors with an average of approximately 2 authors per article. The number of pages per article ranged from 6 to 49 with an average of 20 pages per article. **Figure 2: Authors per Article** indicates the number of authors who worked on the

article. Nearly half, 231 (44%) were written by single authors. Of the remaining, 161 (30%) used two authors, 82 (15%) used 3 authors, and 57 (11%) used four or more authors.

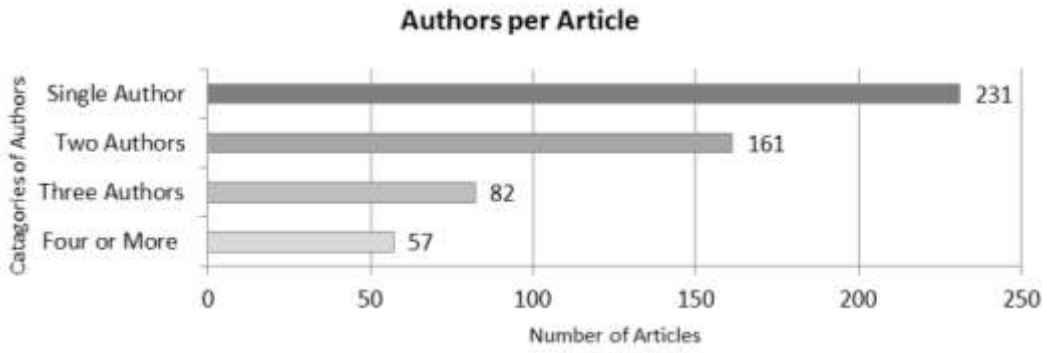

Figure 2: Authors per Article

Figure 2: Authors by Gender shows that 236 (44%) of the primary authors were female and 295 (56%) male. Of the 547 co-authors, 258 (47%) were female and 289 (53%) were male. Overall there was a total of 494 (46%) female and 584 (54%) male authors.

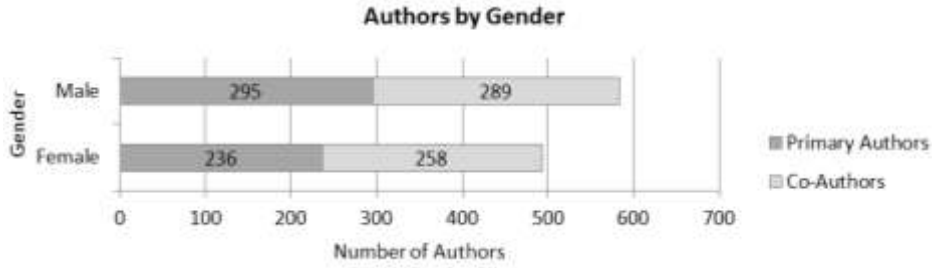

Figure 3: Authors by Gender

Ranking of Authors

The ranks of authors were divided into the following categories: Professor, Associate Professor, Assistant Professor, Lecturer, Administrator, Consultant, Doctoral Student, Researchers, and Other. The ranks of professors, associate professors, and

assistant professors were not defined because of their universal acceptance in higher education.

- A **Lecturer** for this study was defined as a senior lecturer, principal lecturer, lecturer, and reader. They can be employed full or part-time.
- **Consultants** were authors from the business world and include business partners, senior associates, independent scholars, economists, and associate curators.
- **Doctoral Student** included students working toward a terminal degree.
- **Researchers** referred to professional researchers from research institutions outside of higher education.
- **Other** referred to Honorary Senior Fellow, Postdoctoral Fellow, Entrepreneur, Knowledge Transfer Specialist, Senior Scholar, Alumna, Retired, Adjunct, and Instructors.

Table 9: Academic Rank of Primary Author by Gender summarizes the academic rank of primary authors by gender. Of the total (see Figure 3) 531 primary authors 295 (56%) were male, and the remaining 236 (44%) were female. The top five academic ranks that performed the most published research were Professors 118 (22%), Assistant Professors 116 (22%), and Administrators 85 (16%). When looking at gender data, the top three male ranks were Professors 76 (64%), Assistant Professors 61 (53%), and Administrators 46 (54%). For the female gender, the top three ranks that published were Assistant Professors 55 (47%), Professors 42 (36%), and Associate Professors 39 (48%). Ranks that published the least were Consultants 7 (1%), Other 22 (4%), and Doctoral Students 24 (5%). Of the primary authors who were doctoral students, females 13 (54%) published slightly more than males 11 (46%).

Table 9: Academic Rank of Primary Author by Gender

Academic Rank	Gender		Total	Overall Percent
	Female	Male		
Administrator	39	46	85	16
Assistant Professor	55	61	116	22
Associate Professor	39	43	82	16
Consultant	1	6	7	1
Doctoral Student	13	11	24	5
Lecturer	22	21	43	8
Other	10	12	22	4
Professor	42	76	118	22
Researcher	15	19	34	6
Totals	236	295	531	100

Institutional Profile

For this study, institutions were divided into four basic categories according to student population.

- **Small** institution had fewer than 20,000 students
- **Medium** institution had a student population between 20,000 and 39,999
- **Large** institution had a student population between 40,000 and 99,999
- **Mega** institution had a student population of over 100,000 students
- **Other** referred to research groups, national ministries, policy commissions, businesses, and independent researchers.

Table 10: Articles by Institutional Classification and Location illustrated the total number of articles in each institutional classification and whether the institution was located in the US or was International. There were 531 total articles with 255 (48%) of the primary author coming from the US and 276 (52%) coming from International institutions. Authors from medium institutions produced the most articles--208 (39%). Authors from small istitutions produceed 152 (29%). The institutional size with the least published articles was Other at 28 (5%).

Table 10: Articles by Institutional Classification and Location

Institutional Classification	Location		Total
	US	International	
Small	78	74	152
Medium	103	105	208
Large	42	66	108
Mega	13	22	35
Other	19	9	28
Totals	255	276	531

There was a total of 249 non-duplicate institutions of higher learning and 26 other groups had one or more articles published in the selected journals. **Figure 4: Non-duplicate Institutions by Size and Location** indicates the number of non-duplicate institutions, size of the institution, and whether it was based in the US or was International. The two types of institutions observed most often were medium at 104 (38%) and small at 95 (36%). Large institutions had 40 (14%) occurrences, Mega 7 (3%) and other 27 (10%).

The physical location of institutions that contributed to the journals were international institutions 153 (56%), and the remaining 122 (44%) were in the US. Institutions that contributed the most articles were medium international institutions 58 (21%) followed by small international institutions 55 (20%). Medium 46 (17%) and small 42 (15%) US institutions were third and fourth, respectively, in the number of articles contributed.

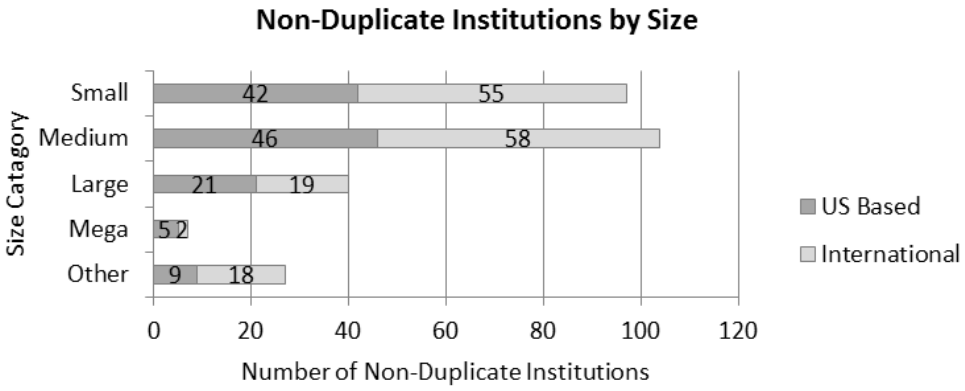

Figure 4: Non-duplicate Institutions by Size and Location

Journal Profiles

There was a total of 531 articles reviewed for this study. **Figure 5: Articles per Journal** gives an overview of the number of articles per journal. The journal with the most articles was the *JHEPM* with a total of 140 (27%) articles, followed by the *JHE* with 138 (26%) articles. The *HE* was third with 112 (21%) followed by *The Review* with 81 (15%) *The Journal* had the least amount with 60 (11%) published articles.

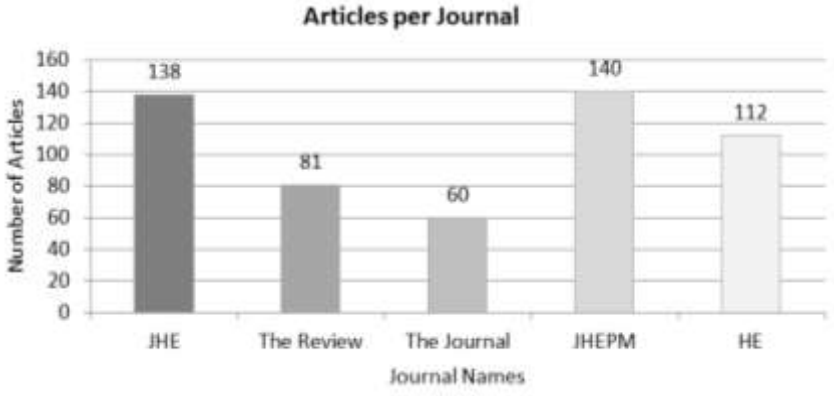

Figure 5: Articles per Journal

Figure 6: Authors and Co-Authors per Journal by Gender displays the author gender by journal. The journal with the most authors was the *JHE* with 301 (28%)

followed by *JHEPM* with 246 (23%) and the *HE* with 207 (20%). *The Review* with 155 (15%) and *The Journal* with 150 (14%) had the least number of authors. Of the total 1078 authors, the males totaled 581 (54%), whereas the females totaled 497 (46%).

The *JHE* had 138 primary authors and 163 co-authors to total 301 authors. Primary authors were divided into 67 (49%) males and 71 (51%) females. There were 81 (50%) male and 82 (50%) female co-authors.

The Review had 81 primary authors and 74 co-authors to total 155 authors. Primary authors were divided into 45 (56%) males and 36 (44%) females. There were 39 (53%) male and 35 (47%) female co-authors.

The Journal had 60 primary authors and 90 co-authors to total 150 authors. Primary authors were divided into 38 (63%) males and 22 (37%) females. There were 45 (50%) male and 45 (50%) female co-authors.

The *JHEPM* had 140 primary authors and 106 co-authors to total 246 authors. Primary authors were divided into 73 (52 %) males and 67 (48%) females. There were 58 (55%) male and 48 (45%) female co-authors.

The *HE* had 112 primary authors and 95 co-authors to total 207 authors. Primary authors were divided into 72 (64%) males and 40 (36%) females. There were 57 (60%) male and 38 (40%) female co-authors.

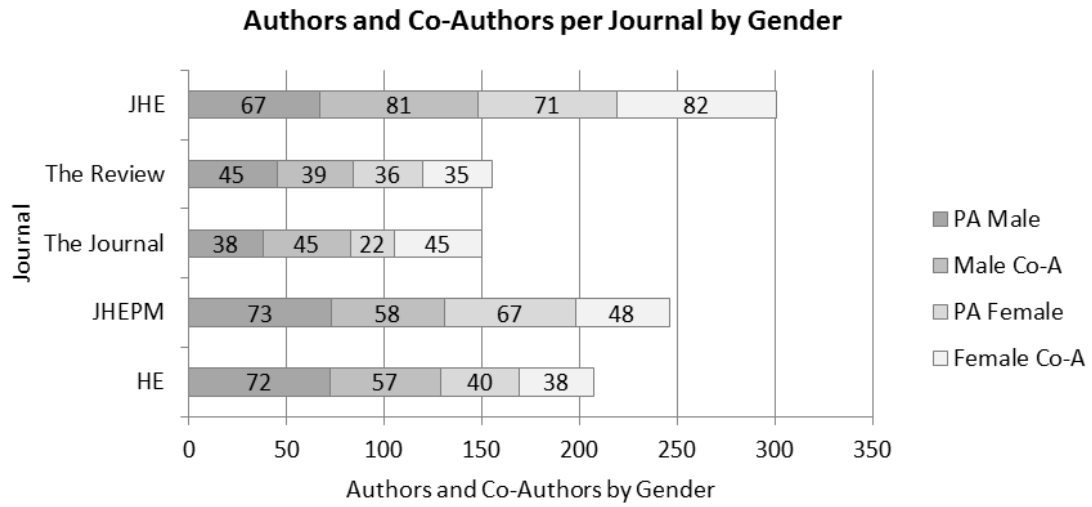

Figure 6: Authors and Co-Authors per Journal by Gender

The academic rank by journal showed that the leading primary authors overall were Professors 118 (22%), followed by Assistant Professors 116 (22%), and Administrators 85 (16%). **Table 11: Primary Author Rank by Journal** showed the top three ranks for *JHE* were Assistant Professors 53 (38%), Professors 28 (20%), and Associate Professors 21 (15%). *The Reviews* top ranks were Assistant Professors 38 (47%), Associate Professors 12 (15%), and Administrators 11 (14%). Assistant Professors 16 (27%), Associate Professors 14 (23%), and Professors 13 (22%) ranked the highest for *The Journal*. The JHEPM had the greatest number of authors at 140 (26%), and the top ranks include: Professor 30 (21%), Administrator 27 (19%), and Associate Professor 24 (17%). The *HE* had the highest number of Professor authors at 42 (38%), followed by 22 (20%) Administrators, and 19 (17%) Lecturers.

Table 11: Primary Author Rank by Journal

	Journals					Total	Overall Percentage
	JHE	The Review	The Journal	JHEPM	HE		
Administrator	19	11	8	27	22	85	16
Assistant Professor	53	38	16	6	3	116	22
Associate Professor	21	12	14	24	11	82	15
Consultant	2	0	2	2	1	7	1
Doctoral Student	5	8	2	8	1	24	4
Lecturer	0	0	1	23	19	43	8
Other	8	2	5	5	4	22	4
Professor	26	7	13	30	42	118	22
Researcher	6	3	1	15	9	34	6
Totals	138	81	60	140	112	531	

The Journal of Higher Education publishes six issues a year for a total of 60 issues and averaged 5 articles per issue. For this study the *JHE* provided 138 research articles and had a total of 301 authors. The average number of authors per article was approximately 2 with an average article length of 27 pages. Seventy-four of the articles originated from single institutions, whereas sixty-four originated from multiple institutions. Of the institutions involved 131 were US based and the remaining 7 were International. The acceptance rate for this journal is nine percent.

The Review of Higher Education is published quarterly for a total of 20 issues and averaged 4 articles per issue. For this study, *The Review* provided 81 research articles and had a total of 155 authors. The average number of authors per article was approximately 2 with an average article length of 26 pages. Forty-nine of the articles originated from single institutions, whereas thirty-two originated from multiple institutions. Of the institutions involved 79 were US based and the remaining 2 were International. The acceptance rate for this journal is between five and eight percent.

Journal of Computing in Higher Education is published semi-annually until 2009, then in 2010 it added a third issue for a total of 11 issues and averaged 5 articles

per issue. For this study, *The Journal* provided 60 research articles and had a total of 150 authors. The average number of authors per article was approximately 3 with an average article length of 18 pages. Thirty-nine of the articles originated from single institutions, whereas twenty-one originated from multiple institutions. Of the institutions involved, 46 were US based and the remaining 14 were International. The acceptance rate for this journal is about 20 percent.

The *Journal of Higher Education Policy and Management* started publication with 3 issues a year in 2006 and 2007, in 2008 and 2009 it published 4 times a year and in 2010 had grown to 5 issues per year for a total of 19 issues and averaged 5 articles per issue. For this study the *JHEPM* provided 140 research articles and had a total of 246 authors. The average number of authors per article was approximately 2 with an average article length of 12 pages. One hundred and six of the articles originated from single institutions, while thirty-four originated from multiple institutions. Of the institutions involved 16 were US based and the remaining 124 were International. The acceptance rate for this journal is twenty percent.

The *Higher Education Quarterly* published quarterly, but in 2008 the first and second issues were combined into one publication. The *HE* created a total of 19 issues and averaged 6 articles per issue. For this study the *HE* provided 112 research articles and had a total of 207 authors. The average number of authors per article was approximately 2 with an average article length of 19 pages. Eighty-five of the articles originated from single institutions, while twenty-seven originated from multiple institutions. Of the institutions involved 4 were US based and 108 were International. The acceptance rate for this journal is twenty percent.

Research Questions and Inferential Analysis

After collection and coding of the data, SPSS 16.0 was used to calculate inferential statistics for each research question (RQ) using the Chi-square test. Each question was tested at the $p<0.05$ level of significance

Research Question 1

RQ1: What is the predominant method of research for published authors in selected peer-reviewed higher education journals?

Research Question 1 involved the 531 primary authors of this study and the research methods that they used: quantitative, qualitative, and mixed-methods. The Chi-square statistic was used to test for significant differences in the methodologies used by the primary authors for their research. **Table 12: RQ1 Frequencies of Research Methods Used by Primary Authors** presents the number of primary authors who used each method of research: quantitative 212 (40%), qualitative 249 (47%) and mix-methods 70 (13%). The Chi-square value attained resulted in a probability level of $p<0.05$. Examining the observed frequencies in Table 10 indicated that there was a significant difference between the use of quantitative and mixed-methods and between qualitative and mix-methods research. There does not appear to be a significant difference between the use of quantitative and qualitative research methods for the primary authors of this study.

Table 12: RQ1 Frequencies of Research Methods Used by Primary Authors

Method	Observed N	Expected N	Chi-square
Quantitative	212	177.0	**100.893**
Qualitative	249	177.0	
Mix-Methods	70	177.0	**p = .000**
Totals	**531**	**531**	

Research Queston 2

RQ2: Does gender play a role in determining the method of research for published authors in select peer-reviewed higher education journals?

Research Question 2 involved the research methods used by the 531 primary authors of this study and their gender. A cross-tabulation Chi-square statistic was used to test for significant differences in the methodologies used by the primary authors for their research due to gender. **Table 13: RQ2 Research Methods Used by Primary Author due to Gender** presents the number of primary authors who used each method of research organized by gender. Female researchers used qualitative methods 117 (59%) times, quantitative methods 86 (30%) times, and mixed methods 33 (11%) times. Male researchers had similar results with qualitative methods used 132 (45%) times, quantitative 126 (43%) times, and mixed methods 37 (12%) times. The Chi-square value attained resulted in a probability level of $p>0.05$. This indicated that there was no significant difference in the use of research methods used due to gender. However, taking into consideration the different research methods, qualitative and quantitative methods appear to be used more often than mixed methods when considering gender, which is consistent with the findings in Research Question 1.

Table 13: RQ2 Research Methods Used by Primary Author due to Gender

	Primary Method			
Gender	Quantitative	Qualitative	Mix-Methods	**Chi-square**
Female	86	117	33	2.150
Male	126	132	37	p = 0.341
Totals	212	249	70	

Research Question 3

RQ3: Does academic rank play a role in determining the method of research for published primary authors in select peer-reviewed higher education journals?

Research Question 3 involved the research methods used by the 531 primary authors of this study and their academic rank. A cross-tabulation Chi-square statistic was used to test for significant differences in the methodologies used by the primary authors for their research due to academic rank. **Table 14: RQ3 Research Methods Used by Primary Author due to Academic Rank** presents the number of primary authors who used each method of research organized by academic rank. The Chi-square value attained resulted in a probability level of $p<0.05$. Looking at the overall totals, Professors, Assistant Professors, Administrators, and Associate Professors appear to be publishing articles significantly more than all of the other ranks examined by this study. Taking into consideration the different research methods, qualitative and quantitative methods appear to be used more often than mixed methods when considering the rank of the primary authors, which is consistent with the findings in Research Question 1.

Table 14: RQ3 Research Methods Used by Primary Author due to Academic Rank

Rank	Methods			Total	Chi-square
	Mixed	Qualitative	Quantitative		
Administrator	12	42	30	85	29.875
Assistant Professor	8	47	61	116	
Associate Professor	18	36	28	82	P = 0.019
Consultant	0	7	0	7	
Doctoral Student	2	13	9	24	
Lecturer	5	23	15	43	
Other	3	10	9	22	
Professor	19	50	49	118	
Researcher	2	21	11	34	
Totals	70	249	212	531	

Research Question 4

RQ4: Do primary authors prefer co-authors of a certain academic rank in selected peer-reviewed higher education journals?

Table 15: RQ4 Authors/Co-Authoring Demographics shows that there were 300 articles that involved co-authors. The top performing primary author rank when published articles had two or more co-authors was professor. Overall they used co-authors 72 times. Professors authored with other professors 29 (40%) times, administrators 11(15%) times, and associate professors 8 (11%) times. Professors paired with doctoral students only 2 (2%) times in these journal articles. Assistant professors used co-authors 57 times. Of those 57 times, assistant professors used professors as co-authors 21(37%) times, assistant professors 8 (14%) times, and doctoral students 7 (12%) times. The associate professors used co-authors 52 times and were most likely to pair with professors 20 (38%), followed by associate professors 8 (15%) and doctoral students 7 (13%).

Table 15: RQ4 Authors/Co-Authors Demographics

Primary Author Rank	Highest Rank of Co-Author									Total
	Administrator	Assistant Professor	Associate Professor	Consultant	Doctoral Student	Lecturer	Other	Professor	Researcher	
Administrator	12	3	4	1	1	5	2	18	3	49
Assistant Professor	6	8	6	1	7	0	4	21	4	57
Associate Professor	4	5	8	0	7	0	5	20	3	52
Consultant	1	0	0	0	0	0	1	0	0	2
Doctoral Student	2	0	2	0	0	2	1	6	1	14
Lecturer	1	0	4	0	1	3	1	8	3	21
Other	3	1	2	1	0	1	0	6	0	14
Professor	11	6	8	4	2	4	2	29	6	72
Researcher	1	2	1	3	0	1	0	6	5	19
Total	41	25	35	10	18	16	16	114	25	300

To test for significance, a Chi Square test was run for each type of primary author. **Table 16: RQ4 Primary Authors Use of Co-Authors** shows a summary of the Chi-square results. Academic rank did play a role in co-authoring (CA) for the following primary authors: Professor, Associate Professor, Assistant Professor, Administrator, and Lecturer. The data revealed that primary authors preferred a co-author with the rank of professor. In the case of administrators, the favored academic ranks of co-authors were split between professors and other administrators. Results further revealed academic ranks did not play a role in co-authoring for the following primary authors: Doctoral Students, Researchers, and Other. The rank of Consultant could not be calculated because of the low numbers of participants.

Table 16: RQ4 Primary Authors Use of Co-Authors

Main Author	Chi-square	P Value	Interpretation where significance occurs
Administrators	48.898	0.000	Professor CA Administrator CA
Assistant Professors	35.491	0.000	Professor CA
Associate Professors	27.154	0.000	Professor CA
Consultant	Unable to Compare	NA	NA
Doctoral Students	7.429	0.191	No Significance
Lectures	12.667	0.049	Professor CA
Other	8.286	0.141	No Significance
Professors	70.250	0.000	Professor CA
Researchers	9.368	0.154	No Significance

Summary

This study examined five journals of higher education to analyze the methods of research used by the higher education community. The methods of research utilized by the authors were quantitative, qualitative, and mixed-methods. The demographics revealed that there were a total of 531 articles with 531 primary authors and 547 co-authors. Overall there were 494 female and 584 male authors. The primary authors

observed most often in the data held the rank of professor 118 (22%), assistant professor 116 (22%), and administrator 85 (16%).

Overall this study revealed that men outnumber women in authoring research articles in the selected higher education journals. Qualitative research was most often the method of choice for authors of these journal articles for both genders. Men (43%) use quantitative research slightly more than women (30%). Mixed-method research is the least popular method of research for all authors, (11%) female and (12%) male. Professors are evenly divided in the qualitative/quantitative research methods, but assistant professors showed a preference for quantitative research. For the majority of primary authors, the co-author academic rank in the greatest demand was professor.

CHAPTER FIVE: FINDINGS, CONCLUSIONS, ANCILLARY, AND RECOMMENDATIONS

Purpose of the Study

The purpose of this study was to examine the methods of research used by the higher education community in articles published in selected peer reviewed journal articles over a five year span from 2006 - 2010. This study examined the effects of author, gender, and academic rank on the research methods selected.

Population

The five journals used in this study were *Journal of Higher Education (JHE), The Review of Higher Education (The Review), Journal of Computing in Higher Education (The Journal), Journal of Higher Education Policy and Management (JHEPM), and Higher Education Quarterly (HE).*

There was a total of 531 articles for this study; 231 had single authors; 162 had two authors; and 138 had three or more authors. The *JHE* had 138 articles; *The Review* consisted of 81; *The Journal* contained 60; the *JHEPM* had 140; and the *HE* contained 112 articles.

There were 1,078 authors, of which 531 were primary and 547 were co-authors. There were 548 male and 494 female authors. There were nine ranks of authors involved in the study: Professors, Associate Professors, Assistant Professors, Lecturers, Administrators, Doctoral Students, Researchers, Consultants, and Others.

The workplace locations of the primary authors varied, 255 were located in the US, while the remaining 276 were International. The sizes of the institutions included: Small (less than 20,000 students), Medium (between 20,000 and 39,999 students), Large

(between 40,000 and 99,999 students), Mega (over 100,000 students), and Other (referred to research groups, national ministries, policy commissions, businesses, and independent researchers). The majority of the authors came from medium institutions, followed by small and large.

Methods

The primary method of research used in this study was quantitative although a certain amount of qualitative research was necessary in coding data from each journal. Once the journals were downloaded, a review to extract the demographics and variables was performed. The variables studied with inferential statistics included gender of the lead author, academic rank of the lead author and co-authors, and the predominate method of research (quantitative, qualitative, or mixed).

The demographics included the journal volume, issue and year, file name, article title, number of authors, number of female co-authors, number of pages, and name of institution of lead author. An Excel spreadsheet was used to track the data. After its collection, a statistical program, SPSS, was used to test the level of significance for each research question and demographics.

Study Limitations

This study had three primary limitations: selection of journal, non-discipline specific, and generalizability. The journals selected for this study were from scholarly publications of higher education over a five-year period. Other journals and timeframes may produce different outcomes. This study examined higher education as a whole, and therefore, was not discipline specific. Specific disciplines may receive different results. The extent to which these findings may be generalized is indeterminate. All journals

associated with the study are available through printed media and accessible online. Journals that are strictly print or solely online were not included in this study therefore may experience different results.

Findings

There were four research questions associated with this study:

1. What is the predominant method of research for published authors in selected peer-reviewed higher education journals?
2. Does gender play a role in determining the method of research for published authors in select peer-reviewed higher education journals?
3. Does academic rank play a role in determining the method of research for published authors in select peer-reviewed higher education journals?
4. Do primary authors prefer co-authors of a certain academic rank in selected peer-reviewed higher education journals?

Research Question 1

What is the predominant method of research for published authors in selected peer-reviewed higher education journals?

Research Question 1 involved 531 primary authors and the research methods they used: quantitative, qualitative, and mixed-methods. The results revealed that there was a significant difference between the use of quantitative and mixed-methods and between qualitative and mixed-methods research. There did not appear to be a significant difference between the use of quantitative and qualitative research methods for the primary authors. Qualitative (47%) and quantitative (40%) were the most popular

methods of research for the articles of this study. Mixed-method was used for 13 percent of the articles.

Qualitative and quantitative were the most popular methods of research for this study. Mixed-method was used for only 13 percent of the articles in this study. Although the study did not focus on the reasons researchers chose one method over another, there are factors that may help explain why they may not have participated in mixed-method research. There are three basic explanations: time and complexity, subject matter, and the lack of acceptance of the research method.

One of the primary strengths of mixed-method research is its ability to answer a broad range of questions. The researcher is not confined to one single method of research; therefore, questions can be asked that fit both the qualitative and quantitative paradigms. This depth of research can add insights and understandings that may not be present when a single method is used. Its strength is also its principal weakness. The use of both quantitative and qualitative methods makes it more complex and thereby more time consuming for the researcher. The researcher, if working alone, would need expertise in both methods of research to complete the project. It would also involve additional time to design and implement two separate research models to accommodate the subject (Johnson & Onwuegbuzie, 2004).

The second rationale to explain the unpopularity of mixed-methods research deals with subject matter. More often than not the subject, not the researcher, determines the method of research for the study. Some topics are better suited to quantitative and some for qualitative, while other topics need a combination of both methods. Quantitative research is used to measure and analyze relationships between variables; it is often used

when a basic knowledge of the subject is pre-existing (Denzin & Lincoln, 1994). One of the strengths of quantitative research is its generalizability to larger groups. Qualitative research focuses on process and meanings (Guba & Lincoln, 1994). It is best applied to small groups in which miniscule knowledge exists. Mixed-methods research is a combination of the two paradigms. It is best used when researchers need specific answers, but so little research is available on the topic that determining the right questions to ask is problematic.

Although mixed-methods research is more widely accepted today, it is not without its critics. There are supporters in all three methological camps. The quantitative disciples feel that quantitative research is the only true scientific method of research, thereby the only valid method to attain true knowledge. The qualitative advocates say their method is as valid as quantitative, it is just designed to answer different types of questions. Mixed-method supporters feel that research requires the use of both methods to achieve its full potential and that the co-mengling of the two produces a deeper knowledge than either single method (Sale, et al., 2002).

The fact that mixed-methods was less mature than qualitative and quantitative methods, combined with the debate surrounding the methodology, may make many researchers hestiant to use the method. To be accepted in the research community, researchers need to have their research recognized as valid. They are publishing to make and maintain their reputations and positions at institutions. Researchers recognize their careers depend on the acceptance of their scholarly activities.

Research Queston 2

Does gender play a role in determining the method of research for published authors in select peer-reviewed higher education journals?

Research Question 2 involved the research methods used by the 531 primary authors of this study according to gender. The Chi-square test indicated that there was no significant difference in the use of research methods due to gender.

Throughout this study, quantitative and qualitative were the most popular methods of research. For this question, a closer look revealed a slight gender gap with quantitative research. Although there is no significant difference, descriptive statistics show that females are 14 percent more likely to do qualitative research. Men are 13percent more likely to do quantitative research.

The reason for this difference was beyond the scope of this study, but because quantitative research is based on mathematical equations, it is reasonable to associate a relationship between gender participation in quantitative research and the national trend of gender disparity in the STEM fields. Research confirmed that there are many capable women working in mathematical fields, in our society women are not as likely to pursue careers in mathematics and sciences as men. In a study by the U.S. Department of Commerce in 2009 women were between 14 and 27 percent less likely to have careers in the STEM fields, such as math and engineering, then their male colleagues (Beede, etc., 2011).

Research Question 3

Does academic rank play a role in determining the method of research for published authors in select peer-reviewed higher education journals?

Research Question 3 involved the research methods used by the primary authors according to their academic rank. The data indicated Professors published 118 articles, Assistant Professors 116 articles, Administrators 85 articles, and Associate Professors 82 articles. Taking into consideration the different research methods, qualitative and quantitative methods appear to be used more often than mixed-methods when considering the rank of the primary authors.

Research Question 3 involved the research methods in the articles used by the primary authors and their academic rank. The test indicated 118 Professors, 116 Assistant Professors, 85 Administrators, and 82 Associate Professors published significantly more articles than all of the other ranks examined in this study. Qualitative and quantitative methods were used more often than mixed methods.

Professors were top performers in both qualitative and mixed-methods research. Assistant professors were the only top ranked authors who favored quantitative research, with all other ranks preferring qualitative. None of the top authors preferred mixed-methods. The reason for these differences is unclear, but pure speculation would suggest, as discussed earlier, mixed-methods research is relativity new and although gaining popularity, is not as widely accepted as qualitative and quantitative methods.

As for the difference in methodological choices by assistant professors, the reasoning may be found in the researcher's status within their profession. The assistant professor would typically be the early stage of his\her career and would choose to use the fastest and least controversial method. As careers advance, associate and full professors are more likely to be open to alternative methods of research. Because administrators were not classified by rank for this study, the administrator researchers could be at

various levels of their career. When examined closely, their numbers are similar to the associate professor, favoring qualitative methods but still reliant on quantitative research.

Research Question 4

Do primary authors prefer co-authors of a certain academic rank in selected peer-reviewed higher education journals?

This study had 300 articles with two or more authors. Authors were categorized into the following nine ranks: Professors, Associate Professors, Assistant Professors, Lecturers, Administrator, Doctoral Students, Researchers, Consultants and Others. The data showed that five of the nine categories of primary authors were significantly influenced by the academic rank of the co-author. The ranks of Professor, Associate Professor, Assistant Professor, Administrator, and Lecturer preferred to co-author with a professor. The ranks of Doctoral Student, Researchers, and Others were not significant, whereas the rank of Consultant could not be calculated because of the low number of participants.

Research Question 4 involved the primary author's choice of co-authors according to academic rank. This research found that most authors prefer to work with professors when publishing research findings. The reason for this trend of seeking professors as co-authors is not addressed in this study, but expertise and mentorship could explain this occurrence.

The nature of rank is to recognize the amount of time and expertise a person has within the academic world. A professor has already experienced the trial and error associated with junior faculty positions and has earned a reputation as an expert in the field. Junior faculty members struggling to build careers often look to professors as

examples. Generally, an expert co-author imparts a certain amount of name recognition to the work and help junior faculty get published. Therefore, part of the reason professors were such a high percentage of co-authors could be because junior faculty members actively sought their assistance.

The second rationale, mentorship, would involve the senior ranking member of the faculty, professors, lending their expertise and leadership to the team. Professors are reasonably secure in their careers and understand that their professional growth is fostered by previous generations.

Implications

The basic function of higher education is to educate and to create knowledge. Research is the means by which educators create knowledge. Publishing their research not only allows researchers to share the new knowledge, but also puts that knowledge into the public arena for peer verification of accuracy. This process adds credibility to the author's reputation and profession as well as contributes to the overall body of accumulated knowledge.

The findings of this study will be useful for future researchers in understanding the changing landscape of research methodologies. The acceptance of a broader range of methodologies opens the door for more researchers to explore topics previously untouchable because the methodology to acquire the knowledge was considered unscientific. Researchers are learning not only how to research differently, but also how to take apparently opposite paradigms and combine them into a complementary research design. Examining research in different ways can prove invaluable as new questions and topics are explored.

The old military saying, “Rank has its privileges,” holds true with academic rank and research. According to this study, the higher the rank of the researcher, the more willing he or she is to vary from the traditional methods of research. In scientific research quantitative research is traditional, the lowest academic rank, the assistant professor, performed the most quantitative research, whereas the highest rank, professor, performed the most research in both qualitative and mixed-methods. This finding suggests that professors are leading the way in the acceptance of non-traditional research methods. It further suggests that as the door opens to new methodologies, more researchers will become involved in non-traditional choices.

Summary

This study revealed the following:

- There is a significant difference between the use of quantitative and mixed-methods and between qualitative and mixed-methods research.
- There is no significant difference in the use of research methods due to gender.
- There is a significant difference in publishing based on rank.
- There is a significant difference among ranks when considering co-authors.

Recommendations for Further Study

The following recommendations for further study emerged from the findings and analysis of data.

1. The findings of this study can be generalized only to the five higher education journals used in the study. A recommendation for further study would be a replication of this study with a different set of journals.
2. Another recommendation for further study would be to investigate the research methodologies of professionals outside of the higher education community.
3. A longitudinal study of how research methodologies have changed with the use of technology and the Internet would be another topic for future studies.
4. Another recommendation for further study would be to investigate how institutional size, as well as Carnegie classification, impacts the method of research used by the primary author.
5. An analysis of the changes across journals in methodology as reflected in research articles.
6. A final recommendation for further study would be to research the methodology preferences of journals published in other countries compared to the US.

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APPENDICES

APPENDIX A

Journal Information Database

Journal Code	Issues Per Year	2006						2007						2008						2009						2010						Total
		Iss 1	Iss 2	Iss 3	Iss 4	Iss 5	Iss 6	Iss 1	Iss 2	Iss 3	Iss 4	Iss 5	Iss 6	Iss 1	Iss 2	Iss 3	Iss 4	Iss 5	Iss 6	Iss 1	Iss 2	Iss 3	Iss 4	Iss 5	Iss 6	Iss 1	Iss 2	Iss 3	Iss 4	Iss 5	Iss 6	
1	6	7	6	5	6	6	6	5	4	4	4	4	3	4	4	4	4	5	4	4	4	5	4	4	4	4	5	7	4	4	4	138
2	4	5	4	4	4			3	3	4	4			5	3	4	4			5	4	5	3			4	4	4	5			81
3	2	6	5					6	5					4	9					5	4	4				4	4	4				60
4	3	6	7	7				8	7	6				8	7	8	7			8	8	7	7			8	8	9	7	7		140
5	4	5	5	5	6			5	6	8	9			7		8	6			5	4	4	11			5	6	7				112

Journ	Journal Name
1	Journal of Higher Education
2	The Review of Higher Education
3	The Journal of Computing in Higher Education
4	Journal of Higher Education Policy and Management
5	Higher Education Quarterly

APPENDIX B

Article Database

Number	Journal	Vol	Issue	Year	Filename	Title	Primary Author	Gender	PA academic rank	No Author:	Highest Rank of	Co-auth	No Fem	Doc Stu	No Page	Prim Methodologic	Multi-ins	Work Place	US Base	Size	Classification
1	1	77	1	2006	19413781	The Mission of the University:Medieval to Postmodern Transformations	John C. Scott	Male	Consultant	1			0	0	39	Qualitative	N	None	Y	0	Other
2	1	77	1	2006	19413783	Determining Public 2-Year College Faculty's Intent to Leave: An Empirical Model	Vicki J. Rosser	Female	Assistant Professo	2	Professor		1	0	24	Quantitative	N	University of Missouri	Y	34000	Medium
3	1	77	1	2006	19413786	Factors Contributing to Faculty Incorporation of Diversity-Related Course Content	Matthew J. Mayhew	Male	Administrator	2	Administrator		1	0	21	Quantitative	Y	University of North Carolina	Y	223000	Mega
4	1	77	1	2006	19413788	Student Experiences with Diversity at Liberal Arts Colleges: Another Claim for Distinctiveness	Paul D. Umbach	Male	Assistant Professo	2	Professor		0	0	24	Quantitative	Y	University of Iowa	Y	31000	Medium
5	1	77	1	2006	19413790	Women and Feminism in Higher Education Scholarship: An Analysis of Three Core Journals	Jeni Hart	Female	Assistant Professo	1			0	0	22	Quantitative	N	University of Missouri	Y	34000	Medium
6	1	77	1	2006	19413797	Faculty Work: Tensions between Educational and Economic Values	John S. Levin	Male	Administrator	1			0	0	27	Qualitative	N	North Carolina State University	Y	33000	Medium
7	1	77	1	2006	19413799	The Impact of Appointment Type on the Productivity and Commitment of Full-Time Faculty in Research and Doctoral Institutions	Carole J. Bland	Female	Professor	3	Administrator		2	0	35	Qualitative	N	University of Minnesota	Y	53000	Large
8	1	77	2	2006	19988332	Faculty Salary Equity Cases: Combining Statistics with the Law	Andrew L. Luna	Male	Administrator	1			0	0	32	Qualitative	N	University of West Georgia	Y	12000	Small
9	1	77	2	2006	19988333	Gender Equity in Intercollegiate Athletics: Determinants of Title IX Compliance	Deborah J. Anderson	Female	Assistant Professo	2	Professor		0	0	26	Quantitative	Y	University of Arizona	Y	40000	Large
10	1	77	2	2006	19988334	Institutional Selectivity and Good Practices in Undergraduate Education: How Strong is the Link?	Ernest T. Pascarella	Male	Professor	3	Professor		0	0	35	Quantitative	Y	University of Iowa	Y	31000	Medium
11	1	77	2	2006	19988336	"Incentives for Managed Growth": A Case Study of Incentives-Based Planning and Budgeting in a Large Public Research Univers	James C. Hearn	Male	Professor	3	Professor		2	0	31	Mixed	Y	Vanderbilt University	Y	13000	Small
12	1	77	2	2006	19988339	Salvaging "Academic Disaster Areas": The Black College Response to Christopher Jencks and David Riesman's 1967 Harvard I	Marybeth Gasman	Female	Assistant Professo	1			0	0	36	Qualitative	N	University of Pennsylvania	Y	22000	Medium
13	1	77	2	2006	19988345	Understanding the Influence of the Financial Context of Institutions on Student Persistence at Four-Year Colleges and Universitie	Marvin A. Titus	Male	Assistant Professo	1			0	0	23	Quantitative	N	North Carolina State University	Y	33000	Medium
14	1	77	3	2006	20280568	An Integrated Model of Application, Admission, Enrollment, and Financial Aid	Stephen L. DesJardins	Male	Associate Professo	2	Professor		0	0	49	Quantitative	Y	University of Michigan	Y	42000	Large
15	1	77	3	2006	20280575	The Educational Benefits of Sustaining Cross-Racial Interaction among Undergraduates	Mitchell J. Chang	Female	Associate Professo	2	Doctoral Student		3	3	26	Quantitative	N	University of California	Y	159000	Mega
16	1	77	3	2006	20280579	Mission Statements: A Thematic Analysis of Rhetoric Across Institutional Type	Christopher C. Morphew	Male	Associate Professo	2	Assistant Professor		0	0	16	Qualitative	Y	University of Georgia	Y	35000	Medium
17	1	77	3	2006	20280631	The Role of Postsecondary Education in Welfare Recipients' Paths to Self-Sufficiency	Rebecca A. London	Female	Associate Professo	1			0	0	25	Quantitative	N	University of California	Y	159000	Mega
18	1	77	3	2006	20280633	Who Studies the Arts and Sciences? Social Background and the Choice and Consequences of Undergraduate Field of Study	Kimberly A. Gogette	Female	Assistant Professo	2	Assistant Professor		1	0	42	Quantitative	Y	Temple University	Y	38000	Medium
19	1	77	4	2006	20721975	When Post-Tenure Review Policy and Practice Diverge: Making the Case for Congruence	Melinda Wood	Female	Administrator	2	Administrator		1	0	28	Mixed	Y	University of Hawaii	Y	51000	Large
20	1	77	4	2006	20721976	Teaching Awards: What Do They Award?	Nancy Van Note Chism	Female	Professor	1			0	0	29	Qualitative	N	Indiana University	Y	110,000	Mega
21	1	77	4	2006	20721977	State Higher Education Spending and the Tax Revolt	Robert B. Archibald	Male	Professor	2	Professor		0	0	27	Quantitative	N	College of William and Mary	Y	8,000	Small
22	1	77	4	2006	20721979	Mandated Openness in Public Higher Education: A Field Study of State Sunshine Laws and Institutional Governance	Michael K. McLendon	Male	Assistant Professo	2	Professor		0	0	39	Qualitative	N	Vanderbilt University	Y	13000	Small
23	1	77	4	2006	20721981	Chilly Classrooms for Female Undergraduate Students: A Question of Method?	Elizabeth J. Allan	Female	Assistant Professo	2	Assistant Professor		1	0	28	Mixed	N	University of Maine	Y	12000	Small
24	1	77	4	2006	20721983	Flagships, Feeders, and the Texas Top 10% Law: A Test of the "Brain Drain" Hypothesis	Marta Tienda	Female	Professor	2	Reseacher		1	0	28	Quantitative	N	Princeton University	Y	8,000	Small
25	1	77	5	2006	21438090	Playing the Board Game: An Empirical Analysis of University Trustee and Corporate Board Interlocks	Brian Pusser	Male	Assistant Professo	2	Professor		1	0	29	Quantitative	Y	University of Virginia	Y	21000	Medium
26	1	77	5	2006	21438266	Greener Pastures: Faculty Turnover Intent in Urban Public Universities	Cheryl J. Daly	Female	Assistant Professo	2	Assistant Professor		0	0	28	Quantitative	Y	University of New Hampshire	Y	15000	Small
27	1	77	5	2006	21438656	Redesigning For Collaboration in Learning Initiatives: An Examination of Four Highly Collaborative Campuses	Adrianna Kezar	Female	Associate Professo	1			0	0	35	Qualitative	N	University of Southern California	Y	37000	Medium
28	1	77	5	2006	21438902	Organizational Theory and Student Cheating: Explanation, Responses, and Strategies	Tricia Bertram Gallant	Female	Doctoral Student	2	Administrator		0	1	22	Qualitative	N	University of San Diego	Y	8000	Small
29	1	77	5	2006	21438903	Studying Attrition and Degree Completion Behavior among First-Generation College Students in the United States	Terry T. Ishitani	Male	Researcher	1			0	0	25	Quantitative	N	Indiana State University	Y	12,000	Small
30	1	77	5	2006	21438905	New Evidence on College Remediation	Paul Attewell	Male	Professor	2	Professor		1	0	39	Quantitative	Y	University of New York in Prague	Y	700	Small
31	1	77	6	2006	22538953	Examining Differences in State Support for Higher Education: A Comparative Study of State Appropriations for Research I Univer	David J. Weerts	Male	Assistant Professo	2	Administrator		0	0	33	Mixed	Y	Florida Atlantic University	Y	30000	Medium
32	1	77	6	2006	22538956	Rethinking Public Higher Education Governing Boards Performance: Results of a National Study of Governing Boards in the Unit	Adrianna Kezar	Female	Associate Professo	1			0	0	41	Qualitative	N	University of Southern California	Y	37000	Medium
33	1	77	6	2006	22538957	Conceptualizing the Academic Life: Graduate Students' Perspectives	Jeffery P. Bieber	Male	Associate Professo	2	Associate Professor		1	0	28	Qualitative	N	University of Kentucky	Y	28000	Medium
34	1	77	6	2006	22538959	Voluntary Association Membership: Black Greek Men on a Predominantly White Campus	Stephanie M. McClure	Female	Assistant Professo	1			0	0	22	Qualitative	N	Georgia College & State University	Y	7,000	Small
35	1	77	6	2006	22538962	Faculty and College Student Beliefs about the Frequency of Student Academic Misconduct	Stephen F. Hard	Male	Other	2	Associate Professor		0	0	23	Quantitative	N	Briarwood College	Y	637	Small
36	1	77	6	2006	22538965	Effects of Part-Time Faculty Employment on Community College Graduation Rates	Daniel Jacoby	Male	Administrator	1			0	0	23	Quantitative	N	University of Washington	Y	43000	Large
37	1	78	1	2007	23003146	Demographic Inertia Revisited: An Immodest Proposal to Achieve Equitable Gender Representation among Faculty in Higher Ed	Robyn Marschke	Female	Other	2	Professor		3	0	26	Quantitative	N	University of Colorado	Y	29000	Medium
38	1	78	1	2007	23003453	Higher Education Journals' Discourse about Adult Undergraduate Students	Joe F. Donaldson	Male	Professor	2	Professor		1	0	24	Qualitative	N	University of Missouri	Y	34000	Medium
39	1	78	1	2007	23003477	Reward Systems and NSF University Research Centers: The Impact of Tenure on University Scientists' Valuation of Applied and C	P. Craig Boardman	Male	Doctoral Student	2	Other		0	1	20	Quantitative	Y	Georgia Institute of Technology	Y	21,000	Medium
40	1	78	1	2007	23003493	Academic Capitalism and Doctoral Student Socialization: A Case Study	Pilar Mendoza	Female	Assistant Professo	1			0	0	26	Qualitative	N	Oklahoma State University	Y	24000	Medium
41	1	78	1	2007	23003525	The Distribution of Job Satisfaction Among Young European Graduates: Does the Choice of Study Field Matter?	Luis E. Vila	Male	Administrator	2	Administrator		0	0	22	Quantitative	Y	University of Valencia, Spain	N	54000	Large
42	1	78	2	2007	24109012	Settling into Campus Life: Differences by Race/Ethnicity in College Involvement and Outcomes	Mary J. Fischer	Female	Assistant Professo	1			0	0	37	Quantitative	N	University of Connecticut	Y	30000	Medium
43	1	78	2	2007	24109017	Stories of Politics and Policy:Florida's Higher Education Governance Reorganization	Michael R. Mills	Male	Assistant Professo	1			0	0	26	Qualitative	N	University of South Florida	Y	48000	Large
44	1	78	2	2007	24109020	Predictors of Delayed College Enrollment and the Impact of Socioeconomic Status	Heather T. Rowan-Kenyon	Female	Assistant Professo	1			0	0	27	Quantitative	N	University of Virginia	Y	21000	Medium
45	1	78	2	2007	24109021	Targeted Assessment of Students' Interdisciplinary Work: An Empirically Grounded Framework Proposed	Veronica Boix Mansilla	Female	Researcher	2	Reseacher		1	0	24	Qualitative	N	Harvard Universitiy	Y	22,000	Medium
46	1	78	3	2007	24661023	Do Interracial Interactions Matter? An Examination of Student-Faculty Contact and Intellectual Self-Concept	Darnell Cole	Female	Professor	1			0	0	33	Quantitative	N	University of Southern California	Y	37000	Medium
47	1	78	3	2007	24661028	To Give and to Receive: Recently Tenured Professors' Experiences of Service in Major Research Universities	Anna Neumann	Female	Professor	2	Assistant Professor		1	0	29	Qualitative	N	Columbia University	Y	27,606	Medium
48	1	78	3	2007	24661074	Becoming a Scientist: The Effects of Work-Group Size and Organizational Climate	Karen Seashore Louis	Female	Professor	2	Associate Professor		2	0	26	Quantitative	N	University of Minnesota	Y	53000	Large
49	1	78	3	2007	24661124	A Social Cognitive Construct Validation: Determining Women's and Men's Success in Engineering Programs	Christina M. Vogt	Female	Other	2	Professor		1	0	28	Quantitative	Y	National Academy of Engineering ii	Y	0	Other
50	1	78	4	2007	24924587	Public Opinion, Partisan Identification, and Higher Education Policy	William R. Doyle	Male	Assistant Professo	1			0	0	33	Quantitative	N	Vanderbilt University	Y	13000	Small
51	1	78	4	2007	24924701	A Typology of University Ethical Lapses: Types, Levels of Seriousness, and Originating Location	Patricia C. Kelley	Female	Assistant Professo	2	Doctoral Student		1	1	28	Qualitative	Y	University of Washington	Y	43000	Large
52	1	78	4	2007	24925239	Role Strain in University Research Centers	Craig Boardman	Male	Researcher	2	Professor		0	0	24	Qualitative	Y	Science and Technology Policy Ins	Y	0	Other
53	1	78	4	2007	24926114	Course Shopping in Urban Community Colleges: An Analysis of Student Drop and Add Activities	Linda Serra Hagedorn	Female	Professor	3	Assistant Professor		2	0	22	Quantitative	Y	University of Florida	Y	51000	Large
54	1	78	5	2007	26437505	Expanding the Discussion of Faculty Vitality to Include Productive but Disengaged Senior Faculty	Therese A. Huston	Female	Administrator	2	Administrator		2	0	30	Qualitative	Y	Seattle University	Y	8000	Small
55	1	78	5	2007	26518316	A Closer Look at Faculty Service: What Affects Participation on Committees?	Stephen R. Porter	Male	Associate Professo	1			0	0	20	Quantitative	N	Iowa State University	Y	30,000	Medium
56	1	78	5	2007	26518597	Social-Organizational Characteristics of Work and Publication Productivity among Academic Scientists in Doctoral-Granting De	Mary Frank Fox	Female	Professor	2	Consultant		1	0	30	Quantitative	N	Georgia Institute of Technology	Y	21,000	Medium
57	1	78	5	2007	26519070	The Interaction Effects of Gender, Race, and Marital Status on Faculty Salaries	Robert K. Toutkoushian	Male	Associate Professo	2	Reseacher		1	0	30	Quantitative	Y	Indiana University	Y	110,000	Mega
58	1	78	6	2007	28059086	The Spider Web of Oversight: An Analysis of External Oversight of Higher Education	Jason E. Lane	Male	Assistant Professo	1			0	0	30	Qualitative	N	University at Albany	Y	18000	Small
59	1	78	6	2007	28059102	The Enactment of Reforms in State Governance of Higher Education: Testing the Political Instability Hypothesis	Michael K. McLendon	Male	Associate Professo	2	Professor		0	0	31	Mixed	Y	Vanderbilt University	Y	13000	Small
60	1	78	6	2007	28059115	Curriculum Collaboration: A Key to Continuous Program Renewal	Charlotte L. Briggs	Female	Assistant Professo	1			0	0	36	Qualitative	N	University of Illinois	Y	42000	Large
61	1	79	1	2008	28396329	The Correlates of Spiritual Struggle During the College Years	Alyssa N. Bryant	Female	Assistant Professo	2	Professor		1	0	27	Quantitative	Y	North Carolina State University	Y	33000	Medium
62	1	79	1	2008	28396330	Influences on Labor Market Outcomes of African American College Graduates: A National Study	Terrell L. Strayhorn	Male	Assistant Professo	1			0	0	30	Quantitative	N	University of Tennessee	Y	28000	Medium
63	1	79	1	2008	28396332	It's About Family: Native American Student Persistence in Higher Education	Raphael M. Guillory	Male	Assistant Professo	2	Professor		1	0	30	Qualitative	Y	Eastern Washington University	Y	12,000	Small
64	1	79	1	2008	28396338	Everyday Ethics in Research: Translating Authorship Guidelines into Practice in the Bench Sciences	Karen Seashore Louis	Female	Professor	2	Associate Professor		2	0	25	Qualitative	Y	University of Minnesota	Y	53000	Large
65	1	79	2	2008	29388359	Examining Organizational Contextual Features that Affect Implementation of Equity Initiatives	Adrianna Kezar	Female	Associate Professo	2	Assistant Professor		1	1	35	Mixed	Y	University of Southern California	Y	37000	Medium
66	1	79	2	2008	29389772	The Role of Culture in Institutional and Individual Approaches to Civic Responsibility at Research Universities	Courtney H. Thornton	Female	Researcher	2	Assistant Professor		1	0	23	Qualitative	N	North Carolina State University	Y	33000	Medium
67	1	79	2	2008	29395333	Being All of Me: Black Students' Negotiating Multiple Identities	Dafina Lazarus Stewart	Female	Assistant Professo	1			0	0	25	Qualitative	N	Bowling Green State University	Y	20000	Medium
68	1	79	2	2008	29400827	Replacing State Appropriations with Alternative Revenue Sources: The Case of Voluntary Support	John J. Cheslock	Male	Assistant Professo	2	Reseacher		0	0	22	Quantitative	Y	University of Arizona	Y	40000	Large

Number	Journal	Vol	Issue	Year	Filename	Title	Primary Author	Gender	PA academic rank	No Authors	Highest Rank of	Co-auth	No Fem	Doc Stu	No Page	Prim Methodologic	Multi-ins	Work Place	US Base	Size	Classification
69	1	79	3	2008	31597076	A Typology of Federal and State Programs Designed to Promote College Enrollment	Laura W. Perna	Female	Associate Professc	3	Associate Professor		3	2	25	Quantitative	Y	University of Pennsylvania	Y	22000	Medium
70	1	79	3	2008	31597078	Explaining Increases in Higher Education Costs	Robert B. Archibald	Male	Administrator	2	Professor		0	0	28	Mixed	N	College of William and Mary	Y	8,000	Small
71	1	79	3	2008	31597080	The Transition to Independent Research: Who Makes It, Who Doesn't, and Why	Barbara E. Lovitts	Female	Consultant	1			0	0	30	Qualitative	N	Abt Associates in Bethesda, MD	Y	0	Other
72	1	79	3	2008	31597084	"What's too much and what's too little?": The Process of Becoming an Independent Researcher in Doctoral Education	Susan K. Gardner	Female	Assistant Professo	1			0	0	25	Qualitative	N	University of Maine	Y	12000	Small
73	1	79	4	2008	32678859	Monitoring Faculty Diversity: The Need for a More Granular Approach	Sharon L. Weinberg	Female	Professor	1			0	0	23	Quantitative	N	New York University	Y	44000	Large
74	1	79	4	2008	32678861	Problems in the Pipeline: Gender, Marriage, and Fertility in the Ivory Tower	Nicholas H. Wolfinger	Male	Associate Professc	2	Professor		1	0	18	Quantitative	Y	University of Utah	Y	30000	Medium
75	1	79	4	2008	32678866	Understanding Leadership Strategies for Addressing the Politics of Diversity	Adrianna Kezar	Female	Associate Professc	1			0	0	36	Qualitative	N	University of Southern California	Y	37000	Medium
76	1	79	4	2008	32678869	Transfer Access from Community Colleges and the Distribution of Elite Higher Education	Alicia C. Dowd	Female	Assistant Professo	2	Assistant Professor		1	0	31	Quantitative	Y	University of Southern California	Y	37000	Medium
77	1	79	5	2008	34150163	Valuing and Evaluating Teaching in Academic Hiring: A Multidisciplinary, Cross-Institutional Study	Deborah Meizlish	Female	Administrator	2	Administrator		0	0	24	Mixed	Y	University of Michigan	Y	42000	Large
78	1	79	5	2008	34150166	The Effort–Outcome Gap: Differences for African American and Hispanic Community College Students in Student Engagement a	Thomas G. Greene	Male	Administrator	2	Administrator		1	0	27	Quantitative	Y	Sacramento City College	Y	26,000	Medium
79	1	79	5	2008	34150209	Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence	George D. Kuh	Male	Administrator	3	Administrator		1	0	25	Quantitative	Y	Indiana University	Y	110,000	Mega
80	1	79	5	2008	34150276	Contextual Influences on Parental Involvement in College Going: Variations by Socioeconomic Class	Heather T. Rowan-Kenyon	Female	Assistant Professo	2	Associate Professor		2	1	23	Qualitative	Y	University of Virginia	Y	21000	Medium
81	1	79	5	2008	34150288	A Multidimensional Scaling of College Students' Perceptions of Academic Dishonesty	Lisa Pedhazur Schmelkin	Female	Administrator	3	Administrator		4	0	21	Quantitative	Y	Hofstra University	N	13,000	Small
82	1	79	6	2008	35212952	Developing Academic Strategic Alliances: Reconciling Multiple Institutional Cultures, Policies, and Practices	Peter D. Eckel	Male	Administrator	2	Assistant Professor		0	0	25	Qualitative	Y	American Council on Education	Y	0	Other
83	1	79	6	2008	35212977	The State-Sponsored Student Entrepreneur	Matthew M. Mars	Male	Other	2	Professor		1	0	33	Qualitative	Y	University of Arizona	Y	40000	Large
84	1	79	6	2008	35212990	What's Being Sold and To What End? A Content Analysis of College Viewbooks	Matthew Hartley	Male	Associate Professc	2	Associate Professor		0	0	21	Mixed	Y	University of Pennsylvania	Y	22000	Medium
85	1	79	6	2008	35212991	Proscriptive Norms for Academic Deans: Comparing Faculty Expectations Across Institutional and Disciplinary Boundaries	Nathaniel J. Bray	Male	Assistant Professo	1			0	0	30	Quantitative	N	University of Alabama	Y	32000	Medium
86	1	80	1	2009	20090101-35655385	Towards a Theory of Doctoral Student Professional Identity Development: A Developmental Networks Approach	Vicki (Baker) Sweitzer	Female	Assistant Professo	1			0	0	33	Qualitative	N	Albion College	Y	1600	Small
87	1	80	1	2009	20090101-35655388	White, Male, and "Minority": Racial Consciousness Among White Male Undergraduates Attending a Historically Black University	R. Darrell Peterson	Male	Administrator	2	Associate Professor		1	0	25	Qualitative	Y	University of California	Y	159000	Mega
88	1	80	1	2009	20090101-35655391	Engaging with Difference Matters: Longitudinal Student Outcomes of Co-Curricular Service-Learning Programs	Cheryl Keen	Female	Researcher	2	Administrator		1	0	21	Mixed	Y	Walden University	Y	48000	Large
89	1	80	1	2009	20090101-35655395	Maintaining Credibility and Authority as an Instructor of Color in Diversity-Education Classrooms: A Qualitative Inquiry	Gary Perry	Male	Assistant Professo	3	Professor		4	0	26	Qualitative	Y	Seattle University	Y	8000	Small
90	1	80	2	2009	20090302-36622928	Hispanic Origin, Socio-Economic Status, and Community College Enrollment	Noga O'Connor	Female	Assistant Professo	1			0	0	25	Quantitative	N	University of Iowa	Y	31000	Medium
91	1	80	2	2009	20090302-36622934	Associate Professor	Suzanne S. Hudd	Female	Associate Professc	2	Associate Professor		2	0	32	Quantitative	Y	Quinnipiac University	N	8000	Small
92	1	80	2	2009	20090302-36622937	Rooted in the Soil: The Social Experiences of Black1 Graduate Students at a Southern Research University	Juanita Johnson-Bailey	Female	Professor	2	Professor		1	0	26	Mixed	Y	University of Georgia	Y	35000	Medium
93	1	80	2	2009	20090302-36622940	Learning from the Experience of Others: The Evolution of Faculty Tenure and Promotion Rules in Comprehensive Institutions	Ted I. K. Youn	Male	Associate Professc	2	Doctoral Student		1	1	34	Mixed	N	Boston College	Y	15000	Small
94	1	80	3	2009	20090503-40107397	Conceptualizing Change in the Institutional Diversity of U.S. Colleges and Universities	Christopher C. Morphew	Male	Professor	1			0	0	27	Quantitative	N	University of Iowa	Y	31000	Medium
95	1	80	3	2009	20090503-40107398	Attitudes, Perceptions, and Preferences of Faculty at Hispanic Serving and Predominantly Black Institutions	Steven M. Hubbard	Male	Assistant Professo	2	Professor		1	0	20	Quantitative	Y	New York University	Y	44000	Large
96	1	80	3	2009	20090503-40107402	Individual and Environmental Effects of Part-Time Enrollment Status on Student-Faculty Interaction and Self-Reported Gains	Thomas F. Nelson Laird	Male	Assistant Professo	2	Reseacher		0	0	25	Quantitative	N	Indiana University	Y	110,000	Mega
97	1	80	3	2009	20090503-40107403	The Influence of Student Engagment and Sport Participation on College Outcomes Among Division I Student Athletes	Joy Gaston Gayles	Female	Professor	2	Professor		0	0	19	Quantitative	Y	North Carolina State University	Y	33000	Medium
98	1	80	3	2009	20090503-40107407	Targeted Assessment Rubric: An Empirically Grounded Rubric for Interdisciplinary Writing	Veronica Boix Mansilla	Female	Professor	2	Professor		2	0	20	Mixed	Y	Harvard Universitiy	Y	22,000	Medium
99	1	80	4	2009	20090704-43216453	Finding Money on the Table: Information, Financial Aid, and Access to College	William G. Tierney	Male	Professor	2	Assistant Professor		1	0	26	Qualitative	Y	University of Southern California	Y	37000	Medium
100	1	80	4	2009	20090704-43216477	Access and Equity for African American Students in Higher Education: A Critical Race Historical Analysis of Policy Efforts	Shaun R. Harper	Male	Assistant Professo	2	Administrator		1	0	26	Qualitative	Y	University of Pennsylvania	Y	22000	Medium
101	1	80	4	2009	20090704-43216487	Attitudes and Advocacy: Understanding Faculty Views on Racial/Ethnic Diversity	Julie J. Park	Female	Doctoral Student	2	Reseacher		1	1	24	Quantitative	Y	UCLA	Y	40000	Large
102	1	80	4	2009	20090704-43216522	The Production of Bachelor's Degrees and Financial Aspects of State Higher Education Policy: A Dynamic Analysis	Marvin A. Titus	Male	Assistant Professo	1			0	0	30	Quantitative	N	University of Maryland	Y	38000	Medium
103	1	80	5	2009	20090905-43913504	Time as the Fourth Dimension in the Globalization of Higher Education	Judith Walker	Female	Doctoral Student	1			0	1	27	Qualitative	N	University of British Columbia	N	46000	Large
104	1	80	5	2009	20090905-43913506	My Sister's Keeper: A Qualitative Examination of Mentoring Experiences Among African American Women in Graduate and Profe	Lori D. Patton	Female	Assistant Professo	1			0	0	28	Qualitative	N	Iowa State University	Y	30,000	Medium
105	1	80	5	2009	20090905-43913507	Racial Privilege in the Professoriate: An Exploration of Campus Climate, Retention, and Satisfaction	Uma M. Jayakumar	Female	Other	2	Professor		1	0	26	Quantitative	Y	National Center for Institutional Div	Y	42000	Large
106	1	80	5	2009	20090905-43913508	Subcultures and Use of Communication Information Technology in Higher Education Institutions	Canchu Lin	Male	Assistant Professo	2	Professor		1	0	27	Mixed	N	Bowling Green State University	Y	20000	Medium
107	1	80	6	2009	20091106-50288524	General Education Models: Continuity and Change in the U.S. Undergraduate Curriculum, 1975–2000	Steven Brint	Male	Professor	3	Professor		1	2	38	Quantitative	Y	University of California	Y	159000	Mega
108	1	80	6	2009	20091106-50288526	University Students' Perceptions of Plagiarism	Lori G. Power	Female	Administrator	1			0	0	20	Qualitative	N	University of New England	N	19000	Small
109	1	80	6	2009	20091106-50288530	College Knowledge of 9th and 11th Grade Students: Variation by School and State Context	Angela D. Bell	Female	Researcher	2	Associate Professor		2	0	23	Qualitative	Y	West Virginia Higher Education Pol	Y	0	Other
110	1	80	6	2009	20091106-50288531	Partisans, Professionals, and Power: The Role of Political Factors in State Higher Education Funding	Michael K. McLendon	Male	Associate Professc	2	Professor		1	0	28	Quantitative	Y	Vanderbilt University	Y	13000	Small
111	1	81	1	2010	20100101-47625961	The Effect of Loans on Time to Doctorate Degree: Differences by Race/Ethnicity, Field of Study, and Institutional Characteristics	Dongbin Kim	Female	Assistant Professo	2	Doctoral Student		1	1	32	Quantitative	N	University of Kansas	Y	31000	Medium
112	1	81	1	2010	20100101-47626003	The Politics of Determining Merit Aid Eligibility Criteria: An Analysis of the Policy Process	Erik C. Ness	Male	Assistant Professo	1			0	0	28	Qualitative	N	University of Georgia	Y	35000	Medium
113	1	81	1	2010	20100101-47626034	Contrasting the Socialization Experiences of Doctoral Students in High- and Low-Completing Departments: A Qualitative Analysi	Susan K. Gardner	Female	Assistant Professo	1			0	0	21	Qualitative	N	University of Maine	Y	12000	Small
114	1	81	1	2010	20100101-47626165	Importance of Undergraduate Research for Minority Persistence and Achievement in Biology	Melanie T. Jones	Female	Doctoral Student	2	Professor		2	1	34	Quantitative	N	University of California	Y	159000	Mega
115	1	81	2	2010	20100302-48558479	Reconsidering Campus Diversity: An Examination of Muslim Students' Experiences	Darnell Cole	Male	Associate Professc	2	Other		1	0	19	Quantitative	N	University of Southern California	Y	37000	Medium
116	1	81	2	2010	20100302-48558480	Whose Web of Knowledge™ is it Anyway?: Citing Feminist Research in the Field of Higher Education	Jeni Hart	Female	Associate Professc	2	Assistant Professor		1	0	24	Qualitative	Y	University of Missouri	Y	34000	Medium
117	1	81	2	2010	20100302-48558481	The Effects of Scholarly Productivity and Institutional Characteristics on the Distribution of Federal Research Grants	Mir M. Ali	Male	Professor	2	Other		0	0	15	Quantitative	Y	University of Toledo	N	24000	Medium
118	1	81	2	2010	20100302-48558482	Investigating the Impact of Financial Aid on Student Dropout Risks: Racial and Ethnic Differences	Rong Chen	Female	Assistant Professo	2	Professor		0	0	30	Quantitative	Y	Seton Hall University	Y	9800	Small
119	1	81	2	2010	20100302-48558545	Preparing the Underprepared: An Analysis of Racial Disparities in Postsecondary Mathematics Remediation	Peter Riley Bahr	Male	Assistant Professo	1			0	0	29	Quantitative	N	University of Michigan	Y	42000	Large
120	1	81	3	2010	20100503-50202946	Faculty Expectations for College Presidents	J. Christopher Fleming	Male	Administrator	1			0	0	33	Quantitative	N	Texas A&M University	Y	47000	Large
121	1	81	3	2010	20100503-50202954	The Deanship and Its Faculty Interpreters: Do Mertonian Norms of Science Translate into Norms for Administration?	Nathaniel J. Bray	Male	Assistant Professo	1			0	0	33	Quantitative	N	University of Alabama	Y	32000	Medium
122	1	81	3	2010	20100503-50204036	An Observation of Normative Structure for College Admission and Recruitment Officers	Robert L. Hodum	Male	Administrator	2	Administrator		0	0	22	Quantitative	N	Tennessee Technological Universi	Y	12000	Small
123	1	81	3	2010	20100503-50204171	The Normative Structure of College and University Fundraising Behaviors	Timothy C. Caboni	Male	Administrator	1			0	0	27	Quantitative	N	Vanderbilt University	Y	13000	Small
124	1	81	3	2010	20100503-50206346	Extending the Mertonian Norms: Scientists' Subscription to Norms of Research	Melissa S. Anderson	Female	Professor	2	Professor		1	1	28	Qualitative	Y	University of Minnesota	Y	53000	Large
125	1	81	3	2010	20100503-50206556	Espousal of Undergraduate Teaching Normative Patterns of First-Year Teaching Assistants	Patricia A. Helland	Female	Administrator	1			0	0	22	Quantitative	N	Vanderbilt University	Y	13000	Small
126	1	81	3	2010	20100503-50206561	The Criticality of Norms to the Functional Imperatives of the Social Action System of College and University Work	John M. Braxton	Male	Professor	1			0	0	14	Qualitative	N	Peabody College	Y	1,700	Small
127	1	81	4	2010	20100704-52165870	Student Veterans in Transition: Re-enrolling after War Zone Deployments	Corey B. Rumann	Male	Assistant Professo	2	Associate Professor		1	0	28	Qualitative	Y	University of West Georgia	Y	12000	Small
128	1	81	4	2010	20100704-52165904	Diversity and Moral Reasoning: How Negative Diverse Peer Interactions Affect the Development of Moral Reasoning in Undergr	Matthew J. Mayhew	Male	Assistant Professo	2	Assistant Professor		0	0	30	Quantitative	Y	New York University	Y	44000	Large
129	1	81	4	2010	20100704-52165932	Revisiting Academic Capitalism in Canada: No Longer the Exception	Amy Scott Metcalfe	Female	Assistant Professo	1			0	0	26	Quantitative	N	University of British Columbia	N	46000	Large
130	1	81	4	2010	20100704-52166050	Aim High or Go Low? Pricing Strategies and Enrollment Effects When the Net Price Elasticity Varies with Need and Ability	Bradley R. Curs	Male	Assistant Professo	2	Professor		0	0	29	Quantitative	Y	University of Missouri	Y	34000	Medium
131	1	81	5	2010	20100905-53879897	College Women's Female Friendships: A Longitudinal View	Ana M. Martínez Alemán	Female	Associate Professc	1			0	0	30	Qualitative	N	Boston College	Y	15000	Small
132	1	81	5	2010	20100905-53881090	Mind the Gap: The Digital Dimension of College Access	Joanna Goode	Female	Assistant Professo	1			0	0	36	Mixed	N	University of Oregon	Y	24000	Medium
133	1	81	5	2010	20100905-53881117	U.S. Senator's Ideal Points for Higher Education: Documenting Partisanship, 1965–2004	William R. Doyle	Male	Professor	1			0	0	26	Quantitative	N	Vanderbilt University	Y	13000	Small
134	1	81	5	2010	20100905-53881177	From Surprise Parties to Mapmaking: Undergraduate Journeys toward Interdisciplinary Understanding	Carolyn Haynes	Female	Professor	2	Professor		0	0	22	Qualitative	Y	Miami University	Y	21000	Medium
135	1	81	6	2010	20101106-55472735	Is "Race-Neutral" Really Race-Neutral?: Disparate Impact Towards Underrepresented Minorities in Post-209 UC System Admiss	José L. Santos	Male	Assistant Professo	2	Other		0	1	27	Qualitative	Y	UCLA	Y	40000	Large
136	1	81	6	2010	20101106-55472743	Community Engagement and Boundary-Spanning Roles at Research Universities	David J. Weerts	Male	Assistant Professo	2	Associate Professor		1	0	26	Qualitative	Y	University of Minnesota	Y	53000	Large

Number	Journal	Vol	Issue	Year	Filename	Title	Primary Author	Gender	PA academic rank	No Author:	Highest Rank of	Co-auth	No Fem	Doc Stu	No Page	Prim Methodologic:	Multi-ins	Work Place	US Base	Size	Classification
137	1	81	6	2010	20101106-55472747	Keeping Up with the Joneses: Socialization and Culture in Doctoral Education at One Striving Institution	Susan K. Gardner	Female	Assistant Professo	1			0	0	22	Qualitative	N	University of Maine	Y	12000	Small
138	1	81	6	2010	20101106-55473198	Predictors of Long-Term Enrollment and Degree Outcomes for Community College Students: Integrating Academic, Psychosoc	Sameano F. Porchea	Female	Other	2	Administrator		0	0	29	Quantitative	Y	Psychometrician at Assessment T	Y	0	Other
139	2	29	1	2006	29.1baldwin	Faculty in the Middle Years: Illuminating an Overlooked Phase of Academic Life	Roger G. Baldwin	Male	Professor	2	Administrator		2	1	22	Quantitative	Y	Michigan State University	Y	48000	Large
140	2	29	1	2006	29.1bartlett	Determinants of Presidential Pay at National Liberal Arts Institutions	Robin L. Bartlett	Female	Professor	2	Doctoral Student		1	1	16	Quantitative	N	Denison University	Y	2,200	Small
141	2	29	1	2006	29.1brooks	Measuring University Quality	Rachelle L. Brooks	Female	Administrator	1			0	0	21	Qualitative	N	University of Maryland	Y	38000	Medium
142	2	29	1	2006	29.1favero	The Social Dimension of Academic Discipline as a Discriminator of Academic Deans' Administrative Behaviors	Marietta Del Favero	Female	Assistant Professo	1			0	0	28	Quantitative	N	University of New Orleans	Y	11000	Small
143	2	29	1	2006	29.1perna	The Benefits of Higher Education: Sex, Racial/Ethnic, and Socioeconomic Group Differences	Laura W. Perna	Female	Associate Professo	1			0	0	30	Quantitative	N	University of Pennsylvania	Y	22000	Medium
144	2	29	2	2006	29.2baird	The Political Economy of College Prepaid Tuition Plans	Katherine Baird	Female	Assistant Professo	1			0	0	27	Quantitative	N	University of Washington	Y	43000	Large
145	2	29	2	2006	29.2dowd	Equity and Efficiency of Community College Appropriations: The Role of Local Financing	Alicia C. Dowd	Female	Assistant Professo	2	Administrator		0	0	28	Quantitative	Y	University of Massachusetts	Y	69000	Large
146	2	29	2	2006	29.2ehrenberg	Crafting a Class: The Trade-Off between Merit Scholarships and Enrolling Lower-Income Students	Ronald G. Ehrenberg	Male	Professor	2	Assistant Professor		0	0	17	Quantitative	Y	Cornell University	Y	21,000	Medium
147	2	29	2	2006	29.2shin	Rethinking Tuition Effects on Enrollment in Public Four-Year Colleges and Universities	Jung-cheol Shin	Male	Administrator	2	Professor		0	0	25	Quantitative	Y	Korean Ministry of Education	N	0	Other
148	2	29	3	2006	29.3anderson	Effectiveness of Statewide Articulation Agreements on the Probability of Transfer: A Preliminary Policy Analysis	Gregory M. Anderson	Male	Associate Professo	2	Reseacher		1	1	31	Quantitative	Y	Columbia University	Y	27,606	Medium
149	2	29	3	2006	29.3gunzenhauser	Engaging Graduate Education: A Pedagogy for Epistemological and Theoretical Diversity	Michael G. Gunzenhauser	Male	Associate Professo	2	Assistant Professor		1	0	28	Qualitative	Y	University of Pittsburgh	Y	29000	Medium
150	2	29	3	2006	29.3norman	Assessing and Addressing Faculty Morale: Cultivating Consciousness, Empathy, and Empowerment	Marie Norman	Female	Other	2	Administrator		2	0	33	Qualitative	N	Carnegie Mellon	Y	11,000	Small
151	2	29	3	2006	29.3titus	No College Student Left Behind: The Influence of Financial Aspects of a State's Higher Education Policy on College Completion	Marvin A. Titus	Male	Assistant Professo	1			0	0	25	Quantitative	N	North Carolina State University	Y	33000	Medium
152	2	29	4	2006	29.4butin	The Limits of Service-Learning in Higher Education	Dan W. Butin	Male	Assistant Professo	1			0	0	26	Qualitative	N	Gettysburg College	Y	2,700	Small
153	2	29	4	2006	29.4guilfrida	Toward a Cultural Advancement of Tinto's Theory	Douglas A. Guilfrida	Male	Assistant Professo	1			0	0	22	Qualitative	N	University of Rochester	Y	9000	Small
154	2	29	4	2006	29.4pike	Relationships among Structural Diversity, Informal Peer Interactions and Perceptions of the Campus Environment	Gary R. Pike	Male	Administrator	2	Professor		0	0	26	Quantitative	Y	Mississippi State University	Y	22000	Medium
155	2	29	4	2006	29.4roksa	Does the Vocational Focus of Community Colleges Hinder Students' Educational Attainment?	Josipa Roksa	Female	Doctoral Student	1			0	1	28	Quantitative	N	New York University	Y	44000	Large
156	2	30	1	2007	30.1allan	Rethinking Practices of Power: The Discursive Framing of Leadership in The Chronicle of Higher Education	Elizabeth J. Allan	Female	Associate Professo	2	Associate Professor		2	0	28	Qualitative	Y	University of Maine	Y	12000	Small
157	2	30	1	2007	30.1lesik	Applying the Regression-Discontinuity Design to Infer Causality with Non-Random Assignment	Sally Andrea Lesik	Female	Assistant Professo	1			0	0	19	Quantitative	N	Central Connecticut State Universi	Y	13,000	Small
158	2	30	1	2007	30.1perry	Toward a Theoretical Framework for Membership: The Case of Undocumented Immigrants and Financial Aid for Postsecondary	Andre M. Perry	Male	Assistant Professo	1			0	0	20	Qualitative	N	University of New Orleans	Y	11000	Small
159	2	30	2	2007	30.2langhout	University of New Orleans	Regina Day Langhout	Female	Assistant Professo	2	Other		1	0	40	Quantitative	Y	University of California	Y	159000	Mega
160	2	30	2	2007	30.2santos	Resource Allocation in Public Research Universities	José L. Santos	Male	Assistant Professo	1			0	0	20	Quantitative	N	University of California	Y	159000	Mega
161	2	30	2	2007	30.2umbach	How Effective Are They? Exploring the Impact of Contingent Faculty on Undergraduate Education	Paul D. Umbach	Male	Assistant Professo	1			0	0	33	Quantitative	N	University of Iowa	Y	31000	Medium
162	2	30	3	2007	30.3arbona	The Influence of Academic and Environmental Factors on Hispanic College Degree Attainment	Consuelo Arbona	Female	Professor	2	Professor		0	0	23	Quantitative	N	University of Houston	Y	40000	Large
163	2	30	3	2007	30.3kinser	Dimensions of Corporate Ownership in For-Profit Higher Education	Kevin Kinser	Male	Assistant Professo	1			0	0	29	Quantitative	N	University at Albany	Y	18000	Small
164	2	30	3	2007	30.3reason	Developing Social and Personal Competence in the First Year of College	Robert D. Reason	Male	Assistant Professo	2	Professor		0	1	29	Quantitative	N	Pennsylvania State University	Y	95000	Large
165	2	30	3	2007	30.3rusch	Shaping Institutional Environments: The Process of Becoming Legitimate	Edith A. Rusch	Female	Associate Professo	2	Administrator		1	0	18	Qualitative	Y	University of Nevada Las Vegas	Y	29000	Medium
166	2	30	4	2007	30.4cox	Faculty-Student Interaction Outside the Classroom: A Typology from a Residential College	Bradley E. Cox	Male	Doctoral Student	2	Administrator		1	1	20	Mixed	Y	Pennsylvania State University	Y	95000	Large
167	2	30	4	2007	30.4gallant	The Complexity of Integrity Culture Change: A Case Study of a Liberal Arts College	Tricia Bertram Gallant	Female	Administrator	1			0	0	21	Qualitative	N	University of California	Y	159000	Mega
168	2	30	4	2007	30.4kezar	Tools for a Time and Place: Phased Leadership Strategies to Institutionalize a Diversity Agenda	Adrianna Kezar	Female	Associate Professo	1			0	0	27	Qualitative	N	University of Southern California	Y	37000	Medium
169	2	30	4	2007	30.4kostrove	Social Class and Belonging: Implications for College Adjustment	Joan M. Kostrove	Female	Associate Professo	2	Doctoral Student		1	1	27	Quantitative	Y	Macalester College	N	2,000	Small
170	2	31	1	2008	31.1mayhew	Pedagogical Practices That Contribute to Social Justice Outcomes	Matthew J. Mayhew	Male	Assistant Professo	2	Doctoral Student		1	1	26	Quantitative	Y	New York University	Y	44000	Large
171	2	31	1	2008	31.1shotton	Stories of Success: Experiences of American Indian Students in a Peer-Mentoring Retention Program	Heather J. Shotton	Female	Doctoral Student	2	Associate Professor		3	2	27	Qualitative	Y	University of Oklahoma	Y	31000	Medium
172	2	31	1	2008	31.1volniak	The Effects of High School Feeder Networks on College Enrollment	Gregory C. Volniak	Male	Researcher	2	Assistant Professor		0	0	27	Qualitative	Y	University of Chicago	Y	16000	Small
173	2	31	1	2008	31.1zhang	Nonresident Enrollment Demand in Public Higher Education: An Analysis at National, State, and Institutional Levels	LIANG ZHANG	Male	Assistant Professo	1			0	0	25	Quantitative	N	Vanderbilt University	Y	13000	Small
174	2	31	1	2008	31.2lindholm	Spirituality and Pedagogy: Faculty's Spirituality and Use of Student-Centered Approaches to Undergraduate Teaching	Jennifer A. Lindholm	Female	Administrator	2	Professor		1	0	23	Quantitative	Y	University of California	Y	159000	Mega
175	2	31	2	2008	31.2perna	The Role of College Counseling in Shaping College Opportunity: Variations across High Schools	Laura W. Perna	Female	Associate Professo	3	Administrator		3	2	29	Qualitative	Y	University of Pennsylvania	Y	22000	Medium
176	2	31	2	2008	31.2rhee	Institutional Climate and Student Departure: A Multinomial Multilevel Modeling Approach	Byung-Shik Rhee	Male	Other	1			0	0	23	Qualitative	N	UCLA	Y	40000	Large
177	2	31	2	2008	31.2rhoades	Local Cosmopolitans and Cosmopolitan Locals: New Models of Professionals in the Academy	Gary Rhoades	Male	Professor	2	Administrator		2	2	27	Qualitative	N	University of Arizona	Y	40000	Large
178	2	31	3	2008	31.3cellini	Causal Inference and Omitted Variable Bias in Financial Aid Research: Assessing Solutions	Stephanie Riegg Cellini	Female	Assistant Professo	1			0	0	26	Quantitative	N	George Washington University	Y	25000	Medium
179	2	31	3	2008	31.3lechuga	Assessment, Knowledge, and Customer Service: Contextualizing Faculty Work at For-Profit Colleges and Universities	Vicente M. Lechuga	Male	Assistant Professo	1			0	0	21	Qualitative	N	Texas A&M University	Y	47000	Large
180	2	31	3	2008	31.3leslie	The Politics of Restructuring Higher Education in Virginia: A Case Study	David W. Leslie	Male	Administrator	2	Professor		0	0	20	Qualitative	Y	College of William and Mary	Y	8,000	Small
181	2	31	3	2008	31.3looks	Extending Notions of Campus Climate and Diversity to Students' Transition to College	Angela M. Locks	Female	Doctoral Student	2	Professor		2	2	29	Quantitative	Y	University of Michigan	Y	42000	Large
182	2	31	4	2008	31.4.chang	The Contradictory Roles of Institutional Status in Retaining Underrepresented Minorities in Biomedical and Behavioral Science M	Mitchell J. Chang	Male	Associate Professo	2	Doctoral Student		1	3	32	Quantitative	N	UCLA	Y	40000	Large
183	2	31	4	2008	31.4.dowd	Socioeconomic Stratification of Community College Transfer Access in the 1980s and 1990s: Evidence from HS&B and NELS	Alicia C. Dowd	Female	Assistant Professo	2	Assistant Professor		1	0	24	Quantitative	N	University of Southern California	Y	37000	Medium
184	2	31	4	2008	31.4.melguizo	Remedial/Developmental Education and the Cost of Community College Transfer: A Los Angeles County Sample	Tatiana Melguizo	Female	Assistant Professo	2	Professor		1	0	31	Quantitative	Y	University of Southern California	Y	37000	Medium
185	2	31	4	2008	31.4.porter	Pay Inequities for Recently Hired Faculty, 1988-2004	Stephen R. Porter	Male	Associate Professo	2	Associate Professor		0	0	23	Quantitative	Y	Iowa State University	Y	30,000	Medium
186	2	32	1	2009	32.1.callie	The Hiring and Compensation Practices of Business School Deans	Trina M. Callie	Female	Administrator	2	Associate Professor		0	0	25	Mixed	N	University of Arizona	Y	40000	Large
187	2	32	1	2009	32.1.jorgensen	Academic Freedom, the First Amendment and Competing Stakeholders: The Dynamics of a Changing Balance	James D. Jorgensen	Male	Doctoral Student	2	Professor		1	1	24	Qualitative	Y	University of Iowa	Y	31000	Medium
188	2	32	1	2009	32.1.museus	Racial Differences in the Effects of Campus Racial Climate on Degree Completion: A Structural Equation Model	Samuel D. Museus	Male	Assistant Professo	2	Doctoral Student		1	1	28	Quantitative	Y	University of Massachusetts	Y	69000	Large
189	2	32	1	2009	32.1.weerts	Building a Two-Way Street: Challenges and Opportunities for Community Engagement at Research Universities	David J. Weerts	Male	Assistant Professo	2	Associate Professor		1	0	34	Qualitative	Y	University of Minnesota	Y	53000	Large
190	2	32	1	2009	32.1.zhang	Gender and Racial Gaps in Earnings among Recent College Graduates	Liang Zhang	Male	Assistant Professo	1			0	0	22	Quantitative	N	Vanderbilt University	Y	13000	Small
191	2	32	2	2009	32.2.bastedo	Convergent Institutional Logics in Public Higher Education: State	Michael N. Bastedo	Male	Assistant Professo	1			0	0	26	Qualitative	N	University of Michigan	Y	42000	Large
192	2	32	2	2009	32.2.brint	Expanding the Social Frame of Knowledge: Interdisciplinary, Degree-Granting Fields in American Colleges and Universities, 1975–2	Steven G. Brint	Male	Professor	2	Reseacher		1	2	29	Quantitative	N	University of California	Y	159000	Mega
193	2	32	2	2009	32.2.owen	Privileged Social Identities and Diversity Leadership in Higher Education	David S. Owen	Male	Assistant Professo	1			0	0	23	Qualitative	N	University of Louisville	Y	21000	Medium
194	2	32	2	2009	32.2.steinberg	Access to Higher Education: Exploring the Variation in Pell Grant Prevalence among U.S. Colleges and Universities	Matthew P. Steinberg	Male	Doctoral Student	2	Professor		0	2	36	Quantitative	Y	University of Chicago	Y	16000	Small
195	2	32	3	2009	32.3.conway	Exploring Persistence of Immigrant and Native Students in an Urban Community College	Katherine M. Conway	Female	Assistant Professo	1			0	0	32	Quantitative	N	Borough of Manhattan Communit	Y	22000	Medium
196	2	32	3	2009	32.3.cox	"I Would Have Rather Paid for a Class I Wanted to Take": Utilitarian Approaches at a Community College	Rebecca D. Cox	Female	Assistant Professo	1			0	0	30	Qualitative	N	Seton Hall University	Y	9800	Small
197	2	32	3	2009	32.3.gardner	Conceptualizing Success in Doctoral Education: Perspectives of Faculty in Seven Disciplines	Susan K. Gardner	Female	Assistant Professo	1			0	0	24	Qualitative	N	University of Maine	Y	12000	Small
198	2	32	3	2009	32.3.olivas	Undocumented College Students, Taxation, and Financial Aid: A Technical Note	Michael A. Olivas	Male	Administrator	1			0	0	10	Qualitative	N	University of Houston	Y	40000	Large
199	2	32	3	2009	32.3.park	Are We Satisfied? A Look at Student Satisfaction with Diversity at Traditionally White Institutions	Julie J. Park	Female	Doctoral Student	1			0	1	30	Quantitative	N	UCLA	Y	40000	Large
200	2	32	4	2009	32.4.killgore	Merit and Competition in Selective College Admissions	Leslie Killgore	Female	Assistant Professo	1			0	0	20	Qualitative	N	College of the Holy Cross	Y	2,817	Small
201	2	32	4	2009	32.4.mayhew	Using Structural Equation Modeling to Validate the Theory of Planned Behavior as a Model for Predicting Student Cheating	Matthew J. Mayhew	Male	Assistant Professo	3	Associate Professor		1	0	28	Quantitative	Y	New York University	Y	44000	Large
202	2	32	4	2009	32.4.ness	Policy Adoption in North Carolina and Tennessee: A Comparative Case Study of Lottery Beneficiaries	Erik C. Ness	Male	Assistant Professo	2	Doctoral Student		1	1	26	Qualitative	Y	University of Pittsburgh	Y	29000	Medium
203	2	33	1	2010	33.1.christakis	Gubernatorial Authority and Influence on Public Higher Education	Michael N. Christakis	Male	Administrator	1			0	0	23	Quantitative	N	University at Albany	Y	18000	Small
204	2	33	1	2010	33.1.kortesoja	Postsecondary Choices of Nontraditional-Age Students: Non-Credit Courses or a Credential Program?	Sandra L. Kortesoja	Female	Doctoral Student	1			0	1	29	Quantitative	N	University of Michigan	Y	42000	Large

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205	2	33	1	2010	33.1museus	Toward an Intercultural Perspective of Racial and Ethnic Minority College Student Persistence	Samuel D. Museus	Male	Assistant Professo	2	Assistant Professor		0	0	28	Qualitative	Y	University of Massachusetts	Y	69000	Large
206	2	33	1	2010	33.1winkle-wagner	The Perpetual Homelessness of College Experiences: Tensions between Home and Campus for African American Women	Rachelle Winkle-Wagner	Female	Assistant Professo	1			0	0	37	Qualitative	N	University of Nebraska	Y	34000	Medium
207	2	33	2	2010	33.2.bahr	Revisiting the Efficacy of Postsecondary Remediation: The Moderating Effects of Depth/Breadth of Deficiency	Peter Riley Bahr	Male	Assistant Professo	1			0	0	29	Quantitative	N	University of Michigan	Y	42000	Large
208	2	33	2	2010	33.2.deil-amen	Circumscribed Agency: The Relevance of Standardized College Entrance Exams for Low SES High School Students	Regina Deil-Amen	Female	Assistant Professo	2	Assistant Professor		1	0	35	Qualitative	Y	University of Arizona	Y	40000	Large
209	2	33	2	2010	33.2.flores	State Dream Acts: The Effect of In-State Resident Tuition Policies and Undocumented Latino Students	Stella M. Flores	Female	Assistant Professo	1			0	0	45	Quantitative	N	Vanderbilt University	Y	13000	Small
210	2	33	2	2010	33.2.li	They Need Help: Transfer Students from Four-Year to Four-Year Institutions	Dai Li	Female	Researcher	1			0	0	32	Quantitative	N	California State University	Y	418,000	Mega
211	2	33	3	2010	33.3.maghew	A Multi-Institutional Assessment of Moral Reasoning Development among First-Year Students	Matthew J. Maghew	Male	Assistant Professo	2	Professor		1	0	34	Quantitative	Y	New York University	Y	44000	Large
212	2	33	3	2010	33.3.nelson-laird	How Gender and Race Moderate the Effect of Interactions across Difference on Student Perceptions of the Campus Environme	Thomas F. Nelson Laird	Male	Assistant Professo	2	Administrator		1	0	24	Quantitative	Y	Indiana University	Y	110,000	Mega
213	2	33	3	2010	33.3.reason	Faculty and Institutional Factors that Promote Student Encounters with Difference in First-Year Courses	Robert D. Reason	Male	Associate Professo	2	Professor		1	2	24	Quantitative	N	Pennsylvania State University	Y	95000	Large
214	2	33	3	2010	33.3.straghorn	When Race and Gender Collide: Social and Cultural Capital's Influence on the Academic Achievement of African American and L	Terrell L. Straghorn	Male	Associate Professo	1			0	0	26	Quantitative	N	University of Tennessee	Y	28000	Medium
215	2	33	4	2010	33.4.bowman	Disequilibrium and Resolution: The Nonlinear Effects of Diversity Courses on Well-Being and Orientations toward Diversity	Nicholas A. Bowman	Male	Researcher	1			0	0	26	Quantitative	N	University of Notre Dame	Y	12000	Small
216	2	33	4	2010	33.4.desjardins	Simulating the Effects of Financial Aid Packages on College Student Stopout, Reenrollment Spells, and Graduation Chances	Stephen L. DesJardins	Male	Professor	1			0	0	30	Quantitative	N	University of Michigan	Y	42000	Large
217	2	33	4	2010	33.4.flora	Educational Consortia in a Knowledge Economy: Collaboration, Competition, and Organizational Equilibrium	Bethany H. Flora	Female	Administrator	1			1	0	24	Qualitative	N	Virginia Tech University	Y	31000	Medium
218	2	33	4	2010	33.4.shahjahan	Toward a Spiritual Praxis: The Role of Spirituality among Faculty of Color Teaching for Social Justice	Rijad Ahmed Shahjahan	Male	Assistant Professo	1			0	0	40	Qualitative	N	Miami University	Y	21000	Medium
219	2	33	4	2010	33.4.vogelgesang	What Determines Faculty-Engaged Scholarship?	Lori J. Vogelgesang	Female	Administrator	2	Reseacher		2	0	36	Quantitative	Y	University of California	Y	159000	Mega
220	3	18	1	2006	18-1Challenge or Connect	Challenge or Connect? Dialogue in Online Learning Environments	Trena M. Paulus	Female	Assistant Professo	1			0	0	27	Qualitative	N	University of Tennessee	Y	28000	Medium
221	3	18	1	2006	18-1Changes in Academic	Changes in Academic Dishonesty among MIS Majors between 1999 and 2004	Bob S. Brown	Male	Professor	2	Associate Professor		0	0	19	Quantitative	N	Marshall University	Y	15000	Small
222	3	18	1	2006	18-1Computer-Based Gra	Computer-Based Graphical Displays for Enhancing Mental Animation and Improving Reasoning in Novice Learning of Probability	Danielle E. Kaplan	Female	Assistant Professo	2	Doctoral Student		1	0	25	Qualitative	N	Columbia University	Y	27,606	Medium
223	3	18	1	2006	18-1Exploring the Potentia	Exploring the Potential of Podcasting to Deliver Mobile Ubiquitous Learning in Higher Education	Mark J.W. Lee	Male	Lecturer	2	Lecturer		0	0	22	Mixed	Y	Macquarie University	N	38,000	Medium
224	3	18	1	2006	18-1Tele-Immersion	Tele-Immersion: Preferred Infrastructure for Anatomy Instruction	Jonathan C. Silverstein	Male	Assistant Professo	3	Administrator		1	0	14	Quantitative	Y	University of Chicago	Y	16000	Small
225	3	18	1	2006	18-1Visualizing Interaction	Visualizing Interaction Patterns in Online Discussions and Indices of Cognitive Presence	William J. Gibbs	Male	Associate Professo	1			0	0	25	Mixed	N	Duquesne University	Y	11000	Small
226	3	18	2	2006	18-2Computer-Mediated	Computer-Mediated-Communications, Learning Style, and Visualizing Online Educational Conversations	William J. Gibbs	Male	Associate Professo	2	Professor		0	0	26	Mixed	Y	Duquesne University	Y	11000	Small
227	3	18	2	2006	18-2Efficacy and Perform	Efficacy and Performance in Professional Development Higher Education-Sponsored ITV Instruction	Katherine A. Austin	Female	Administrator	2	Administrator		0	0	31	Quantitative	N	Texas Tech University	Y	47000	Large
228	3	18	2	2006	18-2PREDICTORS OF E	PREDICTORS OF EXAM PERFORMANCE IN WEB AND LECTURE COURSES	Sara A. BraUer	Female	Assistant Professo	2	Consultant		2	0	17	Quantitative	Y	Coastal Carolina University	Y	9,000	Small
229	3	18	2	2006	18-2Supporting Self-Orga	Supporting Self-Organized Learning with Personal WebPublishing Technologies and Practices	Priya Sharma	Female	Assistant Professo	2	Reseacher		0	0	22	Qualitative	Y	Pennsylvania State University	Y	95000	Large
230	3	18	2	2006	18-2The Clipper Project	The Clipper Project: Lessons Learned Teaching an Online Economics Course	M.J. Bishop	Female	Assistant Professo	2	Other		1	0	22	Mixed	N	Lehigh University	N	8,000	Small
231	3	19	1	2007	19-1Designing, Developing	Designing, Developing, and Implementing an Interactive Learning System	John J. Hirschbuhl	Male	Professor	1			0	0	16	Mixed	N	University of Akron	Y	30000	Medium
232	3	19	1	2007	19-1Digital Storytelling	Digital Storytelling in Higher Education	Hilary McLellan	Female	Other	1			0	0	15	Qualitative	N	McLellanWyatt Digital	Y	0	Other
233	3	19	1	2007	19-1From Multimedia to	Pachyderm: From Multimedia to Visual Stories	Peter S. Samis	Male	Consultant	2	Administrator		1	0	23	Qualitative	Y	SFMOMA	N	0	Other
234	3	19	1	2007	19-1Immersive Learning T	Immersive Learning Technologies: Realism and Online Authentic Learning	Jan Herrington	Female	Associate Professo	2	Professor		0	0	20	Qualitative	Y	University of Wollongong	N	26000	Medium
235	3	19	1	2007	19-1Learning Objects	Learning Objects, Learning Design, and Adoption Through Succession	Martin Weller	Male	Professor	1			0	0	22	Qualitative	N	Open University	N	152,000	Mega
236	3	19	1	2007	19-1Personal Broadcastir	Personal Broadcasting: Applications in Higher Education	Patricia D. Wolf	Female	Associate Professo	1			0	0	17	Qualitative	N	University of Maryland	Y	38000	Medium
237	3	19	2	2007	19-2Developing Instructio	Developing Instructional Technology Products Using Effective Project Management Practices	Stephanie Allen	Female	Administrator	2	Professor		0	0	26	Qualitative	N	Brigham Young University	Y	34,000	Medium
238	3	19	2	2007	19-2Development of the E	Development of the Electronic Portfolio Student Perspective Instrument: An ePortfolio Integration Initiative	Albert Dieter Ritzhaupt	Male	Doctoral Student	2	Associate Professor		2	3	25	Quantitative	N	University of South Florida	Y	48000	Large
239	3	19	2	2007	19-2Faculty Recommend	Faculty Recommendations for Web Tools: Implications for Course Management Systems	Kevin Oliver	Male	Assistant Professo	2	Administrator		0	0	22	Qualitative	Y	North Carolina State University	Y	33000	Medium
240	3	19	2	2007	19-2Piloting an Online Art	Piloting an Online Art Therapy Course	Holly Feen-CaUigan	Female	Assistant Professo	1			0	0	23	Qualitative	N	Wayne State University	Y	33000	Medium
241	3	19	2	2007	19-2The Influence of Learn	The Influence of Learning Characteristics on Evaluation of Audience Response Technology	Erina L. MacGeorge	Female	Associate Professo	3	Other		1	0	22	Mixed	N	Purdue University	Y	40000	Large
242	3	20	1	2008	20-1Decisions and Reasc	Decisions and Reasons: Examining Preservice Teacher Decision-Making through Video Self-Analysis	Peter J. Rich	Male	Associate Professo	2	Administrator		0	0	33	Qualitative	Y	Brigham Young University	Y	34,000	Medium
243	3	20	1	2008	20-1Interactional and Stru	Interactional and Structural Characteristics of Communication and Social Interactions during Computer-Mediated Communicatic	William J. Gibbs	Male	Associate Professo	2	Professor		0	0	31	Mixed	Y	Duquesne University	Y	11000	Small
244	3	20	1	2008	20-1Laptop Computers in	Laptop Computers in Teacher Preparation: Lessons Learned from the University of South Florida Implementation	Ann E. BarTon	Female	Professor	3	Administrator		4	2	23	Mixed	Y	University of South Florida	Y	48000	Large
245	3	20	1	2008	20-1The Influence of Soci	The Influence of Social Presence and Teaching Presence on the Quality of Online Critical Inquiry	Arthur Bangert	Male	Assistant Professo	1			0	0	28	Mixed	N	Montana State University	Y	15000	Small
246	3	20	2	2008	20-2Educate at Penn Stat	Educate at Penn State: preparing beginning teachers with powerful digital tools	Orrin T. Murray	Male	Assistant Professo	2	Associate Professor		1	0	11	Qualitative	N	Pennsylvania State University	Y	95,000	Large
247	3	20	2	2008	20-2Enhancing mobile ac	Enhancing mobile access to information with the short message service	Jeff Brown	Male	Professor	2	Administrator		1	0	11	Qualitative	Y	UNCW	Y	14000	Small
248	3	20	2	2008	20-2Facilitating guided pa	Facilitating guided participation through mobile technologies: designing creative learning environments for self and others	Michael A. Evans	Male	Other	2	Assistant Professor		0	0	14	Qualitative	Y	University of Illinois	Y	42000	Large
249	3	20	2	2008	20-2Mobile devices in he	Mobile devices in health education: current use and practice	Erick Ducut	Male	Other	2	Consultant		0	0	10	Qualitative	Y	National Library of Medicine	Y	0	Other
250	3	20	2	2008	20-2Mobile math	Mobile math: math educators and students engage in mobile learning	Teresa Franklin	Female	Associate Professo	2	Doctoral Student		1	1	12	Qualitative	N	Ohio University	Y	36000	Medium
251	3	20	2	2008	20-2Mobile technology	Mobile technology: the foundation for an engaged and secure campus community	Edward Chapel	Male	Consultant	1			0	0	9	Qualitative	N	Montclair State University	Y	19,000	Small
252	3	20	2	2008	20-2Realizing the promise	Realizing the promises of mobile learning	Ellen D. Wagner	Female	Researcher	1			0	0	11	Qualitative	N	Sonoma Solutions Group	N	0	Other
253	3	20	2	2008	20-2Semi-formal learning	Semi-formal learning communities for professional development in mobile learning	Agnes Kukulska-Hulme	Female	Professor	2	Lecturer		0	0	13	Qualitative	N	Open University	N	152,000	Mega
254	3	20	2	2008	20-2Ubiquitous technolog	Ubiquitous technology for language learning: the U-Japan movement in higher education	Ke Zhang	Female	Assistant Professo	1			0	0	11	Qualitative	N	Wayne State University	Y	33000	Medium
255	3	21	1	2009	21-1Design factors for edu	Design factors for educationally effective animations and simulations	Jan L. Plass	Female	Associate Professo	2	Associate Professor		1	1	31	Qualitative	Y	New York University	Y	44,000	Large
256	3	21	1	2009	21-1Instructional technolo	Instructional technology must contribute to productivity	Michael Molenda	Male	Other	1			0	0	15	Qualitative	N	Indiana University	Y	110,000	Mega
257	3	21	1	2009	21-1Role of instructional t	Role of instructional technology in the transformation of higher education	D. R. Garrison	Male	Administrator	2	Doctoral Student		1	1	12	Qualitative	N	University of Calgary	N	31000	Medium
258	3	21	1	2009	21-1The University in perio	The University in periods of technological change: a historically grounded perspective	Ray J. Amirault	Male	Assistant Professo	2	Other		1	0	18	Qualitative	N	Florida Atlantic University	Y	30000	Medium
259	3	21	1	2009	21-1Translating research i	Translating research into new instructional technologies for higher education: the active ingredient process	Richard E. Clark	Male	Professor	1			0	0	15	Qualitative	N	University of Southern California	Y	37000	Medium
260	3	21	2	2009	21-2An exploratory analys	An exploratory analysis of communication in peer-directed educational discourse	William J. Gibbs	Male	Associate Professo	1			0	0	18	Mixed	N	Duquesne University	Y	11000	Small
261	3	21	2	2009	21-2Scaffolded video self	Scaffolded video self-analysis: discrepancies between preservice teachers' perceived and actual instructional decisions	Peter Rich	Male	Assistant Professo	2	Professor		0	0	18	Qualitative	Y	Brigham Young University	Y	34,000	Medium
262	3	21	2	2009	21-2Technologys effect o	Technology's effect on achievement in higher education: a Stage I meta-analysis of classroom applications	Richard F. Schmid	Male	Professor	3	Professor		3	3	15	Mixed	N	Concordia University	N	46,000	Large
263	3	21	2	2009	21-2Think, feel, act	Think, feel, act: motivational and emotional influences on military students' online academic success	Anthony R. Artino	Male	Assistant Professo	1			0	0	21	Quantitative	N	Uniformed Services University	Y	900	Small
264	3	21	3	2009	21-3Cognitive presence a	Cognitive presence and online learner engagement: a cluster analysis of the community of inquiry framework	Peter Shea	Male	Administrator	2	Assistant Professor		1	0	19	Quantitative	Y	University at Albany	Y	18000	Small
265	3	21	3	2009	21-3Examining student de	Examining student decisions to adopt Web 2.0 technologies: theory and empirical tests	Richard Hartshorne	Male	Assistant Professo	2	Doctoral Student		1	1	16	Quantitative	N	University of North Carolina	Y	223000	Mega
266	3	21	3	2009	21-3Factors influencing st	Factors influencing student acceptance and use of academic portals	Adrien Presley	Male	Associate Professo	2	Other		1	0	16	Quantitative	N	Truman State University	Y	6000	Small
267	3	21	3	2009	21-3Scaffolding preservic	Scaffolding preservice teachers' WebQuest design: a qualitative study	Feng Wang	Male	Administrator	2	Professor		0	0	17	Qualitative	N	Mount Saint Mary College	Y	2,700	Small
268	3	22	1	2010	22-1A content analysis of	A content analysis of CESNET-L e-mail messages: directions for information delivery in higher education	Ed Neukrug	Male	Professor	3	Doctoral Student		4	5	13	Quantitative	N	Old Dominion University	N	25000	Medium
269	3	22	1	2010	22-1Incorporating collabo	Incorporating collaborative technologies into university curricula: lessons learned	C. Steven Hunt	Male	Professor	2	Associate Professor		1	0	14	Qualitative	Y	Morehead State University	Y	10,000	Small
270	3	22	1	2010	22-1The virtual campus of	The virtual campus of the future: stimulating and simulating civic actions in a virtual world	Marina Bers	Female	Associate Professo	2	Doctoral Student		0	1	23	Mixed	N	Tufts University	N	10000	Small
271	3	22	1	2010	22-1Why university memb	Why university members use and resist technology? A structure enactment perspective	Canchu Lin	Male	Assistant Professo	2	Professor		1	0	22	Mixed	Y	Bowling Green State University	Y	20000	Medium
272	3	22	2	2010	22-2Effect of worked exa	Effect of worked examples on mental model progression in a computer-based simulation learning environment	Aubteen Darabi	Male	Associate Professo	3	Other		2	2	13	Mixed	N	Florida State University	Y	41000	Large

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273	3	22	2	2010	22-2Expressions of critic:	Expressions of critical thinking in role-playing simulations: comparisons across roles	Peggy A. Ertmer	Female	Professor	3	Assistant Professor		6	6	22	Qualitative	N	Purdue University	Y	40000	Large
274	3	22	2	2010	22-2The role of involvem	The role of involvement in learning management system success	Jane E. Klobas	Female	Other	2	Associate Professor		1	0	21	Quantitative	Y	University of Western Australia	N	20000	Medium
275	3	22	2	2010	22-2Using online discussi	Using online discussion boards with large and small groups to enhance learning of assistive technology	John W. McCarthy	Male	Associate Professc	2	Other		2	0	19	Mixed	N	Ohio University	Y	36000	Medium
276	3	22	3	2010	22-3Curriculum, intellectu	Curriculum, intellectual property rights and open educational resources in British universities—and beyond	David Hawkridge	Male	Professor	3	Consultant		2	0	15	Qualitative	N	University of Leicester	N	16000	Small
277	3	22	3	2010	22-3Higher education for	Higher education for our time	Dana D. Burnett	Male	Administrator	2	Other		1	1	7	Qualitative	N	Old Dominion University	N	25000	Medium
278	3	22	3	2010	22-3Online higher educati	Online higher education commodity	Paule Chau	Female	Doctoral Student	1			0	1	15	Qualitative	N	University of Pennsylvania	Y	22000	Medium
279	3	22	3	2010	22-3Trojan horse for high	Public/private partnerships: a Trojan horse for higher education?	Lawrence Baines	Male	Professor	2	Professor		1	0	9	Qualitative	Y	University of Oklahoma	Y	31000	Medium
280	4	28	1	2006	28-1-19301923	Academic Staff Workloads and Job Satisfaction: Expectations and values in academe	Don Houston	Male	Lecturer	2	Professor		2	0	14	Mixed	N	Massey University	N	36,000	Medium
281	4	28	1	2006	28-1-19301924	Tensions in Facilitating Higher Education-Industry Research Partnerships in High Technology Fields in South Africa	Glenda Kruss	Female	Researcher	1			0	0	14	Qualitative	N	Human Sciences Research Counc	N	0	Other
282	4	28	1	2006	28-1-19301927	Institutional Commitments, Individual Compromises: Identity-related responses to compromise in an Australian university	Deborah Churchman	Female	Lecturer	1			0	0	13	Qualitative	N	University of South Australia	N	38000	Medium
283	4	28	1	2006	28-1-19301928	Factors Associated with Research Management in Australian Commerce and Business Faculties	Rob MacGregor	Male	Associate Professc	2	Professor		0	0	12	Quantitative	N	University of Wollongong	N	26000	Medium
284	4	28	1	2006	28-1-19301929	Policy, Preparation, and Prevention: Proactive minimization of student plagiarism	Marcia Devlin	Female	Associate Professc	1			0	0	14	Qualitative	N	University of Melbourne	N	37000	Medium
285	4	28	1	2006	28-1-19301930	Degrees of Doubt: Legitimate, real and fake qualifications in a global market	George M. Brown	Male	Doctoral Student	1			0	1	9	Qualitative	N	University of Adelaide	N	23000	Medium
286	4	28	2	2006	28-2-22018388	General Staff Experiences in the Corporate University	Judy Szekeres	Female	Administrator	1			0	0	13	Qualitative	N	University of South Australia	N	38000	Medium
287	4	28	2	2006	28-2-22018389	An Institutional Response to Changing Student Expectations and their Impact on Retention Rates	Bernard Longden	Male	Professor	1			0	0	15	Quantitative	N	Liverpool Hope University	N	8,000	Small
288	4	28	2	2006	28-2-22018390	Making Space for Theological Research in the New Environment of Australian Higher Education	Duncan Reid	Male	Administrator	1			0	0	11	Qualitative	N	Melbourne College	N	25000	Medium
289	4	28	2	2006	28-2-22018391	Ranking and Clustering Australian University Research Performance, 1998–2002	Abbas Valadkhani	Male	Professor	2	Professor		0	0	22	Quantitative	N	University of Wollongong	N	26000	Medium
290	4	28	2	2006	28-2-22018393	Who do they think they are? The changing identities of professional administrators and managers in UK higher education	Celia Whitchurch	Female	Lecturer	1			0	0	13	Qualitative	N	King's College London	N	19,000	Small
291	4	28	2	2006	28-2-22018394	Is there any Clear Idea of a University?	Francine Rochford	Female	Lecturer	1			0	0	12	Qualitative	N	La Trobe University	N	33,000	Medium
292	4	28	2	2006	28-2-22018395	HECS and HECS-HELP: Equity issues	Elisa Rose Birch	Female	Assistant Professo	2	Professor		0	0	23	Quantitative	N	University of Western Australia	N	20000	Medium
293	4	28	3	2006	28-3-22908954	Changing the system of student support in Norway: Were policy goals met?	Vibeke Opheim	Female	Professor	1			0	0	11	Mixed	N	NIFU STEP	N	0	Other
294	4	28	3	2006	28-3-22908956	Tensions between evaluations and communication practices	Grit Laudel	Female	Researcher	2	Reseacher		0	0	7	Quantitative	Y	Australian National University	N	18000	Small
295	4	28	3	2006	28-3-22908957	Australian university technology transfer managers: Backgrounds, work roles, specialist skills and perceptions	Grant Harman	Male	Professor	2	Administrator		0	0	18	Quantitative	N	University of New England	N	19000	Small
296	4	28	3	2006	28-3-22908959	A knowledge-based economy landscape: Implications for tertiary education and research training in Australia	Heather Davis	Female	Associate Professc	2	Professor		0	0	14	Mixed	N	Deakin University	N	40000	Large
297	4	28	3	2006	28-3-22908960	Governance models of university systems—towards quasi-markets? Tendencies and perspectives: A European comparison	Tommaso Agasisti	Male	Researcher	2	Professor		0	0	18	Quantitative	N	Politecnico di Milano	N	35000	Medium
298	4	28	3	2006	28-3-22908961	The national funding of doctoral training: Warnings from the English experience	Stuart Powell	Male	Professor	2	Consultant		0	0	13	Quantitative	Y	University of Hertfordshire	N	24000	Medium
299	4	28	3	2006	28-3-22908962	Generating additional revenue streams in UK universities: An analysis of variation between disciplines and institutions	Colin Pilbeam	Male	Researcher	1			0	0	15	Quantitative	N	Cranfield University	N	4,350	Small
300	4	29	1	2007	29-1-24325014	Tuition fee policies in a comparative perspective: Theoretical and political rationales	Pamela N. Marcucci	Female	Administrator	2	Professor		0	0	16	Qualitative	N	State University of New York	Y	440000	Mega
301	4	29	1	2007	29-1-24325015	Performance-based funding as an instrument of competition in German higher education	Dominic Orr	Male	Researcher	2	Consultant		0	0	21	Qualitative	N	HIS Hochschul-Informations-Syste	N	0	Other
302	4	29	1	2007	29-1-24325018	Regulating 'university' and degree granting authority: Changing of the guard	Gavin Moodie	Male	Researcher	1			0	0	15	Qualitative	N	Griffith University	N	43,000	Large
303	4	29	1	2007	29-1-24325019	Australian universities and international standards: Australian compliance with the 1997 UNESCO	James S. Page	Male	Doctoral Student	1			0	1	7	Qualitative	N	Southern Cross University	N	19000	Small
304	4	29	1	2007	29-1-24325020	Excellent measures precede measures of excellence	Hamish Coates	Male	Associate Professc	1			0	0	8	Qualitative	N	Australian Council for Educational	N	0	Other
305	4	29	1	2007	29-1-24325021	Establishing university–community partnerships: Processes and benefits	Nicholas Buys	Male	Professor	2	Reseacher		1	0	14	Qualitative	N	Griffith University	N	43,000	Large
306	4	29	1	2007	29-1-24325022	Which university? A study of the influence of cost and information factors on Scottish undergraduate choice	Senga Briggs	Female	Lecturer	2	Doctoral Student		0	0	16	Quantitative	N	Robert Gordon University	N	16,407	Small
307	4	29	1	2007	29-1-24325023	The shaping of the departmental culture: Measuring the relative influences of the institution and discipline	Jenny J. Lee	Female	Associate Professc	1			0	0	15	Quantitative	N	University of Arizona	Y	40000	Large
308	4	29	2	2007	29-2-25359689	The Science Shortfall: An analysis of the shortage of suitably qualified science teachers in Australian schools and the policy impli	Kerri-Lee Harris	Female	Other	2	Lecturer		1	0	13	Quantitative	N	University of Melbourne	N	37000	Medium
309	4	29	2	2007	29-2-25359690	Postgraduate Educational Aspirations and Policy Implications: A case study of university students in western China	Peter S. Li	Male	Professor	2	Associate Professor		1	0	16	Quantitative	Y	University of Saskatchewan	N	21000	Medium
310	4	29	2	2007	29-2-25359691	Global University Rankings: Implications in general and for Australia	Simon Marginson	Male	Professor	1			0	0	12	Qualitative	N	University of Melbourne	N	37000	Medium
311	4	29	2	2007	29-2-25359694	Expanding Economic Democracy in American Higher Education: A two-step approach to hiring more teachers from poverty- and	Kenneth Oldfield	Male	Professor	1			0	0	14	Qualitative	N	University of Illinois	Y	42000	Large
312	4	29	2	2007	29-2-25359695	A National University Grievance Handler? Transporting the UK Office of the Independent Adjudicator for Higher Education (OIA) t	Bronwyn Olliffe	Female	Administrator	2	Professor		1	0	13	Qualitative	N	University of Technology Sydney	N	30000	Medium
313	4	29	2	2007	29-2-25359696	An Alignment of the Planets*: Mapping the intersections between pedagogy, technology and management in Australian universiti	Ilana Snyder	Female	Professor	2	Professor		1	0	16	Qualitative	Y	Monash University	N	56000	Large
314	4	29	2	2007	29-2-25359697	Management of Workplace Change in the Australian Higher Education Sector: A study of employee involvement provisions in wc	Stephen Weller	Male	Professor	2	Administrator		1	0	14	Quantitative	N	Victoria University	N	29000	Medium
315	4	29	3	2007	29-3-26945690	Defining and Rewarding Academic Citizenship: The implications for university promotions policy	Bruce Macfarlane	Male	Professor	1			0	0	13	Qualitative	N	Thames Valley University	N	48000	Large
316	4	29	3	2007	29-3-26945691	International University Ranking Systems and the Idea of University Excellence	Paul Taylor	Male	Researcher	2	Consultant		0	0	16	Qualitative	Y	Macquarie University	N	38000	Medium
317	4	29	3	2007	29-3-26945694	Graduate Assistants: Students or staff, policy or practice? The Current Legal Employment Status of Graduate Assistants	Bethany H. Flora	Female	Administrator	1			0	0	8	Qualitative	N	Virginia Tech University	Y	31000	Medium
318	4	29	3	2007	29-3-26945695	The Managerial Tutor: A producer of knowledge in a global arena	Roland Fletcher	Male	Lecturer	1			0	0	11	Qualitative	N	University of Glamorgan	N	22000	Medium
319	4	29	3	2007	29-3-26945696	Developing a Supportive Environment for Teaching and Learning: A case **study in a pre-1992 UK university**	Carole Roberts	Female	Professor	2	Professor		2	0	14	Qualitative	N	University of Salford	N	20000	Medium
320	4	29	3	2007	29-3-26945697	Alliance Through Change	Darlene Sebalj	Female	Doctoral Student	2	Professor		3	2	13	Qualitative	Y	University of Newcastle	N	31000	Medium
321	4	30	1	2008	30-1-28389404	Lecture absenteeism among students in higher education: a valuable route to understanding student motivation	Sarah Moore	Female	Professor	2	Reseacher		2	0	11	Mixed	N	University of Limerick	N	17000	Small
322	4	30	1	2008	30-1-28389405	What happens when supply lags behind demand? Disadvantaged students and the ever increasing competition for university place	Daniel Edwards	Male	Researcher	1			0	0	12	Quantitative	N	Monash University	N	56000	Large
323	4	30	1	2008	30-1-28389408	Stress among Greek and Cypriot university administrators: an exploratory study	Angeliki Lazaridou	Female	Assistant Professo	2	Professor		1	0	13	Quantitative	Y	University of Nicosia	N	5000	Small
324	4	30	1	2008	30-1-28389409	Tempering universities' marketing rhetoric: a strategic protection against litigation or an admission of failure?	Andrys Onsman	Male	Associate Professc	1			0	0	10	Qualitative	N	Monash University	N	56000	Large
325	4	30	1	2008	30-1-28389410	Predictors of timely doctoral student completions by type of attendance: the utility of a pragmatic approach	John Rodwell	Male	Professor	2	Associate Professor		1		13	Quantitative	N	Macquarie University	N	38000	Medium
326	4	30	1	2008	30-1-28389411	Leadership and strategic choices: female professors in Australia and Turkey	Ozlem Ozkanli	Female	Associate Professc	2	Reseacher		1	0	12	Mixed	Y	Ankara University	N	45000	Large
327	4	30	1	2008	30-1-28389412	The contested product of a university education	Francine Rochford	Female	Lecturer	1			0	0	13	Qualitative	N	La Trobe University	N	33,000	Medium
328	4	30	1	2008	30-1-28389413	Policy options for managing international student migration: the sending country's perspective	Cate Gribble	Female	Researcher	1			0	0	16	Qualitative	N	RMIT University	N	50000	Large
329	4	30	2	2008	30-2-31808264	Business plan competitions in tertiary institutions: encouraging entrepreneurship education	Roslyn Russell	Female	Professor	2	Professor		1	0	17	Quantitative	Y	RMIT University	N	50000	Large
330	4	30	2	2008	30-2-31808265	Internationalizing the curriculum: the implementation experience in a Faculty of Business and Economics	Glenda Crosling	Female	Associate Professc	2	Professor		0	0	16	Qualitative	N	Monash University	N	56000	Large
331	4	30	2	2008	30-2-31808268	What do we know about the chancellors of Australian universities?	Bernard O'Meara	Male	Doctoral Student	2	Lecturer		0	1	14	Mixed	Y	University of Ballarat	N	26000	Medium
332	4	30	2	2008	30-2-31808269	Relationships and reciprocality in student and academic services	Kate Small	Female	Administrator	1			0	0	12	Qualitative	N	University of Sydney	N	50000	Large
333	4	30	2	2008	30-2-31808270	Connecting with industry: bridging the divide	Judith Berman	Female	Associate Professc	1			0	0	11	Qualitative	N	University of Western Australia	N	20000	Medium
334	4	30	2	2008	30-2-31808271	Proactive encouragement of interdisciplinary research teams in a business school environment: strategy and results	Susan M. Adams	Female	Associate Professc	3	Professor		0	0	13	Qualitative	Y	Bentley College	Y	6000	Small
335	4	30	2	2008	30-2-31808272	Changes in higher education and valuing the job: the views of accounting academics in Australia	Kim Watty	Female	Associate Professc	2	Professor		2	0	14	Quantitative	Y	University of Melbourne	N	37000	Medium
336	4	30	3	2008	30-3-33190109	Managing the research function of the university: pressures and dilemmas	Michael Mintrom	Female	Associate Professc	1			0	0	15	Qualitative	N	University of Auckland	N	40000	Large
337	4	30	3	2008	30-3-33190110	Globalisation and higher education funding policy shifts in Kenya	Gerald Wangenge-Ouma	Male	Lecturer	1			0	0	16	Qualitative	N	University of the Western Cape	N	16000	Small
338	4	30	3	2008	30-3-33190113	A new technique for mitigating risk on US college campuses	Stephanie Hughes	Female	Associate Professc	2	Professor		1	0	11	Qualitative	N	Northern Kentucky University	Y	16000	Small
339	4	30	3	2008	30-3-33190115	Academic productivity as perceived by Malaysian academics	Aminuddin Hassan	Male	Lecturer	2	Professor		0	0	15	Quantitative	Y	University Putra	N	25000	Medium
340	4	30	3	2008	30-3-33190116	Rewarding excellence and promoting improvement in higher education teaching in Australia	Terry Walshe	Male	Administrator	1			0	0	11	Quantitative	N	University of Melbourne	N	37000	Medium

Number	Journal	Vol	Issue	Year	Filename	Title	Primary Author	Gender	PA academic rank	No Author:	Highest Rank of	Co-auth	No Fem	Doc Stu	No Page	Prim Methodologic:	Multi-ins	Work Place	US Base	Size	Classification
341	4	30	3	2008	30-3-33190117	Service provision to students: where the gown best fits	Lucy Schulz	Female	Administrator	2	Administrator		1	0	12	Quantitative	Y	University of Adelaide	N	23000	Medium
342	4	30	3	2008	30-3-33190118	Resource allocation models and accountability: a Jamaican case study	Kofi K. Nkrumah-Young	Male	Associate Professo	2	Professor		0	0	16	Qualitative	Y	University of Technology Sydney	N	30000	Medium
343	4	30	3	2008	30-3-Who	Who's Dean today? Acting and interim management as paradoxes of the contemporary university	McWilliam, Erica	Female	Associate Professo	2	Professor		1	1	11	Qualitative	N	Queensland University of Technolc	N	40000	Large
344	4	30	4	2008	30-4-34870636	An assessment of agency theory as a framework for the government–university relationship	Jussi Kivisto	Male	Assistant Professo	1			0	0	12	Qualitative	N	University of Tampere	N	16000	Small
345	4	30	4	2008	30-4-34870637	'Sleeping with the enemy': how far are you prepared to go to make a difference? A look at the divide between academic and allied s	Sue Wohlmuther	Female	Administrator	1			0	0	13	Quantitative	N	Manukau Institute of Technology	N	25000	Medium
346	4	30	4	2008	30-4-34870640	The effect of student loan schemes on students returning to study	Sarah Tumen	Female	Administrator	2	Lecturer		0	0	14	Quantitative	Y	Ministry of Education, Government	N	0	Other
347	4	30	4	2008	30-4-34870641	A survey of academic officers regarding performance appraisal in Estonian and American universities	Richard Herdlein	Male	Associate Professo	2	Associate Professor		0	0	13	Mixed	Y	State University of New York	Y	440000	Mega
348	4	30	4	2008	30-4-34870642	Beyond administration and management: reconstructing the identities of professional staff in UK higher education	Celia Whitchurch	Female	Lecturer	1			0	0	12	Qualitative	N	University of London	N	136000	Mega
349	4	30	4	2008	30-4-34870643	Family-friendly policies and gender bias in academia	Audrey L. Mager	Female	Assistant Professo	2	Reseacher		1	0	12	Quantitative	N	University of Helsinki	N	36000	Medium
350	4	30	4	2008	30-4-34870644	Australian postgraduate research students still prefer to 'stay at home': reasons and implications	Margaret Kiley	Female	Researcher	2	Professor		0	0	12	Quantitative	Y	Australian National University	N	18000	Small
351	4	31	1	2009	31-1-36677871	An analysis of female research productivity in Nigerian universities	Christiana O. Ogbogu	Female	Professor	1			0	0	6	Quantitative	N	Obafemi Awolowo University	N	20000	Medium
352	4	31	1	2009	31-1-36677872	The Journal of Higher Education Policy and Management: an output analysis	Ian R. Dobson	Male	Administrator	1			0	0	13	Quantitative	N	Monash University	N	56000	Large
353	4	31	1	2009	31-1-36677875	Institutional construction of disabled students	Steve Prowse	Male	Lecturer	1			0	0	8	Qualitative	N	University of Wolverhampton	N	24000	Medium
354	4	31	1	2009	31-1-36677876	Advancing the relationship between business school ranking and student learning	Matt Elbeck	Male	Professor	1			0	0	8	Qualitative	N	Troy University	Y	30000	Medium
355	4	31	1	2009	31-1-36677878	The world-class league tables and the sustaining of international reputations in higher education	Ted Tapper	Male	Professor	2	Reseacher		1	0	12	Qualitative	N	University of London	N	136000	Mega
356	4	31	1	2009	31-1-36677879	Understanding relationships between academic staff and administrators: an organisational culture perspective	Hui-Min Kuo	Female	Lecturer	1			0	0	12	Qualitative	N	Rutgers University	Y	57000	Large
357	4	31	1	2009	31-1-36677880	Skipping economics classes: a case study from Hong Kong	Terence Tai-Leung Chong	Male	Other	2	Professor		0	0	6	Quantitative	N	Chinese University of Hong Kong	N	16000	Small
358	4	31	1	2009	31-1-36677881	Missions statements in Wales: the impact of markets and policy on congruence between institutions	Helen James	Female	Administrator	2	Professor		0	0	13	Qualitative	Y	North East Wales Institute of Highe	N	8000	Small
359	4	31	2	2009	31-2-37840507	Focusing on university student engagement at the institutional level	Marcia Devlin	Female	Professor	2	Administrator		1	0	12	Mixed	N	Deakin University	N	40000	Large
360	4	31	2	2009	31-2-37840508	A closer look at completion in higher education in New Zealand	David J. Scott	Male	Administrator	1			0	0	8	Quantitative	N	New Zealand Ministry of Education	N	0	Other
361	4	31	2	2009	31-2-37840511	Higher and further education institution policies on student and staff involvement in commercial sex	Linda Cusick	Female	Administrator	2	Lecturer		1	0	11	Mixed	Y	University of the West of Scotland	N	18000	Small
362	4	31	2	2009	31-2-37840512	Investing in early career general staff	Carroll Graham	Female	Doctoral Student	1			0	1	9	Qualitative	N	University of Technology Sydney	N	30000	Medium
363	4	31	2	2009	31-2-37840513	The social benefits of online chat rooms for university students: an explorative study	A. R. Mubarak	Female	Lecturer	2	Administrator		0	0	14	Qualitative	N	Flinders University	N	19000	Small
364	4	31	2	2009	31-2-37840514	Bringing educational fundraising back to Great Britain: A comparison with the United States	Eve Proper	Female	Other	1			0	0	11	Qualitative	N	Vanderbilt University	Y	13000	Small
365	4	31	2	2009	31-2-37840515	Reflections on costing, pricing and income measurement at UK higher education institutions	Chike F. Oduoza	Male	Administrator	1			0	0	15	Mixed	N	University of Wolverhampton	N	24000	Medium
366	4	31	2	2009	31-2-37840516	Academic manager or managed academic? Academic identity schisms in higher education	Richard Winter	Male	Lecturer	1			0	0	11	Qualitative	N	Australian National University	N	18000	Small
367	4	31	3	2009	31-3-43050909	The economic contribution of PhDs	Bernard H. Casey	Male	Researcher	1			0	0	9	Qualitative	N	University of Warwick	N	19000	Small
368	4	31	3	2009	31-3-43050910	Marketing the university: the subjective perceptions of Israeli academics of their role in attracting new students to their institution	Izhar Oplatka	Male	Associate Professo	1			0	0	11	Qualitative	N	Tel-Aviv University	N	29000	Medium
369	4	31	3	2009	31-3-43050913	Managing for the ideal research environment	Andrew D. Madden	Male	Researcher	1			0	0	12	Qualitative	N	University of Sheffield	N	26000	Medium
370	4	31	3	2009	31-3-43050914	Does administrative location of an academic department affect educational emphasis? The case of economics	Shane Sanders	Male	Professor	1			0	0	9	Quantitative	N	Nicholls State University	N	8000	Small
371	4	31	3	2009	31-3-43050915	Tutors and tutorials: students' perceptions in a New Zealand university	Kala S. Retna	Female	Administrator	2	Associate Professor		0	0	10	Mixed	N	Victoria University of Wellington	N	23000	Medium
372	4	31	3	2009	31-3-43050916	Public/private cost-sharing in higher education: an in-depth look at the German system using a comparative study	Christoph Gwoso	Female	Professor	2	Administrator		0	0	11	Mixed	N	EU-Office of the Federal Ministry	N	0	Other
373	4	31	3	2009	31-3-43050917	Professional integration in higher education: a methodological approach applied to a multi-campus university in Spain	J. Gallifa	Male	Professor	1			0	0	9	Quantitative	N	Ramon Llull University	N	18000	Small
374	4	31	4	2009	31-4-44436231	Gauging the attitudes of non-traditional students at a new campus: an Australian case study	Julie Ballantyne	Female	Administrator	2	Lecturer		1	0	13	Quantitative	Y	University of Queensland	N	41000	Large
375	4	31	4	2009	31-4-44436232	Measuring research quality using the journal impact factor, citations and 'Ranked Journals': blunt instruments or inspired metrics?	Som D. Jarvial	Male	Professor	2	Administrator		0	0	12	Quantitative	N	Monash University	N	56000	Large
376	4	31	4	2009	31-4-44436234	The application of a Total Quality Management approach to support student recruitment in schools of music	Larry Weinstein	Male	Professor	1			0	0	11	Qualitative	N	Wright State University	Y	20000	Medium
377	4	31	4	2009	31-4-44436235	Religious and spirituality diversity at a multi-campus suburban university: what type of need for chaplaincy?	Adam Possamai	Male	Administrator	2	Administrator		1	0	12	Mixed	Y	Centre for the Study of Contempor	N	0	Other
378	4	31	4	2009	31-4-44436236	Responsibility-centred budgeting: an emerging trend in higher education budget reform	Ginger LuAnne Zierdt	Female	Administrator	1			0	0	9	Qualitative	N	Minnesota State University	Y	16000	Small
379	4	31	4	2009	31-4-44436237	University discipline and the 'higher education crisis': student advocates' experiences and perceptions of quasi-judicial decision m	Bruce Lindsay	Male	Doctoral Student	1			0	1	17	Qualitative	N	Australian National University	N	18000	Small
380	4	31	4	2009	31-4-44436238	Of what benefit and to whom? Linking Australian humanities research with its 'end users'	Tim Pitman	Male	Administrator	2	Associate Professor		1	0	12	Qualitative	N	University of Western Australia	N	20000	Medium
381	4	32	1	2010	32-1-49147672	Cui bono? The relevance and impact of quality assurance	Vin Massaro	Male	Consultant	1			0	0	10	Qualitative	N	University of Melbourne	N	37000	Medium
382	4	32	1	2010	32-1-49147673	Retribution, deterrence and reform: the dilemmas of plagiarism management in universities	Wendy Sutherland-Smith	Female	Lecturer	1			0	0	12	Qualitative	N	Monash University	N	56000	Large
383	4	32	1	2010	32-1-49147677	University involvement in social planning: perspectives of community institutions and universities	Amnon Boehm	Male	Associate Professo	1			0	0	13	Quantitative	N	University of Haifa	N	19000	Small
384	4	32	1	2010	32-1-49147678	The price of higher education: how rational is British tuition fee policy?	Brian Miller	Male	Administrator	1			0	0	11	Qualitative	N	University of Gloucestershire	N	10000	Small
385	4	32	1	2010	32-1-49147679	Australian university research commercialisation: perceptions of technology transfer specialists and science and technology aca	Grant Harman	Male	Professor	1			0	0	15	Quantitative	N	University of New England	N	19000	Small
386	4	32	1	2010	32-1-49147680	Strategies for effective dissemination of the outcomes of teaching and learning projects	Deborah Southwell	Female	Administrator	3	Professor		4	0	13	Qualitative	Y	Queensland University of Technolc	N	40000	Large
387	4	32	1	2010	32-1-49147681	Benchmarking work practices and outcomes in Australian universities using an employee survey	Peter H. Langford	Male	Lecturer	1			0	0	13	Quantitative	N	Macquarie University	N	38000	Medium
388	4	32	1	2010	32-1-49147682	Cultural differences, learning styles and transnational education	Troy Heffernan	Male	Associate Professo	2	Professor		0	0	13	Quantitative	Y	University of Plymouth	N	30000	Medium
389	4	32	2	2010	2010V32N2academics	Academics as part-time marketers in university offshore programs: an exploratory study	David Poole	Male	Consultant	2	Other		0	0	10	Qualitative	Y	Macquarie University	N	38000	Medium
390	4	32	2	2010	2010V32N2auteaching	Australian teaching and learning centres through the eyes of their Directors: characteristics, capacities and constraints	Stuart Palmer	Male	Lecturer	2	Associate Professor		0	0	14	Quantitative	Y	Deakin University	N	40000	Large
391	4	32	2	2010	2010V32N2Evaluation	Evaluation of the Special Tertiary Admissions Test (STAT)	Hamish Coates	Male	Researcher	2	Reseacher		0	0	10	Quantitative	N	Australian Council for Educational	N	0	Other
392	4	32	2	2010	2010V32N2future	The future of the research workforce: estimating demand for PhDs in Australia	Daniel Edwards	Male	Researcher	1			0	0	12	Quantitative	N	University of Idaho	Y	13000	Small
393	4	32	2	2010	2010V32N2improving	Improving learning and teaching through a multi-institutional, discipline-specific project	Chris Sykes	Male	Lecturer	2	Professor		1	0	12	Qualitative	Y	University of Wollongong	N	26000	Medium
394	4	32	2	2010	2010V32N2lecture	University lecturer publication output: qualifications, time and confidence count	Brian Hemmings	Male	Lecturer	2	Other		0	0	14	Quantitative	N	Charles Sturt University	N	36,000	Medium
395	4	32	2	2010	2010V32N2mapping	Mapping diversity efforts as inquiry	Rona Tamiko Halualani	Female	Administrator	2	Other		0	0	10	Mixed	N	San José State University	Y	31000	Medium
396	4	32	2	2010	2010V32N2regulated	Regulated autonomy or autonomous regulation? Collective bargaining and academic workloads in Australian universities	Michael Lyons	Male	Other	2	Administrator		1	0	12	Mixed	N	University of Western Sydney	N	38000	Medium
397	4	32	3	2010	2010V32N3all thing	All things being equal: observing Australian individual academic workloads	Angela Dobele	Female	Lecturer	2	Associate Professor		3	0	13	Quantitative	Y	RMIT University	N	50000	Large
398	4	32	3	2010	2010V32N3cost	A cost-benefit analysis of an international dual degree programme	Nader Asgary	Male	Professor	2	Associate Professor		1	0	9	Mixed	N	Bentley University	N	7000	Small
399	4	32	3	2010	2010V32N3hearing	Hearing the voices of general staff: a Delphi study of the contributions of general staff to student outcomes	Carroll Graham	Female	Assistant Professo	1			0	0	11	Quantitative	N	University of Technology Sydney	N	30000	Medium
400	4	32	3	2010	2010V32N3managing	Managing and resourcing a program of social integration initiatives for international university students: what are the benefits?	Alison R. Owens	Female	Associate Professo	2	Administrator		1	0	16	Mixed	N	CQUniversity	N	26,000	Medium
401	4	32	3	2010	2010V32N3measuring	Measuring business student satisfaction: a review and summary of the major predictors	Allen Gibson	Male	Other	1			0	0	9	Mixed	N	Seton Hall University	Y	9800	Small
402	4	32	3	2010	2010V32N3new	New challenges for women seeking an academic career: the hiring process in Portuguese higher education institutions	Teresa Carvalho	Female	Assistant Professo	2	Professor		0	0	11	Quantitative	Y	University of Aveiro	N	13000	Small
403	4	32	3	2010	2010V32N3outsourcing	Outsourcing university degrees: implications for quality control	Julie Edwards	Female	Lecturer	2	Associate Professor		1	0	13	Qualitative	N	Monash University	N	56000	Large
404	4	32	3	2010	2010V32N3pawns	'Pawns and prawns': international academics' observations on their transition to working in an Australian university	Sue Saltmarsh	Female	Associate Professo	2	Doctoral Student		1	1	11	Qualitative	Y	Australian Catholic University	N	18000	Small
405	4	32	3	2010	2010V32N3supra	'Supra-institutional research': a cost-effective contribution towards enhancement	Mantz Yorke	Male	Professor	1			0	0	13	Quantitative	N	Lancaster University	N	13,000	Small
406	4	32	4	2010	2010V32N4across	Across the great divide: what do Australian academics think of university leadership? Advice from the CAP survey	Hamish Coates	Male	Associate Professo	2	Professor		1	0	9	Quantitative	Y	Camberwell	N	20,000	Medium
407	4	32	4	2010	2010V32N4australian high	Australian higher education leaders in times of change: the role of Pro Vice-Chancellor and Deputy Vice-Chancellor	Geoff Scott	Male	Professor	2	Professor		1	0	18	Mixed	Y	University of Western Sydney	N	38000	Medium
408	4	32	4	2010	2010V32N4-australian univ	Australian universities' strategic goals of student exchange and participation rates in outbound exchange programmes	Amanda Daly	Female	Lecturer	2	Professor		1	0	10	Quantitative	Y	University of South Australia	N	38000	Medium

Number	Journal	Vol	Issue	Year	Filename	Title	Primary Author	Gender	PA academic rank	No Author:	Highest Rank of	Co-auth	No Fem	Doc Stu	No Page	Prim Methodologic	Multi-ins	Work Place	US Base	Size	Classification
409	4	32	4	2010	2010V32N4contributions	The contribution of university accommodation to international student security	Toby Paltridge	Male	Doctoral Student	2	Lecturer		2	1	12	Qualitative	N	Monash University	N	56000	Large
410	4	32	4	2010	2010V32N4highered	Higher education in the United Arab Emirates: an analysis of the outcomes of significant increases in supply and competition	Stephen Wilkins	Male	Doctoral Student	1			0	1	12	Qualitative	N	University of Bath	N	14000	Small
411	4	32	4	2010	2010V32N4organisationa	Organisational responses to public sector reforms in higher education in Uganda: a case study of Makerere University	Ronald Bisaso	Male	Researcher	1			0	0	9	Qualitative	N	University of Tampere	N	16000	Small
412	4	32	4	2010	2010V32N4two	Two Hippocratic oaths for higher education	Geoff Sharrock	Male	Administrator	1			0	0	13	Qualitative	N	University of Melbourne	N	37000	Medium
413	4	32	5	2010	2010V32N5developing	Developing generic skills and attributes of international students: the (ir)relevance of the Australian university experience	Anne Campbell	Female	Associate Professo	1			0	0	11	Mixed	N	University of Canberra	N	13000	Small
414	4	32	5	2010	2010V32N5dismantling	Dismantling the perceived barriers to the implementation of national higher education accreditation guidelines in the Kingdom of S	Andrys Onsman	Male	Associate Professo	1			0	0	9	Qualitative	N	Monash University	N	56000	Large
415	4	32	5	2010	2010V32N5infrastructural	University infrastructural needs and decisions in moving towards online delivery programmes	Susan J. Hillman	Female	Professor	2	Associate Professor		1	0	8	Qualitative	N	University of New England	N	19000	Small
416	4	32	5	2010	2010V32N5institutional	Institutional strategies for capturing socio-economic impact of academic research	Rosa Scoble	Female	Administrator	2	Professor		0	0	12	Qualitative	N	Brunel University	N	15,446	Small
417	4	32	5	2010	2010V32N5sustaining	Sustaining student numbers in the competitive marketplace	Judy Szekeres	Female	Administrator	1			0	0	11	Qualitative	N	South Australian Institute of Busin	N	0	Other
418	4	32	5	2010	2010V32N5undergraduate	Undergraduate student intentions for postgraduate study	Denise Mary Jepsen	Female	Lecturer	2	Associate Professor		1	0	12	Quantitative	N	Macquarie University	N	38000	Medium
419	4	32	5	2010	2010V32N5university pres	University presidential rhetoric and the 2008–2009 economic crisis	Elizabeth Vitullo	Female	Administrator	2	Assistant Professor		0	0	11	Qualitative	N	West Virginia University	Y	30000	Medium
420	5	60	1	2006	V60N1chinese students	Chinese Students in a UK Business School: Hearing the Student Voice in Reflective Teaching and Learning Practice	Yvonne Turner	Female	Administrator	1			0	0	25	Qualitative	N	University of Newcastle	N	31000	Medium
421	5	60	1	2006	V60N1getting standards	Setting Standards in a Professional Higher Education Course: Defining the Concept of the	Katharine Boursicot	Female	Other	2	Professor		1	0	17	Qualitative	Y	University of London	N	136000	Mega
422	5	60	1	2006	v60n1poor relations	Poor Relations?: Nursing and Medicine in the English Academy	Elizabeth Meerabeau	Female	Administrator	1			0	0	22	Quantitative	N	University of Greenwich	N	25000	Medium
423	5	60	1	2006	V60N1University choice	University Choice:What Influences the Decisions of Academically Successful Post-16 Students?	Joan M. Whitehead	Female	Lecturer	2	Reseacher		1	0	23	Quantitative	N	University of Cambridge	N	19000	Small
424	5	60	1	2006	V60N1workbased learning	Work-Based Learning: Effectiveness in Information Systems Training and Development	David Walters	Male	Administrator	2	Professor		0	0	17	Mixed	Y	University of Central Lancashire	N	35000	Medium
425	5	60	2	2006	V60N2conflict	Conflict in Higher Education and Its Resolution	Peter W. A. West	Male	Administrator	1			0	0	11	Qualitative	N	University of Strathclyde	N	26000	Medium
426	5	60	2	2006	V60N2equality	Equality in Higher Education in Spain and the UK: Mismatch between Rhetoric and Policy?	Manuel Souto Otero	Male	Lecturer	2	Reseacher		0	0	20	Qualitative	N	University of Oxford	N	21000	Medium
427	5	60	2	2006	V60N2policy drivers	Policy Drivers in UK Higher Education in Historical Perspective: 'Inside Out', 'Outside In' and the Contribution of Research	Michael Shattock	Male	Professor	1			0	0	11	Qualitative	N	University of London	N	136000	Mega
428	5	60	2	2006	V60N2the evolution	The Evolution of Government Policy on Widening Participation	Paul Greenbank	Male	Lecturer	1			0	0	26	Qualitative	N	Edge Hill College of Higher Educati	N	26,000	Medium
429	5	60	2	2006	V60N2times	Times, Measures and the Man: the Future of British Higher Education Treated Historically and Comparatively	Guy Neave	Male	Professor	1			0	0	15	Qualitative	N	Twente University	N	7000	Small
430	5	60	3	2006	V60N3changing research	Changing Research Perspectives on the Management of Higher Education: Can Research Permeate the Activities of Manager-A	Rosemary Deem	Female	Professor	1			0	0	26	Qualitative	N	University of Bristol	N	19000	Small
431	5	60	3	2006	V60N3changing understa	Changing Understandings of 'Public' and 'Private' in Higher Education: the United Kingdom Case	Malcolm Tight	Male	Professor	1			0	0	15	Qualitative	N	lancaster university	N	13,000	Small
432	5	60	3	2006	V60N3intervention	Intervention in a Higher Education Market: a Case Study	Paul Temple	Male	Lecturer	1			0	0	13	Qualitative	N	University of London	N	136000	Mega
433	5	60	3	2006	V60N3pulling	Pulling Structured Inequality into Higher Education: the Impact of Part-TimeWorking on English University Students	Robin Humphrey	Female	Lecturer	1			0	0	17	Quantitative	N	University of Newcastle upon Tyne	N	20000	Medium
434	5	60	3	2006	V60N3reframing	The Re-Framing of Australian Higher Education	David Pick	Male	Associate Professo	1			0	0	13	Qualitative	N	Curtin University of Technology	N	45,000	Large
435	5	60	4	2006	V60N4access	Access to and Participation in Higher Education in Northern Ireland	Robert D. Osborne	Male	Professor	1			0	0	16	Qualitative	N	University of Ulster	N	28000	Medium
436	5	60	4	2006	V60N4devolution	Devolution and the Restructuring of Participation in Higher Education inWales	Gareth Rees	Male	Professor	2	Lecturer		0	0	22	Quantitative	N	Cardiff University	N	30930	Medium
437	5	60	4	2006	V60N4policy	Policy-Participation Trajectories in English Higher Education	Gareth Parry	Male	Professor	1			0	0	21	Quantitative	N	University of Sheffield	N	26000	Medium
438	5	60	4	2006	V60N4student finance	Student Finance and Widening Participation in the British Isles: Common Problems, Different Solutions	Nick Adnett	Male	Administrator	1			0	0	16	Qualitative	N	Institute for Education Policy Rese	N	0	Other
439	5	60	4	2006	V60N4whowent	WhoWent to College? Socio-Economic Inequality in Entry to Higher Education in the Republic of Ireland in 2004	Philip J. O'Connell	Male	Administrator	2	Consultant		1	0	21	Quantitative	Y	Economic and Social Research In	N	0	Other
440	5	60	4	2006	V60N4widening access	Widening Access or Differentiation and Stratification in Higher Education in Scotland	Jim Gallacher	Male	Professor	1			0	0	21	Quantitative	N	Glasgow Caledonian University	N	18,000	Small
441	5	61	1	2007	V61N1arethereeconomic	Are There Economic Incentives for Non-Traditional Students to Enter HE? The Labour Market as a Barrier to Widening Participat	Nick Adnett	Male	Administrator	2	Reseacher		1	0	14	Qualitative	N	Staffordshire University	N	16000	Small
442	5	61	1	2007	V61N1extracurricular	Extra-Curricular Activity and the Transition from Higher Education toWork: A Survey of Graduates in the United Kingdom	Guy Tchibozo	Male	Associate Professo	1			0	0	20	Quantitative	N	Louis Pasteur University	N	19,000	Small
443	5	61	1	2007	V61N1false	False Uniqueness: the Self-Perception of New Entrants to Higher Education in the UK and Its Implications for Access – a Pilot Stu	Andy Thorpe	Male	Professor	2	Lecturer		2	0	20	Quantitative	N	University of Portsmouth	N	21000	Medium
444	5	61	1	2007	V61N1hardlessons	Hard Lessons for Lifelong Learners? Age and Experience in the Graduate Labour Market	Kate Purcell	Female	Professor	2	Professor		0	0	26	Mixed	Y	University of Warwick	N	19000	Small
445	5	61	1	2007	V61N1highereducationme	Higher Education Mergers: Integrating Organisational Cultures and Developing Appropriate Management Styles	William Locke	Male	Administrator	1			0	0	20	Qualitative	N	Open University	N	152,000	Mega
446	5	61	2	2007	V61N2bringthestateback	Bringing the State Back In: Promoting and Sustaining Innovation in Public Higher Education	Michael N. Bastedo	Male	Associate Professo	1			0	0	17	Qualitative	N	University of Michigan	Y	42000	Large
447	5	61	2	2007	V61N2exploring	Exploring Access and Equity in Higher Education: Policy and Performance in a Comparative Perspective	Patrick Clancy	Male	Professor	2	Assistant Professor		1	0	19	Quantitative	Y	University College Dublin	N	18000	Small
448	5	61	2	2007	V61N2highereducationinir	Higher Education in India: Growth, Concerns and Change Agenda	Pawan Agarwal	Male	Other	1			0	0	11	Qualitative	N	Indian Council for Research in Inter	N	0	Other
449	5	61	2	2007	V61N2implementation	Implementation of Cost Sharing in the Ethiopian Higher Education Landscape: Critical Assessment and theWay Forward	Teshome Yizengaw	Male	Other	1			0	0	26	Mixed	N	Hawasa University	N	22,000	Medium
450	5	61	2	2007	V61N2thecontemporary	The Contemporary Professoriate:Towards a Diversified or Segmented Profession?	Nelly P. Stromquist	Female	Professor	3	Professor		4	0	22	Mixed	Y	University of Southern California	Y	37000	Medium
451	5	61	2	2007	V61N2waitingforthetide	Waiting for the Tide to Change? Strategies for Survival of Portuguese Private HEIs	Pedro N. Teixeira	Male	Associate Professo	2	Professor		0	0	15	Quantitative	N	University of Porto	N	31000	Medium
452	5	61	3	2007	V61N3aframework	A Framework for Transition: Supporting 'Learning to Learn' in Higher Education	Ursula Wingate	Female	Lecturer	1			0	0	15	Qualitative	N	King's College London	N	19,000	Small
453	5	61	3	2007	V61N3doeshighereducati	Does Higher Education Need a Hippocratic Oath?	David Watson	Male	Professor	1			0	0	13	Qualitative	N	Institute of Education	N	8,000	Small
454	5	61	3	2007	V61N3employers	Employers, Quality and Standards in Higher Education: Shared Values and Vocabularies or Elitism and Inequalities?	Louise Morley	Female	Professor	2	Lecturer		1	0	21	Mixed	N	University of Sussex	N	13000	Small
455	5	61	3	2007	V61N3frompolicy	From Policy to Practice: Pupils' Responses to Widening Participation Initiatives	Arthur Baxter	Male	Lecturer	2	Lecturer		1	0	18	Qualitative	N	University of the West of England	N	30000	Medium
456	5	61	3	2007	V61N3hasacademicfreed	Has Academic Freedom Survived? – An Interview Study of the Conditions for Researchers in an Era of Paradigmatic Change	Li Bennich-Björkman	Female	Professor	1			0	0	28	Qualitative	N	University of Uppsala	N	21000	Medium
457	5	61	3	2007	V61N3measuring	Measuring Progress: an Evaluative Study of Aimhigher SouthWest 2003–2006	Sue Hatt	Female	Lecturer	2	Lecturer		0	0	22	Mixed	N	University of the West of England	N	30000	Medium
458	5	61	3	2007	V61N3problemsolving	Problem Solving Academic Workloads Management: A University Response	Shelley R. Paewai	Female	Doctoral Student	2	Professor		1	2	16	Qualitative	Y	Massey University	N	36,000	Medium
459	5	61	3	2007	V61N3thereIocation	The (Re)Location of Higher Education in England (Revisited)	Malcolm Tight	Male	Professor	1			0	0	16	Quantitative	N	Lancaster University	N	13,000	Small
460	5	61	4	2007	V61N4academics	Academics on Non-Standard Contracts in UK Universities: PortfolioWork, Choice and Compulsion	Donna Brown	Female	Lecturer	2	Professor		0	0	22	Quantitative	N	University of London	N	136000	Mega
461	5	61	4	2007	V61N4ananalysis	An Analysis of First Experience Students' Financial Awareness and Attitude to Debt in a Post-1992 UK University	Pru Marriott	Male	Lecturer	1			0	0	22	Quantitative	N	Glamorgan University	N	22,000	Medium
462	5	61	4	2007	V61N4currentpractices	Current Practice in the Allocation of AcademicWorkloads	Lucinda Barrett	Female	Researcher	2	Professor		0	0	18	Qualitative	N	University of Salford	N	20000	Medium
463	5	61	4	2007	V61N4doesamanagemen	Does a Management Degree Do the Business for Women in the Graduate Labour Market?	Nick Wilton	Male	Lecturer	1			0	0	19	Mixed	N	University of the West of England	N	30000	Medium
464	5	61	4	2007	V61N4enhancing	Enhancing Part-time Teaching in Higher Education: a Challenge for Institutional Policy and Practice	Peter Knight	Male	Professor	2	Professor		1	0	19	Qualitative	Y	Open University	N	152,000	Mega
465	5	61	4	2007	V61N4entrepreneurial	Entrepreneurial Academics: Developing Scientific Careers in Changing University Settings	Joanne Duberley	Female	Lecturer	2	Professor		1	0	19	Qualitative	Y	University of Birmingham	N	27000	Medium
466	5	61	4	2007	V61N4institutionaldiversit	Institutional Diversity in Higher Education: a Cross-National and Longitudinal Analysis	Jeroen Huisman	Male	Professor	2	Professor		1	0	15	Quantitative	Y	University of Bath	N	14000	Small
467	5	61	4	2007	V61N4scopingtheduals	Scoping the Duals: Structural Challenges of Combining Further and Higher Education in Post-Secondary Institutions	Neil Garrod	Male	Professor	2	Professor		0	0	19	Mixed	N	Thames Valley University	N	48000	Large
468	5	61	4	2007	V61N4thedevelopment	The Development of a Benchmarking Methodology to Assist in Managing the Enhancement of University Research Quality	Miles G. Nicholls	Male	Administrator	1			0	0	24	Mixed	N	RMIT University	N	50000	Large
469	5	62	1&2	2008	V62N1-2horizontal	Horizontal and Vertical Differentiation within Higher Education – Gender and Class Perspectives	Caroline Berggren	Female	Researcher	1			0	0	20	Quantitative	N	Göteborg University	N	25,000	Medium
470	5	62	1&2	2008	V62N1-2modelling	Modelling University Governance	Leon Trakman	Male	Professor	1			0	0	21	Qualitative	N	University of New South Wales	N	47000	Large
471	5	62	1&2	2008	V62N1-2onprocess	On Process, Progress, Success and Methodology or the Unfolding of the Bologna Process as it Appears to Two Reasonably Be	Guy Neave	Male	Administrator	2	Professor		0	0	23	Qualitative	N	Center for Research in Higher Educ	N	0	Other
472	5	62	1&2	2008	V62N1-2onstructuring	On Structuring Subjective Judgements: originality, Significance and Rigour in RAE2008	Ron Johnston	Male	Professor	1			0	0	28	Qualitative	N	University of Bristol	N	19000	Small
473	5	62	1&2	2008	V62N1-2quality	Quality Assurance and Quality Enhancement in Higher Education: Contested Territories?	Ourania Filippakou	Female	Researcher	2	Professor		0	0	17	Qualitative	Y	Institute of Education	N	8,000	Small
474	5	62	1&2	2008	V62N1-2towards	Towards a 'Post-Public Era'? Shifting Frames in German and Australian Higher Education Policy	David Pick	Male	Associate Professo	1			0	0	17	Qualitative	N	Curtin University of Technology	N	45,000	Large
475	5	62	1&2	2008	V62N1-2universitypatentir	University Patenting in Wales, Scotland and Northern Ireland: a Comparative Analysis	Andrew Beale	Male	Administrator	2	Professor		1	0	19	Quantitative	N	Swansea University	N	19000	Small
476	5	62	3	2008	V62N3academicandnona	Academic and Non-Academic Staff's Psychological Contract in Turkey	Inayet Aydin	Male	Professor	3	Other		1	0	21	Quantitative	Y	Ankara University	N	45000	Large

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477	5	62	3	2008	YEZNGacademics	Academics in a New Work Environment: the Impact of New Public Management on Work Conditions	Rui Santiago	Male	Associate Professor	2	Professor	1	0	20	Quantitative	Y	University of Aveiro	N	13000	Small
478	5	62	3	2008	YEZNDcollegiality	Collegiality and Complexity: Humboldt's Relevance to British Universities Today	Lewis Elton	Male	Professor	1		0	0	10	Qualitative	N	University of Manchester	N	40000	Large
479	5	62	3	2008	YEZNDcomparingreviews	Comparing Research and Teaching in University Promotion Criteria	Jonathan Parker	Male	Lecturer	1		0	0	15	Mixed	N	Keele University	N	5,000	Small
480	5	62	3	2008	YEZNDenigmatic	Enigmatic Variations: Honours Degree Assessment Regulations in the UK	Mantz Yorke	Male	Professor	3	Professor	0	0	24	Mixed	Y	Lancaster University	N	12,000	Small
481	5	62	3	2008	YEZNDsheckange	The Change from Private to Public Governance of British Higher Education: Its Consequences for Higher Education Policy Maki	Michael Shattock	Male	Professor	1		0	0	23	Qualitative	N	Institute of Education	N	6,000	Small
482	5	62	3	2008	YEZNDtheimpact	The Impact of League Tables on University Application Rates	Rod Gunn	Male	Administrator	2	Professor	0	0	24	Quantitative	N	Glamorgan Business School	N	4,000	Small
483	5	62	3	2008	YEZNDtheimpactofinstitu	Impact of Institutional Changes on Hungarian Higher Education after 1989	Eva Berde	Female	Associate Professor	2	Assistant Professor	0	0	22	Mixed	Y	Corvinus University of Budapest	N	9000	Small
484	5	62	4	2008	YEZNFacademicsrevisited	Academics or executives? Continuity and change in the roles of pro-vice-chancellors	David Smith	Male	Professor	2	Consultant	0	0	19	Qualitative	Y	University of Leeds	N	34000	Medium
485	5	62	4	2008	YEZNFdisciplinary	Disciplinary and Contextually Appropriate Approaches to Leadership of Teaching in Research-Intensive Academic Departments	Graham Gibbs	Male	Professor	2	Professor	0	0	21	Qualitative	Y	University of Oxford	N	23000	Medium
486	5	62	4	2008	YEZNFnotenoughscience	Not Enough Science or Not Enough Learning? Exploring the Gaps between Leadership Theory and Practice	Robin Middlehurst	Female	Professor	1		0	0	19	Qualitative	N	Kingston University	N	24,000	Medium
487	5	62	4	2008	YEZNFshiftingidentities	Shifting Identities and Blurring Boundaries: the Emergence of Third Space Professionals in UK Higher Education	Celia Whitchurch	Female	Lecturer	1		0	0	20	Qualitative	N	University of London	N	130000	Mega
488	5	62	4	2008	YEZNFteamwork	"Teamwork" or "Working as a Team"? The Theory and Practice of Top Team Working in UK Higher Education	Steve Woodfield	Male	Researcher	2	Consultant	0	0	19	Qualitative	Y	Kingston University	N	24,000	Medium
489	5	62	4	2008	YEZNFtensionsinhigheredu	Tensions in Higher Education Leadership: Towards a Multi-Level Model of Leadership Practice	Richard Bolden	Male	Lecturer	2	Professor	0	0	19	Qualitative	N	University of Exeter	N	80000	Small
490	5	63	1	2009	YEZNFaswithnic	Are Ethnic Minorities Underrepresented in UK Postgraduate Study?	Paul Wakeling	Male	Lecturer	1		0	0	26	Quantitative	N	University of York	N	30000	Small
491	5	63	1	2009	YEZNFbalancecosting	Harmonizing Higher Education and Innovation Policies: Canada from an International Perspective	Marie Lavoie	Female	Associate Professor	1		0	0	26	Quantitative	N	Glendon College/York University	N	2,400	Small
492	5	63	1	2009	YEZNFbiconstrengthen	How to Strengthen the Connection between Research and Teaching in Undergraduate University Education	Marilyn (G.M.F.) Ebbers	Female	Administrator	2	Professor	1	0	22	Qualitative	Y	NVAO – Netherlands Organization	N	0	Other
493	5	63	1	2009	YEZNFbserving	Serving Others and Burning Experience: A Study of University Students' Participation in Service Learning	Daniela Acquadro Maran	Female	Professor	2	Professor	3	2	18	Qualitative	N	University of Turin	N	57000	Large
494	5	63	1	2009	YEZNFtheunfolding	The Unfolding Trends and Consequences of Expanding Higher Education in Ethiopia: Massive Universities, Massive Challenges	Kedir Assefa Tessema	Male	Assistant Professor	1		0	0	17	Qualitative	N	Addis Ababa University	N	190000	Large
495	5	63	2	2009	YEZNFdeliveryofentreprene	Effect of Entrepreneurial Behaviour on Researchers' Knowledge Production: Evidence from Canadian Universities	Imad Fikerat	Male	Other	1		0	0	17	Quantitative	N	École Polytechnique	N	2000	Small
496	5	63	2	2009	YEZNFdetermining	Examining the Impact of Opportunity Bursaries on the Financial Circumstances and Attitudes of Undergraduate Students in Engla	Anne West	Female	Professor	2	Administrator	2	0	22	Quantitative	Y	Education Research Group	N	9	Other
497	5	63	2	2009	YEZNFdoccupational	Occupational Knowledge and Practice amongst UK University Research Administrators	John Hockey	Male	Researcher	2	Lecturer	1	0	19	Qualitative	Y	University of Gloucestershire	N	10000	Small
498	5	63	2	2009	YEZNFthecareer	The Career Perceptions of Academic Staff and Human Resource Discourses in English Higher Education	Tony Strike	Male	Administrator	2	Professor	0	0	19	Qualitative	Y	University of Southampton	N	25000	Medium
499	5	63	3	2009	YEZNFassessment	Assessment and Feedback: Institutional Experiences of Student Feedback, 1996 to 2007	James Williams	Male	Researcher	2	Researcher	0	0	23	Mixed	N	Birmingham City University	N	25000	Medium
500	5	63	3	2009	YEZNFdevelopingaperfor	Developing a Performance Measurement System for University Central Administrative Services	Mariika Arena	Female	Assistant Professor	2	Professor	1	0	27	Mixed	N	Politecnico di Milano	N	35000	Medium
501	5	63	3	2009	YEZNFstructuraldevelopr	Structural Development of Finnish Universities: Achieving Competitiveness and Academic Excellence	Jukka Teironen	Female	Researcher	2	Researcher	1	0	19	Qualitative	Y	University of Kuopio	N	15000	Small
502	5	63	3	2009	YEZNFtowardslisbonobjec	Towards "Lisbon objectives": Economic Determinants of Participation Rates in University Education: An empirical analysis in 14 E	Tommaso Agasisti	Male	Assistant Professor	1		0	0	21	Quantitative	N	Politecnico di Milano	N	35000	Medium
503	5	63	4	2009	YEZNFvalues	A View from Within the English Further Education Sector on the Provision of Higher Education: Issues of Verticality and Agenogie	Geoff Stanton	Male	Professor	1		0	0	15	Qualitative	N	University of London	N	130000	Mega
504	5	63	4	2009	YEZNFenglishfurthereduc	English Further Education through American Eyes	Kevin J. Dougherty	Male	Associate Professor	1		0	0	13	Qualitative	N	Columbia University	Y	27,500	Medium
505	5	62	4	2009	YEZNFhighereducation	Higher Education, Further Education and the English Experimen	Gareth Parry	Male	Professor	1		0	0	21	Qualitative	N	University of Sheffield	N	26000	Medium
506	5	63	4	2009	YEZNFhighereducationinc	Higher Education in Scotland's Colleges: a Distinctive Tradition?	Jim Gallacher	Male	Professor	1		0	0	18	Qualitative	N	Glasgow Caledonian University	N	10,000	Small
507	5	63	4	2009	YEZNFmonitemargins	On the Margins or Moving into the Mainstream? Higher Education in Further Education in England	Peter Scott	Male	Administrator	1		0	0	17	Qualitative	N	Kingston University	N	24,000	Medium
508	5	63	4	2009	YEZNFsectors	Sectors, Institutional Types and the Challenges of Shifting Categories: A Canadian Commentary	Glen Jones	Male	Professor	1		0	0	13	Qualitative	N	University of Toronto	N	46000	Large
509	5	63	4	2009	YEZNFthesignificance	The Significance of Australian Vocational Education Institutions in Opening Access to Higher Education	Gavin Moodie	Male	Administrator	2	Researcher	1	0	15	Quantitative	N	Griffith University	N	42,000	Large
510	5	64	4	2010	2009YR4Markhiscaring	University Efficiency Complementariness versus Trade-off between Teaching, Research and Administrative Activities	Ricardo Sellers-Rubio	Male	Professor	2	Professor	1	0	19	Quantitative	N	University of Alicante	Y	36000	Medium
511	5	64	4	2010	2009YR4Mikkonen	Finnish Higher Education Expansion and Regional Policy&rqu_455-353_372	Tomi Saarikoski	Male	Researcher	1		0	0	20	Qualitative	N	University of Tampere	N	16000	Small
512	5	64	4	2010	2009YR4Mglobalisation	Globalisation in Foreign Language Teaching: Establishing Transatlantic Links in Higher Education	María Luisa Pérez Cañado	Female	Associate Professor	1		0	0	21	Qualitative	N	University of Jaén	N	17000	Small
513	5	64	4	2010	2009YR4Mpsychosocial	Psychosocial Hazards in UK Universities: Adopting a Risk Assessment Approach	Gail Kinman	Female	Professor	2	Researcher	0	0	16	Quantitative	Y	University of Bedfordshire	N	24000	Medium
514	5	64	1	2010	YEARIchallenges	Challenges to the Work Life of Academics: The Experience of a Renowned University in the Chinese Mainland	Manhong Lai	Female	Professor	1		0	0	23	Quantitative	N	Chinese University of Hong Kong	N	16000	Small
515	5	64	1	2010	YEARIdisadvantaged	"Disadvantaged Learners": Who Are We Targeting? Understanding the Targeting of Widening Participation Activity in the United Kin	Neil Harrison	Male	Administrator	2	Lecturer	1	0	24	Quantitative	N	University of the West of England	N	30000	Medium
516	5	64	1	2010	YEARIperspectives	Perspectives of UK Vice-Chancellors on Leading Universities in a Knowledge-Based Economy	Lynn Bicknell	Female	Professor	2	Professor	0	0	16	Qualitative	Y	University of Calgary	N	23000	Medium
517	5	64	1	2010	YEARIresearchmanagers	Research Managers Uncovered: Changing Roles and "Shifting Arenas" in the Academy	Louise Shelley	Female	Administrator	1		0	0	24	Mixed	N	University of Bangor	N	17000	Small
518	5	64	1	2010	YEARIstratification	Stratification in Higher Education, Choice and Social Inequalities in Greece	Eleni Stamou Kyrgiou	Female	Professor	1		0	0	19	Mixed	N	University of Ioannina	N	10000	Small
519	5	64	2	2010	YEARIalternative	Alternative Model of Funding for Academic Research in Nigerian Universities	Shina Olaleeka	Male	Administrator	1		0	0	13	Qualitative	N	Obafemi Awolowo University	N	20000	Medium
520	5	64	2	2010	YEARIareacademic	Are Academic Workloads Increasing? The Post-War Survey Evidence in the UK	Malcolm Tight	Male	Professor	1		0	0	16	Mixed	N	Lancaster University	N	12,000	Small
521	5	64	2	2010	YEARIcycles	Cycles of Innovation in Managing Academic Workload	Lucinda Barrett	Female	Researcher	2	Professor	0	0	17	Qualitative	N	University of Salford	N	20000	Medium
522	5	64	2	2010	YEARIhowimportant	How Important is Study Mode in Student University Choice?hrqs_40	Pauline Hagel	Female	Lecturer	2	Researcher	1	0	22	Quantitative	N	Deakin University	N	40000	Large
523	5	64	2	2010	YEARIresearch	Research Productivity and Social Capital in Australian Higher Educationhrqs	Mohammad Salarian	Male	Professor	1		0	0	16	Quantitative	N	Swinburne University of Technology	N	35000	Medium
524	5	64	2	2010	YEARIskill	Skill Formation and Utilization in the Post-Soviet Transition: Higher Education Planning in Post-Soviet Georgia	Irakli Gvaramadze	Male	Consultant	1		0	0	15	Qualitative	N	University of London	N	130000	Mega
525	5	64	3	2010	YEARIseniorwigation	An Investigation of Tertiary Assessment Policy and Practice: Alignment and Contradictions	Luanna H. Meyer	Female	Administrator	3	Lecturer	4	0	20	Mixed	Y	Victoria University	N	29000	Medium
526	5	64	3	2010	YEARIaprofessional	A Professional Practice Portfolio for Quality Learnin	Elizabeth Jones	Female	Administrator	1		0	0	21	Qualitative	N	Victoria University of Wellington	N	23000	Medium
527	5	64	3	2010	YEARIasystemic	A Systemic Approach to Culturally Responsive Assessment Practices and Evaluation	Jose Slee	Female	Lecturer	1		0	0	15	Qualitative	N	Charles Darwin University	N	20,000	Medium
528	5	64	3	2010	YEARIDefence	Chinese Students' Perceptions of the Effects of Western University Examination Formats on their Learning	Carolyn Tait	Female	Administrator	1		0	0	15	Qualitative	N	Victoria University of Wellington	N	23000	Medium
529	5	64	3	2010	YEARIQualityMeasures	Quality Measures in a Modular Qualification System and its Impact on Students at Risk	Bilal Shaikh	Male	Lecturer	2	Professor	1	0	18	Quantitative	N	University of Auckland	N	40000	Large
530	5	64	3	2010	YEARIthevalidity	The Validity of Examination Essays in Higher Education:Essays in Higher Education	Gavin T. L. Brown	Male	Associate Professor	1		0	0	16	Qualitative	N	Hong Kong Institute of Education	N	7000	Small
531	5	64	3	2010	YEARItowardsculturally	Towards Culturally Appropriate Assessment? A Contribution to the Debates	Patricia Maringi G. Johnston	Female	Professor	1		0	0	15	Qualitative	N	Anaunia Tangi Indigenous Universi	N	6000	Small

APPENDIX C

Curriculum Vitae

CURRICULUM VITAE
SHERRI E. RITTER

Sherri E. Ritter
96 Coon Ave, Dunbar, WV 25064
(304) 610-3998
srsritter40@gmail.com

EDUCATION

Marshall University
Ed.D. in Leadership Studies ABD **Projected Completion 2012**
Dissertation: "Methodological Orientation of Research Articles Appearing in Higher Education Journals"

Marshall University
M.S. in Adult Technical Education Interdisciplinary Studies **1997**

Marshall University
Regents B.A. Cum Laude **1996**

Marshall Community & Technical College
Associate of Applied Science with Honors **1995**
Major: Computer Technology

CERTIFICATION

WebCT Vista 3.0 Certified Administrator
Mastery of Competencies for WebCT Vista 3.0 Administration, by WebCT **2005**

WebCT Certified Trainer
Weaving, Teaching, and Technology, by WebCT **2001**

EDUCATIONAL EXPERIENCE

Kanawha Valley Community and Technical College
Instructional Technologist **2010 - Present**
Assist faculty with the development and use of Online Classes. Teach a variety of workshops on Web 2.0 tools, MS Office, and technology for the classroom.

Bridgemont Community and Technical College
Instructional Technologist **2010 – 2011**
Assist faculty with the development and use of Online Classes. This is a shared position with Kanawha Valley Community and Technical College.

Marshall University
Instructional Technologist **1998 - 2010**
Assisted faculty and staff with course development and use of CMS. Trouble shot Blackboard issues. Assisted with ETD,s and Portfolios. Developed Flash projects, CD's, and presentationed. Assist with Streaming media. Developed Best Practices and Student Tips Video. Assist faculty and students with software needs, BB, MSOffice, Wimba, Banner, Photoshop, etc. Support hosted BB institution of Southern CTC.

Marshall University
Adjunct Faculty **2001 - 2009**
Taught online classes using WebCT and Blackboard CMS

Marshall Community & Technical College
Computer Instructor **1994 - 2000**
Taught Windows, WordPerfect, and Microsoft Office
Personal Computer, Intermediate Computers, Pine, Netscape, Windows 95 and Children's and Teens' College.

UNITED STATES MARINE CORP
3rd Marine Division **1979 - 1981**
Computer Programmer

PUBLICATIONS

"Instructional Practices and Course Development Geocaching: A New Technology Tool for Teachers" The Reading Professor, Winter 2008

"e-Based Professional Development (e-PD) for Effective Teaching and Leadership" NCPEA CONNEXIONS, 2007

PRESENTATIONS

WV Reading Conference, assist graduate faculty with presentation for web 2.0 tools, at the Greenbrier, West Virginia, 2011

Faculty Orientation to iLearn, for faculty at KVCTC in Institute, West Virginia, 2011

Best Practices in Online Education, for faculty at Bridgemont CTC in Montgomery, West Virginia, 2010

Best Practices in Webpage Design, for faculty at Bridgemont CTC in Montgomery, West Virginia, 2010

The Use of Rubrics in the Online Classroom, for faculty at Bridgemont CTC in Montgomery, West Virginia, 2010

WebCT Training, for faculty at KVCTC in Institute, West Virginia Fall 2010

Best Practices in Online Education, for faculty at Bridgemont CTC in Montgomery, West Virginia, Spring 2010

MS Office 2010, for faculty and staff at KVCTC in Institute West Virginia, Spring 2010

Digital Story Telling, for master level writing students at Marshall University Graduate College, 2009

Wimba in the Classroom, for master level students at Marshall University Graduate College, 2009

Instructional Treasure Hunting with Geocaching, for the SRCEA conference in Charleston, West Virginia, 2008

Technology in the Classroom: Geocaching, for the WV Higher Education Technology Conference program, Morganton, WV, 2008

Creating a Culture for Successful Migration, BbWorld '08, 2008 MSOffice 2007 Training, MUGC Staff Training, 2008

21st Century Nursing Education, Converting Traditional Courses to Online Using Sound Pedagogy Theory, WV Tech Conference, Charleston, WV, 2006

Roane County Academy for Teachers 2006
Transfer Learning Pedagogies from Traditional to Online Classes, WV Tech Conference, 2006

Distance Education Doctoral Students in a Rural State of Mind, The Hawaii International Conference on Education, Honolulu, Hawaii, 2006

Teaching Graduate Education Courses Online, The Hawaii International Conference on Education, Honolulu, Hawaii ,2005

Reforming the Higher Education Curriculum In Ed.D. Programs, Atlanta, Ga., 2005
Tips for a Successful Online Student, Vista Manual, 2005

The Utilization of Online Courses, for WVNet conference in Charleston, WV, 2004

Marshall's Online Program, Boston Conference of Online Delivery, Boston, MA 2002

Instructional Design: Coming Full Circle, WVNet 2002 Morgantown WV 2002

The Essences of an Online Classroom, Second Annual WebCT Asia Pacific, Adelaide, Australia April 2001

Administrator: Best Practices: 5 Steps to Success WVNet 2001 Morgantown WV 2001

Motivation for a Degree, The Step Program, Larry Artrip, Huntington, WV, 2000

Maintaining a Personal Touch in an Electronic Classroom, Almost Heaven I, South Charleston, WV, April 1999

Making your Point with PowerPoint, Marshall University Secretary Day, Huntington, WV, 1999

Maintaining a Personal Touch in an Electronic Classroom, Wheeling Jesuit University, Wheeling, WV,1999

SPECIAL PROJECTS

Learning Centered Technology, 2012
Maintain a blog addressing learning centered technology. Covered CMS's and Web 2.0 tools and any technology that deals with learning.
http://learningcenteredtechnology.wordpress.com

Blackboard 9.1 Implementation, 2011

Responsible for the implementation of the new course manage system for KVCTC. As Blackboard 9 administrator maintain the system and troubleshoot issues. In addition responsible for faculty training in course development and design. Train students in the use of the new CMS.

Quality Matters Coordinator for KVCTC, 2012
Work with WV State Quality Matters representative to assure online program meets all quality matters standards.

WV Virtual Community and Technical College, 2010
Participate in the development of a virtual community and technical college for the state of WV.

CTCS Technical Master Plan, 2010
Participate in the technology planning for new KVCTC facilities. Work with KVCTC staff, Chancellor and consulting team to establish a goal of creating a common vision for the various technologies to be used throughout the new facilities.

Real Estate Broker, 2010
Work with Workforce Development, the WV Real Estate Broker, and ARELLO to develop and online program for real estate brokers.

Medicaid Program, 2010
Work with BAHM to develop a national online Medicaid program.

Technical Consultant, 2006
Technical consultant for JD Jones on his book, The Essential Mentor-Mentee Program

Effective Internet Searching, 2006
Hands on training of effective internet searching for Roane County Schools in WV

Learning American Sign Language, 2005
Video production of American Sign Language at Charleston WV

DHHR Training, July 7, 2005
A Vista hands on training for the Department of Human Resources of WV on Vista

Best Practices 2003
A video production involving the faculty of MUGC Faculty discussing Best practices in Distance Education

Student Tips 2003
A video production involving the faculty of MUGC Faculty discussing Student Tips for Online Education

Vista Implementation 2003
Involved in the planning and implementation of the new online course delivery system called Vista.

Flash 2002
Developed three separate Flash tutorials for a WebCT course.

Virtual U
Technical support for LS class using a software program called Virtual University. Virtual U simulates the role of President of a University.

WebCT CD 2000
Created a CD for students to learn the basics of WebCT.South Charleston WV

MUGC Traffic Cam 2001
Planned and assisted in the development of MUGC's Traffic Cam. The traffic cam broadcast a streaming video 24 hours a day of traffic flow on I-64. This original project has become the model for a statewide project.

Kiosk 1998
Managed and maintained the Marshall University kiosk system.

Microsoft Integration 1998
Helped integrate Microsoft Office into the MUGC Community, through instructional materials and several live class meetings.

COURSES DEVELOPED OR TAUGHT

Faculty Orientation to iLearn, Kanawha Valley CTC, Developed and taught for faculty. 2011

Student Orientation to iLearn, Kanawha Valley CTC, Developed and taught for students. 2011

BST 299, Kanawha Valley CTC, Developed and taught Web 2.0 tools, 2010

CIEC 534, Graduate School of Education and Professional Development, 2004 — 2009

Cotaught LS-714, Graduate School of Education and Professional Development, 2005

Smoking Sensation, School of Nursing, developed fall 2000 via WebCT.

PhotoShop 6, Professional Development, developed and taught fall 2001

MSOffice 2000, Higher Education Board, developed and taught fall 2000

Microsoft Office Suite, West Virginia State Police,1999-2000

PowerPoint 97, Informational Technology Instructional Symposium, developed and taught 1999

PowerPoint 97, Informational Technology Instructional Symposium, developed and taught 1997

MSOffice Suite, Byrd Center developed and taught fall 1997

Basic Computers, MCTC Continuing Education, Court House Training, developed and taught 1997

Introduction to the Internet, MCTC Continuing Education, International Brotherhood of Allied Trades and Painters, developed and taught 1997 - 1998

Introduction to Computers, MCTC Continuing Education, International Brotherhood of Allied Trades and Painters, developed and taught 1997 - 1998

Lotus, MCTC Continuing Education, International Brotherhood of Allied Trades and Painters, developed and taught 1997 - 1998

Windows 3.1, MCTC Continuing Education Walker Machinery,

Windows 3.1, MCTC Continuing Education St. Mary's Nursing

E-mail MCTC, MCTC Continuing Education Staff

Training MSOffice, MCTC Staff Training

AWARDS

Marshall Faculty of the Game Award	2008
MCTC Outstanding Student Award	2006
National Deans List	1992 - 1997
Lucille Fogus Scholarship	1995
President of Organization of Applied Science, Information, and Support	1992
1981 Good Conduct Metal, United States Marine Corp	1981

COMMITTEES

Kanawha Valley Technology Committee *2010*
Participate in the Technology Committee for KVCTC

West Virginia Virtual Learning Network (WVVLN) 2010
Participate in the WVVLN for online courses for KVCTC.

Southern Regional Electronic Committee (SREC) 2010
Participate in the SREC for online courses for KVCTC.

WV Virtual Community and Technical College 2010
Charter member of the committee for development of a virtual community and technical college for the state of West Virginia.

CTCS Technical Master Plan 2010
Participate in the technology planning for new KVCTC facilities.

Higher Education Technology Conference Program Committee 2008
Helped plan and implement the program and speaker for WVNet conference

Vista Implementation 2003
Helped plan and implement Vista to the Marshall community.

Vista Teaching & Learning Committee, Chair 2003
Lead the training team for the Vista implementation

Electronic Thesis & Dissertation 2001 - 2009
Lead trainer for electronic submissions.

Exemplary Course Committee 2001
Reviewed course for international Exemplary Course project.

Online Course Development Committee 2001 - 2009
Reviewed Electronic Course

Instructional Technology Oversight Committee 1999
Review and planed activities for Instructional Technology at Marshall

Almost Heaven I & II 2001 - 1002
Planed and participate in MUGC Annual WebCT conference

CIT Committee 1998
Planed and participate in CIT activities

Continuing Education Development Committee 1998
Planed Continuing Education activities

Combating Underage Drinking 1998 - 2008
Worked on the planning an evaluation team of a grant funded initiative to fight underage drinking. This project created several Public Service Announcements on the subject.

MEMBERSHIPS

Society for Information Technology & Teacher Education (AACE)
Participate in the AACE discussion concerning Information Technology and Teacher education

International Forum of Educational Technology & Society
Participate in an international forum for educational technology.

Marine Corp League
The Marine Corp League is involved in community projects to aid and assist former Marines.

Woman Marine Association
The Woman Marine Association is involved in community projects at aid and assists current and former women marines and their families.