Contributors

Alexander W. Astin is Allan M. Cartter Professor Emeritus of Higher Education and Founding Director of the Higher Education Research Institute at UCLA. He is also the Founding Director of the Cooperative Institutional Research Program and the author of 21 books and some 400 other publications in the field of higher education. He is currently principal investigator (with H. S. Astin) on a national study of spiritual development among undergraduates at 150 higher education institutions. His latest book is Mindworks: Becoming More Conscious in an Unconscious World (Information Age Publishing, 2007).

Helen S. Astin, a psychologist, is Professor Emeritus and Senior Scholar at the Higher Education Research Institute at UCLA. Her research and writing have been on issues of gender, ethnic diversity, leadership, and more recently on spirituality in higher education.

Nicholas A. Bowman is a postdoctoral research associate in the Center for Social Concerns at the University of Notre Dame. He received a Ph.D. in Psychology and Education from the University of Michigan. His research interests include college diversity experiences and student development, the assessment of college student outcomes, and the effects of college rankings on various higher education constituencies. His work has appeared or is scheduled to appear in Research in Higher Education, The Journal of Higher Education, Review of Higher Education, Journal of College Student Development, American Journal of Education, and Personality and Social Psychology Bulletin.

Bryan McKinley Jones Brayboy is President’s Professor of Education at the University of Alaska Fairbanks and Borderland’s Associate Professor of Educational Leadership and Policy Studies at Arizona State University. His scholarship, teaching, and service are broadly centered on underrepresented students and
faculty in higher education. More specifically, his research focuses on the strategies used to achieve academic success by American Indian college students, as well as the cultural, emotional, psychological, political, and financial costs and benefits of this academic success. Most recently, he has been engaged in exploring the role of Indigenous epistemologies, ontologies, and pedagogies in the academic experiences of Indigenous students, staff, and faculty.

John C. Burkhardt is Clinical Professor of Higher and Postsecondary Education at the University of Michigan and Director of the National Forum on Higher Education for the Public Good, an effort to make higher education more responsive to the needs of a changing society. He also holds the title of Special Assistant to the Provost for University Engagement at the University of Michigan. He came to Michigan after serving eight years as a program director at the W.K. Kellogg Foundation where he coordinated leadership grant making and projects in education and leadership development around the world.

Anthony Chambers is a member of the faculty and founding Director of the Centre for the Study of Students in Postsecondary Education in the department of Theory and Policy Studies in Education at the University of Toronto in the Ontario Institute for Studies in Education (OISE). He also serves as Associate Vice-Provost, Students at the University of Toronto. Tony was formerly Associate Director of the National Forum on Higher Education for the Public Good where he created and directed the Rising Scholars Program to Advance Research on Higher Education for the Public Good. He has published widely, serves on several editorial boards, including the Michigan Journal of Community Service-Learning, and co-edited the recent book, Higher Education for the Public Good: Emerging Voices from a National Movement (Jossey-Bass Publishers, 2005).

of Sociology of Education, and Teachers College Record. She has conducted research in South Africa, Australia, and the United States. Her areas of research interest include international education, higher education, and global youth culture.

Lamont A. Flowers is the Distinguished Professor of Educational Leadership in the Department of Leadership, Counselor Education, Human and Organizational Development and the Executive Director of the Charles H. Houston Center for the Study of the Black Experience in Education in the Eugene T. Moore School of Education at Clemson University. He has authored and/or co-authored more than 65 scholarly publications in the areas of academic achievement, student retention, and educational leadership. He also serves as a Senior Associate Editor for the College Student Affairs Journal and the Editor-in-Chief of the Journal of the Professoriate.

Julia Garbus, a researcher, freelance writer, and writing tutor, received her Ph.D. in rhetoric and composition from the University of Texas–Austin and taught at the University of Northern Colorado. Her articles on Scudder’s rhetorics and pedagogies have appeared in College English and in Local Histories: Reading the archives of composition, and another is forthcoming in College Composition and Communication. She’s also written about tutoring nontraditional students, including a piece in a soon-to-be-published Fountainhead Press collection on teaching writing to students with disabilities. She has a book about Scudder in the works.

Sara Goldrick-Rab is Assistant Professor of Educational Policy Studies and Sociology at the University of Wisconsin–Madison, and Scholar at the Wisconsin Center for the Advancement of Postsecondary Education. She earned her Ph.D. in sociology at the University of Pennsylvania. Dr. Goldrick-Rab was a 2006–2007 postdoctoral fellow of the National Academy of Education/Spencer Foundation. Her research on inequality in postsecondary transitions has been published in Sociology of Education, Educational Evaluation and Policy Analysis, and Teachers College Record, and she is the co-author of Putting Poor People to Work (Russell Sage, 2006), which was a finalist for the C. Wright Mills award.

Denise O’Neil Green, at the time of writing, was assistant professor of educational psychology and senior associate of the Office of Qualitative and Mixed
Methods Research in the College of Education and Human Sciences at the University of Nebraska–Lincoln. Her research focuses on the development and implementation of qualitative research designs that aid social science and education researchers, policymakers, and administrators in understanding diversity issues and diverse populations in public policy, higher education, and K–12 education. Currently she is Associate Vice President for Institutional Diversity at Central Michigan University.

Seanna M. Kerrigan brings a decade of experience to her current position as the Capstone Program Director at Portland State University. In this role, she works collaboratively with community-based organizations and faculty to develop over 220 service-learning courses which engage over 3,300 students each academic year. She also assists faculty in the design, implementation, reflection, and assessment of these courses, works on an administrative level within the University to ensure the ongoing success of this cutting-edge program, and promotes the concept of service-learning to faculty, students, and staff locally and nationally. Her scholarship focuses on the assessment of Capstone courses with a special interest in expressing the voices of the students and the community member involved.

Jennifer E. Lerner holds a Ph.D. in Sociology from the University of Michigan and is currently Assistant Dean of Social Sciences and Assistant Professor of Sociology at the Loudoun Campus of Northern Virginia Community College. Her research interests include education, culture, stratification, work/family conflict, diversity and multiculturalism, and pedagogy. Jennifer has published work in Teaching Sociology, The Sociological Quarterly, College Teaching, and the Journal of College Student Development.

Magdalena Martínez is an education consultant. Currently she is working with the Nevada System of Higher Education where she is focusing on issues of access, equity, and student success for under-represented student populations. She received her Ph.D. from the Center for the Study of Higher Education at the University of Michigan, M.Ed. from Harvard Graduate School of Education, and B.S. from the University of Nevada Las Vegas.

Michele S. Moses is Associate Professor of Educational Foundations, Policy and Practice at the University of Colorado–Boulder. She specializes in philosophy
and education policy studies. Her research centers on issues of educational equality and social justice within education policies related to race and class, such as affirmative action. Recent articles have appeared in *Educational Researcher*, *Harvard Educational Review*, *Journal of Social Philosophy*, *Journal of Philosophy of Education*, *Philosophy and Public Policy Quarterly*, and *Educational Policy*. In addition, she is the author of *Embracing Race: Why We Need Race-Conscious Education Policy* (Teachers College Press, 2002).

**Richard L. O’Bryant** took leave from his tenure track position at Northeastern University to become director of the John D. O’Bryant African American Institute—named in remembrance of his father. Richard O’Bryant joined the Northeastern family as an assistant professor of political science and a senior research fellow at the Center for Urban and Regional Policy. He oversees educational and cultural programs, research, services, and activities focused on African American students. His recent publications include *ICT as a Public Good: Community Building and Expanding U.S. Self-Sufficiency Policy* (2008) and a review of *Media Access: Social and Psychological Dimensions of a New Technology Use*, published in February 2005 in the *New Media and Society Journal*. He received his Ph.D. in urban and regional studies from MIT in 2004.

**Penny A. Pasque** is Assistant Professor of adult and higher education in the Department of Educational Leadership and Policy Studies and Women’s and Gender Studies at the University of Oklahoma. Her research includes strengthening the connections between higher education and society, addressing in/equities in higher education, and qualitative methodologies. Her latest research project is a longitudinal study on women leaders in higher education. She received a Ph.D. from the Center for the Study of Higher and Postsecondary Education at the University of Michigan. Penny has published in the *Journal of College Student Development* and the *Review of Higher Education* and her forthcoming publication is *American Higher Education, Leadership, and Policy: Critical issues and the Public Good* with Palgrave Macmillan (in press).

**Joshua Powers** is an Associate Professor and Chair of the Educational Leadership Department at Indiana State University. His research focuses on the commercialization of academic science and factors that explain technology transfer performance differences among universities as well as the ethical and financial implications of academic entrepreneurship. Most recently, he has been engaged

**Luis Urrieta, Jr.** is Assistant Professor of Cultural Studies in Education and Fellow in the Lee Hage Jamail Regents Chair in Education at the University of Texas–Austin. Urrieta’s general research interests are on issues of identity, agency, and social movements in education with a strong focus on Chicana/o identity and activism, and more recently on U.S.-Mexico migration issues. Urrieta was born and raised in Los Angeles, CA, and is the son of Mexican immigrants from Michoacán.

**David J. Weerts** is Assistant Professor of higher education in the Department of Policy and Administration at the University of Minnesota and faculty affiliate at the Wisconsin Center for the Advancement of Postsecondary Education, University of Wisconsin–Madison. His teaching and scholarly interests include state financing of higher education, university-community engagement, and alumni philanthropy and volunteerism. His research has been published in various scholarly outlets including *The Journal of Higher Education, New Directions for Institutional Research*, and the forthcoming issue of *Research in Higher Education*. Weerts holds a Ph.D. in higher education from the University of Wisconsin–Madison.
Critical Issues in Higher Education for the Public Good: Qualitative, Quantitative & Historical Research Perspectives offers new evidence and insights into the complexities of higher education and the public good. This unique collection of award winning authors discusses what is needed in order to actualize higher education for the public good, where “higher education” and “the public” are inclusive of multiple constituencies. Issues of race, class, gender, ethnicity, urban environments, and systemic oppression are addressed in this volume, along with teaching and learning, study abroad, affirmative action and community-university engagement.

Faculty, campus administrators, policy makers, and graduate students will find that this volume covers many of the critical topics with which they are concerned. It provides readers with the latest qualitative, quantitative and historical research on higher education’s relationship with society.