Faculty work on...

**Foundational Studies in Education**

**Leading the Changing Academic Department**
Marilyn Amey

If the roles of faculty are changing, so too is the work of academic leadership. Recent economic circumstances have led to unprecedented examination of institutional systems; again, the evolving role of department chairs. This project is in its early exploration of the ways in which a changing faculty labor market and organizational contexts affect the work of department chairs, particularly at research universities. Creating an environment for productive faculty work, effectively managing an increasing portfolio of tasks that connect the department to the college/university and external constituencies, and negotiating the multiple identities of academic administration for themselves are areas of focus in this work.

**Student Involvement:** One PhD student was very involved in the early development of the project and has since moved to pursuing a specific question spawned by the project for dissertation research. Two other PhD students have been involved in gathering literature for writing, and developing and presenting at conferences.

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**Women’s Higher Education Worldwide**
Kristen Renn

This international, multi-site comparative study—representing Women’s Education Worldwide—focuses on the role and status of women’s colleges and universities in their national contexts, as well as administrative and student leadership. Fifteen single-sex institutions on five continents serve as research case study sites. Key findings from the study, to date, reported in part in “Women Student Leaders Worldwide,” include the varying historical and contemporary roles of these institutions in providing women’s access to higher education, pipelines for female STEM students and faculty, and leadership development for administrators and students. The study is funded by a grant from the Spencer Foundation. It has so far resulted in three conference papers, several invited talks, and a book proposal. International data collection will be completed in spring semester 2013. MSU’s own coverage of the project highlights its contribution to global understanding of a form of higher education which retains considerable impact.

**Student Involvement:** Two HALE PhD students have participated in research on international systems of education, and one HALE MA student did a related independent study. One of the PhD students co-authored a conference paper.

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**New Theoretical Perspectives on Identities in Higher Education**
Kristen Renn

Existing theoretical perspectives on identities in higher education have contributed substantially to research and practice, yet they are limited in their ability to describe the complexities of student, faculty, and administrative lives. This line of inquiry is designed to contribute to theoretical advancements that will benefit scholars and higher education professionals. Recent studies focus on the state and status of LGBT and Queer research in higher education and of identity development theories in student affairs. Queer theory and emerging concepts of intersectionality are two developments that show promise for use in scholarship and practice.

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**Rise of the Postdoctorate in the United States: Internationalization and New Patterns of Academic Organization**
Brendan Cantwell

Postdoctoral researchers are academic workers and trainees that have completed a PhD and are working on a temporary basis, often supported by research grants. The post-doctorate is one of the fastest growing academic categories in US higher education. In 2009 a National Science Foundation survey reported over 57,000 postdocs working at US colleges and universities, up 95% from 1990 when there were under 30,000 postdocs reported working in the US. Postdocs are also the most international group in the US. A majority (53%) of all postdocs in the US are temporary visa holders. Given the rapid growth and internationalization of this group of contractually employed academic researchers, examining the post-doctorate is useful for understanding patterns of academic work and organization.

Dr. Cantwell’s research covers the history of the post-doctorate in the US, a review of the post-doctorate by the numbers, an analysis of the factors driving growth in the post-doctorate, an assessment of the status of international postdocs, and implications for policy.