

LIONEL S. LEWIS

# MARGINAL WORTH

Teaching  
and the  
Academic  
Labor  
Market

# Marginal Worth Teaching And The Academic Labor Market

**Various**



## **Marginal Worth Teaching And The Academic Labor Market:**

*Marginal Worth* Lionel Stanley Lewis, 1996-01-01 The evidence collected and analyzed by Lewis suggests that this is the case because teaching is not a particularly productive activity and its quality is hard to measure Teaching does not generate automatic prestige most students do not learn a great deal and in many instances other matters absorb the attention of faculty Fifteen anonymous academic administrators and faculty members from around the country provided Lewis with the many letters reports and other documents he used in his analysis By examining the material justifying merit salary awards he reveals how merit is defined in academia The focus of the letters is on teaching research administration and service teaching is not always seen as central to the academic role

**Marginal Worth** Lionel S. Lewis, 2019-01-25 In the American university system for most of this century the academic reward system has been blamed for both the neglect of teaching and a glut of uninspiring research The salaries for faculty at institutions that place special emphasis on teaching are lower than those for faculty at institutions where both teaching and research are expected In *Marginal Worth* Lionel S Lewis examines the contemporary academic labor market to explain why teaching which is almost universally acknowledged both off and on campus to be at the center of the American educational experience is not at the center of the academic labor market and why it is only modestly rewarded The evidence collected and analyzed by Lewis suggests that this is the case because teaching is not a particularly productive activity and its quality is hard to measure Teaching does not generate automatic prestige most students do not learn a great deal and in many instances other matters absorb the attention of faculty Fifteen anonymous academic administrators and faculty members from around the country provided Lewis with the many letters reports and other documents he used in his analysis By examining the material justifying merit salary awards he reveals how merit is defined in academia The focus of the letters is on teaching research administration and service teaching is not always seen as central to the academic role For several years and from all sides American institutions of higher learning have been called to account for a variety of failures Significantly the one indictment most often heard is that classrooms have been abandoned for laboratories and libraries where faculty pursue interests to further their careers Lewis argues that restoring the balance between teaching and research is too simple a solution to the problem We need to better understand how disciplinary and institutional reward structures affect teaching how and why faculty allocate their time and why teaching appears to be neglected and underappreciated Lewis applies tenets of the neoclassical labor market model to the academy and considers what might be done to strike a better balance between expectations and circumstances in the academic marketplace This candid look into the political economy of higher education will be enlightening reading for all concerned with the future of American higher education professors administrators students and parents

The Academic Profession Martin J. Finkelstein, Philip G. Altbach, 2014-02-04 The purpose of this series is to bring together the main currents in today's higher education and examine such crucial issues as the changing nature of education in the U S the considerable adjustment

demand of institutions administrators the faculty the role of Catholic education the remarkable growth of higher education in Latin America contemporary educational concerns in Europe and more Among the many specific questions examined in individual articles re Is it true that women are subtly changing the academic profession How is power concentrated in academic organizations How successful are Latin America s private universities What is the correlation between higher education and employment in Spain Is minority graduate education in the U S producing the desired results

**Hispanic-Serving Institutions** Anne-Marie Nunez, Sylvia Hurtado, Emily Calderón Galdeano, 2015-02-11 Despite the increasing numbers of Hispanic Serving Institutions HSIs and their importance in serving students who have historically been underserved in higher education limited research has addressed the meaning of the growth of these institutions and its implications for higher education Hispanic Serving Institutions fills a critical gap in understanding the organizational behavior of institutions that serve large numbers of low income first generation and Latina o students Leading scholars on HSIs contribute chapters to this volume exploring a wide array of topics data sources conceptual frameworks and methodologies to examine HSIs institutional environments and organizational behavior This cutting edge volume explores how institutions can better serve their students and illustrates HSIs changing organizational dynamics potentials and contributions to American higher education

*Faculty Productivity* William G. Tierney, 1999 Academic life at the beginning of the 21st century will bring changes to the role of the professorate how they are rewarded and what their responsibilities are This book focuses on topics that pertain to the reform of faculty work and offers disparate opinions on the nature of the work

**The Social Worlds of Higher Education** Bernice Pescosolido, Ronald Aminzade, 1999-03-22 This is the first comprehensive guide to teaching in the social sciences ever published Two complete works in one provides a survey of the larger institutional context and alternative perspectives on current debates in higher education as well as a comprehensive and practical guide to teaching Contains original essays by leading teachers and scholars including Craig Calhoun Teresa Sullivan Dean Dorn Paul Baker Charles Tilly Howard Aldrich Daniel Chambliss and Mary Romero The accompanying Fieldguide for Teaching includes an additional 80 articles excerpts teaching tips exercises checklists and overheads covering a complete spectrum of teaching concerns

**The University, State, and Market** Robert A. Rhoads, Carlos Alberto Torres, 2006 This is an examination of the complex relationships among universities states and markets in light of the growing influence of globalization

*Resources in Education*, 1997-04 *The University We Need* Warren Treadgold, 2018-07-10 Though many people know that American universities now offer an inadequate and incoherent education from a leftist viewpoint that excludes moderate and conservative ideas few people understand how much this matters how it happened how bad it is or what can be done about it In *The University We Need* Professor Warren Treadgold shows the crucial role of universities in American culture and politics the causes of their decline in administrative bloat and inept academic hiring the effects of the decline on teaching and research and some possible ways of reversing the downward

trend He explains that one suggested reform the abolition of tenure would further increase the power of administrators further decrease the quality of professors and make universities even more doctrinaire and intolerant Instead he proposes federal legislation to monitor the quality and honesty of professors and to limit spending on administration to no more than 20 percent of university budgets Harvard now spends 40 percent Finally he offers a specific proposal for the founding of a new leading university that could seriously challenge the dominance of Harvard Princeton Yale Stanford and Berkeley and attract conservative and moderate faculty and students now isolated in universities and colleges that are either leftist or mediocre While agreeing with conservative critics that universities are in severe crisis Treadgold believes that the universities problems largely transcend ideology and have grown worse partly because disputants on both sides of the academic debate have misunderstood the methods and goals of higher education

Living Rhetoric and Composition Duane H. Roen, Stuart C. Brown, Theresa Jarnagi Enos, 1998-11-01 This collection of the stories of scholars who have found a lifelong commitment to the teaching of writing includes the professional histories of 19 rhetoricians and compositionists who explain how they came to fall in love with the written word and with teaching Their stories are filled with personal anecdotes some funny some touching some m

Routledge Library Editions: Higher Education Various, 2021-03-29 The volumes in this set originally published between 1964 and 2002 draw together research by leading academics in the area of higher education and provide a rigorous examination of related key issues The volume examines the concepts of learning teaching student experience and administration in relation to the higher education through the areas of business sociology education reforms government educational policy business and religion whilst also exploring the general principles and practices of higher education in various countries This set will be of particular interest to students and practitioners of education politics and sociology

**Our Underachieving Colleges** Derek Bok, 2009-02-28 Drawing on a large body of empirical evidence former Harvard President Derek Bok examines how much progress college students actually make toward widely accepted goals of undergraduate education His conclusions are sobering Although most students make gains in many important respects they improve much less than they should in such important areas as writing critical thinking quantitative skills and moral reasoning Large majorities of college seniors do not feel that they have made substantial progress in speaking a foreign language acquiring cultural and aesthetic interests or learning what they need to know to become active and informed citizens Overall despite their vastly increased resources more powerful technology and hundreds of new courses colleges cannot be confident that students are learning more than they did fifty years ago Looking further Bok finds that many important college courses are left to the least experienced teachers and that most professors continue to teach in ways that have proven to be less effective than other available methods In reviewing their educational programs however faculties typically ignore this evidence Instead they spend most of their time discussing what courses to require although the lasting impact of college will almost certainly depend much more on how the courses are taught In his final chapter Bok describes

the changes that faculties and academic leaders can make to help students accomplish more Without ignoring the contributions that America s colleges have made Bok delivers a powerful critique one that educators will ignore at their peril

*Academic Populism* Orlando Albornoz,2005      *University Teaching* James Forest,2018-10-10 Originally published in 1998 *University Teaching* looks at the world of university and college teaching in the study of higher education Providing a broad perspective it examines preparation assessment and reward from cross cultural perspectives and explores the cultural and social influences that affect these dimensions The book provides a considerable richness in diversity of topics and authors and provokes the reader to observe the many commonalities in the thinking and approaches towards college teaching that pervade the higher education systems worldwide      **I Prefer to Teach** James J.F. Forest,2018-10-24 This

book draws on the perspectives of nearly 20 000 faculties from around the world to determine significant trends in how professors view teaching and research      *Faculty Misconduct in Collegiate Teaching* John M. Braxton,Alan E. Bayer,2003-04-30 In *Faculty Misconduct in Collegiate Teaching* higher education researchers John Braxton and Alan Bayer address issues of impropriety and misconduct in the teaching role at the postsecondary level Braxton and Bayer define and examine norms of teaching behavior what they are how they come to exist and how transgressions are detected and addressed Do faculty members across various collegiate settings for example share views about appropriate and inappropriate teaching behaviors as they share expectations regarding actions related to research And what mechanisms are utilized to correct inappropriate behavior on the part of college and university teachers The authors work is based on survey results obtained from faculty members at research universities liberal arts colleges and two year community junior and technical colleges Braxton and Bayer s focus is on undergraduate teaching in four disciplines biology history mathematics and psychology In their analyses the authors examine how individual disciplinary and institutional differences influence professorial behavior In contrast to the more explicitly understood and enforced rules of conduct in research the authors find that teaching norms are informally defined and observed They argue that a formal code of ethics for undergraduate teaching would serve the dual purpose of improving undergraduate education and elevating the status of college teaching A groundbreaking study of contemporary academe *Faculty Misconduct in Collegiate Teaching* is required reading for all university and college instructors and administrators      **Technology and the Politics of Instruction** Jan

Nespor,2012-09-10 In this study of computer mediated instruction CMI in a U S research university that is the site of nationally known innovations in this area Jan Nespor traces the varying material and organizational entanglements of a constantly reconfiguring network of people things categories and ideas that are sometimes loosely sometimes tightly entangled in forms of CMI He unfolds how the different forms and meanings of CMI policy and practice were constructed over time across departments and in relation to students academic trajectories Tying together a range of issues usually separated in discussions of instructional technology and examining often slighted topics such as the articulations of local and

national practices this book questions the common vocabulary for making sense of CMI and contributes to educational change theory by showing how CMI has evolved both from the top down and the bottom up Technology and the Politics of Instruction is distinctive in its multi level approach and in the breadth of its conceptual frame Departing from the mainstream research on instructional technology to focus on mundane and widespread forms of CMI PowerPoint slides CD ROMs self paced labs and the like Nespor views these from multiple standpoints not just what they mean for professors but also for administrators and students The effect is to displace the typical emphasis in CMI research from cutting edge high resource artifacts and systems the importance of which is not questioned to the politics and organizational processes that shape the uses of such things This book is intended primarily for scholars and students in the fields of educational and more broadly organizational change the politics and sociology of education curriculum theory higher education and educational administration and will also interest instructional technologists and technology developers

**Academic Labor Markets** David G. Brown, 1965

**Digital Humanities Pedagogy** Brett D. Hirsch, 2012 The essays in this collection offer a timely intervention in digital humanities scholarship bringing together established and emerging scholars from a variety of humanities disciplines across the world The first section offers views on the practical realities of teaching digital humanities at undergraduate and graduate levels presenting case studies and snapshots of the authors experiences alongside models for future courses and reflections on pedagogical successes and failures The next section proposes strategies for teaching foundational digital humanities methods across a variety of scholarly disciplines and the book concludes with wider debates about the place of digital humanities in the academy from the field s cultural assumptions and social obligations to its political visions 4e de couverture

[The Pleasures of Academe](#) James Axtell, 1999-03-11 In this timely book historian James Axtell offers a compelling defense of higher education Drawing on national statistics broad ranging scholarship and delightful anecdotes Axtell describes the professorial work cycle the evolution of scholarship in the past three decades the importance of habitual scholarship and the best ways to judge a university He persuasively confronts the critics of higher education arguing that they have perpetuated misunderstandings of tenure research teaching curricular change and professorial politics

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