

PROMOTION RECOMMENDATION
The University of Michigan
School of Education

Michael N. Bastedo, assistant professor of education, Center for the Study of Higher and Postsecondary Education, School of Education, is recommended for promotion to associate professor of education, with tenure, Center for the Study of Higher and Postsecondary Education, School of Education.

Academic Degrees:

Ph.D.	2003	Administration and Policy Analysis	Stanford University
A.M.	2001	Sociology	Stanford University
M.A.	1996	(with Distinction) Higher Education	Boston College
A.B.	1994	(with Honors) History	Oberlin College

Professional Experience:

2004-present	Assistant Professor of Education, Center for the Study of Higher and Postsecondary Education (CSHPE), University of Michigan
2003-2004	Assistant Professor of Education, Department of Educational Organization and Leadership, University of Illinois at Urbana-Champaign

Summary of Evaluation:

Teaching

Professor Bastedo is a skilled teacher and mentor, rated as one of the strongest instructors in the higher education (CSHPE) program. Higher education is a graduate program only and Professor Bastedo has served as instructor for five different graduate courses. One of these courses (ED695: Research and Educational Practice) is required for all master's degree candidates in the School of Education. Another course, Qualitative Methods in Educational Research (ED792), is required for all doctoral students in the School of Education and most CSHPE students enroll in his section of the course. Professor Bastedo has also taught the gateway courses to two of the three concentration areas available to CSHPE doctoral students, Postsecondary Institutions as Complex Organizations (ED761) and Public Policy in Postsecondary Education (ED764). Finally, he designed and taught a new doctoral seminar course, Organizational Theory (ED771) to meet a core interest of many students in the higher education program. Professor Bastedo's syllabi and his description of course assignments speak to his stated goal of bringing his scholarship to his teaching, as well as the care and concern he demonstrates toward student learning and development. As Professor Bastedo suggests in his personal teaching statement, he emphasizes "professional development and standards" given that a majority of students in his classes aspire to go on to roles as administrators, researchers and faculty members in various subfields of higher education.

Professor Bastedo's courses have been consistently well-enrolled and positively evaluated. His Evaluations and Examinations (E&E) ratings reveal that his median scores on questions 1 ("overall this was an excellent course") and 2 ("overall, the instructor was an excellent teacher") most often equaled or exceeded 4.00, with most of his recent ratings closer to 4.50 or above on the E&E 5-point scale. Across all courses, student course evaluation comments were almost uniformly consistent in views of Professor Bastedo's high levels of expertise and preparation in course content, as well as his high level of enthusiasm and engagement about the class topics and materials.

In addition, Professor Bastedo has demonstrated excellent skills as a mentor of graduate students. Currently, he chairs or co-chairs the dissertations of four doctoral students and serves as a committee member for six others. He has served as a member on three completed dissertation committees. Professor Bastedo has also collaborated with graduate students on professional conference papers and publications.

Research and Scholarship:

Professor Bastedo is a scholar in the area of higher education governance, politics and policy. He draws from multiple disciplinary perspectives in theorizing and studying organizational dynamics in college and university systems. In particular, he has worked to understand how external factors and pressures to which universities are commonly subject—legislators, governing boards, media—influence these organizational dynamics. Professor Bastedo has taken on the challenge of developing conceptual frameworks that distinguish particular mechanisms related to the organization and governance of higher education settings.

Professor Bastedo's publication record, along with evidence from the external reviewers, demonstrate that his efforts have resulted in a body of work that contributes to educational scholarship on university governance and to literatures on organizational theory and behavior more broadly. This evidence also indicates that Professor Bastedo's scholarship is of high relevance and practical importance for university administrators and other stakeholders. He has published 10 peer-reviewed journal articles, most of which have appeared in high prestige journals that are disseminated to the broader population of educational researchers (e.g., *American Educational Research Journal*), in highly ranked journals within the diverse field of higher education (e.g., *Review of Higher Education*, *Research in Higher Education*,) and in respected outlets focused on comparative education (e.g., *Prospects*). In addition, he has authored four book chapters, as well as three monographs in publication outlets that are disseminated among various specialized audiences within his field of work. Professor Bastedo is first author on 14 of his publications, with 10 of those single-authored papers.

In addition to his productivity in writing and publishing his research, Professor Bastedo has demonstrated the ability to obtain external and internal funding to support his research, obtaining one major grant and seven smaller grants since 2005.

Selected Recent and Representative Publications

1. Bastedo, Michael N. 2009 (in press). "Conflicts, Commitments, and Cliques in University Governance: Moral Seduction as a Threat to Trustee Independence." *American Educational Research Journal*.
2. Bastedo, Michael N. 2009 (in press). "Convergent Institutional Logics in Public Higher Education: State Policymaking and Governing Board Activism." *Review of Higher Education*, 32(2): 209-234.
3. Bowman, Nicholas A. and Michael N. Bastedo. 2009 (in press). "Getting on the Front Page: Organizational Reputation, Status Signals, and the Impact of *U.S. News and World Report* Rankings on Student Decisions." *Research in Higher Education*.
4. Bastedo, Michael N. 2007. "Sociological Frameworks for Higher Education Policy Research." pp. 295-316 in Patricia J. Gumport (Ed.), *The Sociology of Higher Education: Contributions and Their Contexts*. Baltimore: Johns Hopkins University Press.
5. Bastedo, Michael N. 2007. "Bringing the State Back In: Promoting and Sustaining Innovation in Public Higher Education." *Higher Education Quarterly* 61: 155-170.
6. Bastedo, Michael N. 2005. "The Making of an Activist Governing Board." *Review of Higher Education* 28: 551-570.
7. Bastedo, Michael N. and Patricia J. Gumport. 2003. "Access to What? Mission Differentiation and Academic Stratification in U.S. Public Higher Education." *Higher Education* 46: 341-359.

Service:

Professor Bastedo has contributed substantial service both nationally and within the School of Education. He was invited to serve as Division J program chair in the American Educational Research Association (AERA). Within the largest professional organization in higher education, the Association for the Study of Higher Education (ASHE), Professor Bastedo was invited to and has served as section chair of policy, finance, and economics.

In addition to service within these professional organizations, Professor Bastedo has served as a peer-reviewer for multiple top-tier education journals, granting agencies and other highly regarded professional publication outlets. He has been twice recognized for the quality of his service by the *American Educational Research Journal*, with an award of “outstanding reviewer” in 2005 and 2007. Subsequently, he was invited to serve on the editorial board of this journal. The committee noted that this level of national leadership is unusual for an assistant professor and that this speaks both to the impact of his work and to how highly regarded he is as a citizen among senior colleagues.

Within the School of Education, Professor Bastedo has served as a member of the school-wide Graduate Affairs Committee for two years. In addition, he has given a number of invited workshops and presentations to support students’ professional development.

External Reviews:

Reviewer A: “I ... find the ‘quality, quantity, range, and scholarly impact’ of Michael’s work to be extremely impressive... As my vita shows, I have been active in several of the areas pursued by Michael and can testify as to their complexity and his ability to handle such complexity in a masterful manner. He deals with nuance and subtlety in ways that I find very appealing.”

Reviewer B: “The range of his work covers important ideas drawn from politics, policy, organizational theory, and sociology – as well as cognitive psychology. Frankly, I have only rarely seen the kind of sophisticated integration and application of these interrelated ideas that Bastedo accomplishes in his published work. He uses broad understanding of the social sciences to engage and construct meaning from complex case situations – situations that are seldom analyzed empirically because of the difficulty of access and the ephemerality of data.”

Reviewer C: “Professor Bastedo brings a distinctive, creative, and far-reaching approach to the study of postsecondary politics, policy and governance. He brings his deep disciplinary reach to push the significance of his work to first-order importance, while utilizing his rigorous theoretical coherence to frame and analyze organizational dynamics...he shows promise of a continuing and growing achievement of exemplary and cutting-edge scholarly leadership and excellence.”

Reviewer D: “I know of no one else in the field of higher education who has given such careful and disciplined thought to the question of how to connect specific individual experience and action to more general social phenomena...”

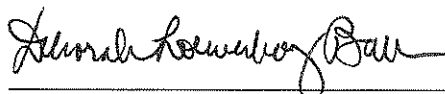
Reviewer E: “More than simply the amount of work Dr. Bastedo has published is the quality of that work, and the fact that he is charting new and important scholarly territory, empirically and conceptually...A key part of what I like about Mike’s work is that it gets us beyond the academy and into other players’ heads in terms of understanding the academy...what impresses me perhaps more than anything else about his work is Mike’s effort to generate new constructs or to distinctively apply existing concepts to help us understand key phenomena in higher education.”

Reviewer F: “Taken as a group, the six publications represent an important, coherent, and sustained contribution to the scholarly literature on higher education governance, public policy, and organizational change. Scholars in higher education who focus on this topic tend to be either quite senior or at about Professor Bastedo’s stage of development. Among this latter group, Professor Bastedo is at the forefront. I would rank him among the top three in his...cohort. We would be very happy to have a scholar of his accomplishments on our faculty at ... and would most certainly recommend him for promotion and tenure.”

Reviewer G: “The field of higher education is very small and within it, Michael Bastedo is clearly a standout...In other words, he stacks up with the best upcoming scholars in the field. If we expand the definition of his field to include [junior] scholars in comparable institutions whose work focuses on K-20, the list of comparisons would be too long, but I would again assess that his work is well above average and comparable to the better junior scholars.”

Summary of Recommendation:

Michael Bastedo’s scholarship focuses on the governance, politics and organization of public higher education. He is one of a small handful of researchers addressing questions about the governance and organization of higher education. He has developed a strong and coherent program of work on crucial organizational issues about the conduct of higher education governance and policymaking, with a special focus on presidents and their boards. Professor Bastedo’s publication record demonstrates his capacity both for individual and collaborative scholarship. His work has been published in top journals, including the *Review of Higher Education*, *Higher Education*, *Higher Education Quarterly* and the *Journal of Student Financial Aid*. His work has been received with enthusiasm by his colleagues. He has been recognized for his scholarly excellence with several national and university level awards, including: Fulbright New Century Scholar Award, a Ford Foundation Global Policy Fellow and the Evan G. and Helen Pattishall Award for Early Career Achievement within the School of Education. Professor Bastedo is a valuable member of his program faculty and of the broader School of Education faculty. He teaches courses that enroll students from across the school and is actively involved in developing and supporting the doctoral program in higher education. His teaching evaluations are outstanding and he is a successful mentor.



Deborah Loewenberg Ball, Dean
School of Education
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