

PROMOTION RECOMMENDATION
The University of Michigan
School of Education

Approved by the
Regents
May 21, 2015

Michael N. Bastedo, associate professor of education, with tenure, School of Education, is recommended for promotion to professor of education, with tenure, School of Education.

Academic Degrees:

Ph.D. 2003 Stanford University, Administration and Policy Analysis, Stanford, CA
A.M. 2001 Stanford University, Sociology, Stanford, CA
M.A. 1996 Boston College, Higher Education, Boston, MA
A.B. 1994 Oberlin College, History, Oberlin, OH

Professional Record:

2012 – present Director, Center for the Study of Higher and Postsecondary Education, School of Education, University of Michigan
2009 – present Associate Professor (with tenure), Center for the Study of Higher and Postsecondary Education, School of Education, University of Michigan
2008 – present Faculty Affiliate, Weiser Center for Europe and Eurasia, Center for European Studies, European Union Center of Excellence, and the International Institute, University of Michigan
2004 – 2007 Faculty Affiliate, Nonprofit and Public Management Center, University of Michigan
2004 – 2009 Assistant Professor, Center for the Study of Higher and Postsecondary Education, School of Education, University of Michigan

Summary of Evaluation:

Teaching: Professor Bastedo is a skillful instructor who teaches several courses that are central to the Center for the Study of Higher and Postsecondary Education (CSHPE) and important to the School of Education more broadly. His courses aim to enable students to apply theory drawn from higher education and the social sciences to case studies of organizational and professional action. In Postsecondary Institutions as Complex Organizations, an introduction to issues in organizational behavior and management, students read and analyze summaries of organizational dilemmas from contemporary universities and learn to construct their own case studies. Qualitative Methods in Educational Research, a required course for all doctoral students at the School of Education, introduces students to the philosophical, epistemological, and theoretical foundations of qualitative methods, with a focus on developing real-world skills of qualitative data collection and analysis. In the Seminar in Organization Theory, Professor Bastedo focuses on topics that are central to both research and practice. The course, aimed at advanced doctoral students, encourages students to draft research projects, proposals, and literature reviews, and to present them in a workshop format, bringing their work closer to practice.

Professor Bastedo's courses have consistently received positive evaluations from students. Adjusted median scores for the question "Overall, this was an excellent course" range from 4.38 to 4.51. Adjusted median scores for the question "Overall, the instructor was an excellent teacher" range from 4.13 to 4.47, while scores for the question "I learned a great deal from this course" range from 4.66 to 4.80. Professor Bastedo also uses student feedback to tailor his instruction and revise reading lists.

In addition to his skillful instruction in the classroom, Professor Bastedo has organized an intensive program to mentor his doctoral advisees, with an eye to helping them develop as researchers and future faculty members. He has developed a research team that includes doctoral students from the first year to those approaching completion, as well as former students who have already moved on to faculty positions. He has arranged the work so that students receive guidance from him and each other, and takes steps to make sure that every student has the chance to do enough substantial research to justify authorship on a major publication. His intention is for his students to build a track record of research success that, upon graduation, supports a faculty or research appointment in the field. The evidence suggests that he has succeeded: seven of his former students and co-authors are now assistant professors in higher education programs. These students' other accomplishments are impressive and include two Rackham Pre-doctoral Fellowships, an Early Career Award from the Association for the Study of Higher Education, a Dissertation Award from Division J (Higher Education) of the American Educational Research Association (AERA), an AERA Doctoral Education SIG dissertation award, an AIR dissertation fellowship, an IHEP/Lumina Academic Fellowship, and many other smaller dissertation awards and scholarships. Five of his students won the School of Education's Dimond Dissertation Award for the best dissertation of the year in higher education, and Professor Bastedo has tier-one journal article publications with nine current or former students.

Research: Professor Bastedo's research covers a broad range of significant problems of practice, politics, and organization in higher education. His research career reveals a pattern of significant change as his view of the important issues in higher education has developed. He initially studied governance and leadership, but with doctoral study at Stanford University he shifted to the application of organization theory to major problems and issues in nonprofit organizations and firms. That was the scholarly work that supported his promotion to associate professor in 2009.

After promotion, Professor Bastedo shifted focus to intensive study of organizational perspectives on college admissions and stratification, the hierarchical differentiation of higher education systems that designates some colleges and universities as more worthy than others, and how the organizational system of higher education shaped student pathways and college choices in recent decades. He has also studied the emerging effects of college rankings systems on students and institutional stratification, and how college admissions offices make choices in a post-affirmative action environment.

The most important part of this shift has been Professor Bastedo's efforts to use research—qualitative, quantitative, and experimental—to inform an agenda for reform in higher education admissions. This work has conceptual importance in providing an organizational and decision-making perspective on issues of college access and inequality. It has potential practical importance for efforts to reduce inequality in college admission policies and practices. This shift has meant that Professor Bastedo has had to move from his primary methodological expertise in qualitative methods to deepen his knowledge and use of several other research methods, including structural equation modeling, fixed-effects regression, multinomial logistic regression, Blinder-Oaxaca decomposition, and experimental design. His qualitative work convinced him that there likely were biases in admission decisions, and that experimental designs would clarify matters. This sort of move is unusual in scholarship in education and the social sciences. It has led Professor Bastedo to broaden his own research agenda and to work with doctoral students who have strong methodological skills to support that shift.

Much of this new work has centered on stratification and decision-making about higher education admissions. Professor Bastedo's effort in this area has been ambitious. It began with the construction of a dataset that combined all three existing NCES longitudinal datasets from the 1970s through the mid-2000s. His research team also constructed a new measure of stratification using the Barron's measures of college selectivity. The analyses showed that social class stratification has remained relatively stable over the past thirty years. Low-income student enrollments in selective colleges have remained low and never improved even though many of these low-income students had gained substantially in the rigor of their high school curricula. The problem, Professor Bastedo and his team have shown is one of academic competition: high-income students gained even slightly more in curriculum rigor, and continued to have advantages in standardized test preparation, access to extracurricular activities, and the other characteristics that lead to selective college admission. There are several other important elements of this research program concerning racial stratification and the underrepresentation of women in selective institutions. Moreover, the data set itself remains an important resource for research in higher education.

Professor Bastedo has a strong publication record. Since 2001, he has had 30 major articles, chapters, and monographs published or in press. He published an edited book. Fourteen of the articles accepted or in press are in top journals in the field of education and higher education. From 2009 to 2014, he had 12 peer-reviewed journal articles published or in press. Four articles are in the top journals in education (*American Educational Research Journal*, *Educational Researcher*, and *Educational Evaluation and Policy Analysis*); seven articles are in the four top journals in the field of higher education (*Research in Higher Education*, *Higher Education*, *Review of Higher Education*, and *Journal of Higher Education*). Two additional articles on admissions are currently in revise and resubmit status: one at the top journal in organization studies, *Administrative Science Quarterly*, and the other at *Educational Evaluation and Policy Analysis*.

Professor Bastedo's research has been widely supported. He has won grants and fellowships from the National Science Foundation, the Mellon Foundation, the Ford Foundation, the Spencer Foundation, the Lumina Foundation, the Kauffman Foundation, the Carnegie Corporation of New York, the Association of Governing Boards of Colleges and Universities, the Council for the International Exchange of Scholars (CIES), the Barger Leadership Institute, the European Commission, and the Organization for Economic Co-operation and Development (OECD). In 2013, Professor Bastedo was awarded the Early Career Award (for distinguished contributions to education research in the first decade after the PhD) by the American Educational Research Association. This was the first time this award was given to a researcher in higher education.

Recent and Significant Publications:

- Bastedo, M. N., & Flaster, A. (2014). Conceptual and methodological problems in research on college undermatch. *Educational Researcher*, 43, 93-99.
- Bastedo, M. N. & Jaquette, A. (2011). Running in place: Low-income students and the dynamics of higher education stratification. *Educational Evaluation and Policy Analysis*, 33, 318-339.
- Bastedo, M. N. & Bowman, N. A. (2011). College rankings as an interorganizational dependency: Establishing the foundation for strategic and institutional accounts. *Research in Higher Education*, 52, 3-23.
- Bastedo, M. N. & Bowman, N. A. (2010). The *U.S. News and World Report* College rankings: Modeling institutional effects on organizational reputation. *American Journal of Education*, 116, 163-184.
- Bastedo, M. N. (2009). Conflicts, commitments, and cliques in the university: Moral seduction as a threat to trustee independence. *American Educational Research Journal*, 46, 354-386.

Bastedo, Michael N. (2009). Convergent institutional logics in public higher education: State policymaking and governing board activism. *Review of Higher Education*, 32, 209-234.

Service: Professor Bastedo has an impressive record of service. Nationally, he has served on four editorial boards: *Educational Evaluation and Policy Analysis* (2011 to present), *Journal of Higher Education* (2010 to 2014), *Research in Higher Education* (consulting editor, 2009 to present), and *Higher Education: Handbook of Theory and Research* (associate editor, 2010 to 2013). His work as a reviewer has won three awards from AERA journals, the only journals that offer these types of awards. He also reviewed articles ad-hoc for major journals in education, including *American Educational Research Journal*, *Educational Policy*, and *The Review of Higher Education*. In sociology, he has reviewed for *American Sociological Review* and *Sociology of Education*.

His service to the School of Education is commendable. Since 2012, he has served as director of the Center for the Study of Higher and Postsecondary Education. He also has served continuously on the Executive Committee since his promotion in 2009. In addition, he has served on several committees, including those focused on enrollment management, curriculum, graduate affairs, and research. He co-chaired a task force on research methods and a workshop on qualitative methods. At the university level, he serves on the Executive Committee of the Interdisciplinary Committee on Organizational Studies (ICOS) and on the Advisory Board for the Center for Research on Learning and Teaching (CRLT). He also chaired the search committee for a new associate vice president of enrollment management.

External Reviewers:

Reviewer A: “For someone who finished doctoral work only 11 years ago he has accomplished much more than the typical [junior] faculty member at this stage of his career. He would appear to be a prodigious worker, and one who is highly productive and, I assume, is a valuable asset both to his program and to the School... The University of Michigan should take pride in having such a vital and productive scholar and teacher on its faculty.”

Reviewer B: “In sum, I am very supportive of Professor Bastedo’s bid for promotion to the rank of Professor at University of Michigan. When he first entered his faculty career and for a few years afterwards, I viewed Dr. Bastedo as a very promising newcomer in higher-education studies. Now, however, I think he is fully established in the ranks of outstanding researchers in the field – he has become an accomplished, recognized member of the top ranks in this research arena. He is among a handful of scholars doing top-quality, nationally respected research on critical organizational and policy issues in higher education. I feel certain that he’ll continue to be productive into the future. In his research and service to the discipline, I believe that he is already doing what is expected of a full professor in a higher-education program at a strong research institution.”

Reviewer C: “I believe that the quality of the journals in which Professor Bastedo has publishing is as important, if not more so, than the specific volume of his publication record. This speaks to the impact his work is having. Professor Bastedo is working across a number of areas, including organizational studies, college access and equity, and higher education public policy. In each of these areas his work has made important contributions to the literature.”

Reviewer D: “Overall I judge his productivity since his promotion from assistant professor to associate to be impressive. I counted twelve articles, book chapters, and a book since 2009 and seven manuscripts in various stages of completion. Dr. Bastedo appears to have fully hit his stride. Additionally all of his journal articles have been published in high status journals...”


Dr. Bastedo's research and publication record, along with his service achievements would meet or exceed the requirements for promotion to full professor in our graduate program."

Reviewer E: "Michael Bastedo is clearly a highly prolific and serious-minded scholar, one who works hard and effectively with his graduate students, is good at spotting important issues, and has shown admirable intellectual flexibility in incorporating advanced quantitative techniques into his work, while sustaining work in the qualitative traditions that marked his graduate studies and early professional work."

Reviewer F: "Michael Bastedo is the only higher education researcher I know whose work promises to tie studies of college and university organization and governance to research on other topics of critical importance to higher education: teaching and learning, access, admissions, public ranking and rating systems, and administrators' work as but a few examples."

Reviewer G: "Professor Bastedo would be a strong candidate for promotion to the rank of professor at other leading departments in the field of higher education administration and would certainly be promoted at my own institution. He has a strong record of high quantity and high quality scholarship that has made important contributions to higher education policy, practice, and future research. All available indicators suggest that his scholarly contributions will continue in the future."

Summary of Recommendation: Professor Bastedo is a productive and prominent scholar and researcher in higher education whose work is broadly recognized as innovative and influential by scholars in educational research. He is an accomplished teacher at the graduate level, as evidenced by his strong teaching evaluations, extensive mentoring, and an impressive set of former advisees in significant faculty positions. His service to the research community, to the School of Education, and to the University of Michigan has been outstanding. It is with the support of the School of Education's Executive Committee and Promotion and Tenure Committee that I recommend Michael N. Bastedo for promotion to professor of education, with tenure, School of Education.



Deborah Loewenberg Ball
William H. Payne Collegiate Professor of Education,
Arthur F. Thurnau Professor, and Dean
School of Education

May 2015