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# Introducing the Journal for the Study of Postsecondary and Tertiary Education (JSPTE)

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## Background

As Les Goodchild (2014) was so eager to remind scholars in the higher education as a field of study, our field began just over 120 years ago with a course at Clark University offered by G. Stanley Hall in 1893. That course, the “Present Status and Problems of Higher Education in this Country and Europe,” was designed to encourage future and aspiring leaders to think scientifically and systematically about teaching and learning within colleges and universities, institutional development, expansion, and direction into a new century, and partnership with a modernizing society. From this singular course offered in 1893 to the 1920s when the first program dedicated to the study of postsecondary and tertiary education was established, Hall and colleagues added courses at the graduate level for both master’s and doctoral students. Coursework encompassed higher education governance, both comparatively and domestically, education legislation and policy, finance and administration, curriculum and instruction, literature and theory (Goodchild, 2014). Contemporarily, our programmatic foci are not so different (Card, Chambers, & Freeman, 2015; Hyle & Goodchild, 2014). The largest shift is that the avocation of Hall and colleagues was then innovation. For us, it is now history.

Contemporarily with the inception of this new field of study, scholarship in the form of books and journal articles were published to support the field: *Pedagogical Seminary: An International Record of Educational Literature, Institutions, and Progress*, a journal on primary, secondary, and tertiary education founded by Hall during the 1891-92 school year; *University Problems in the United States* (1898) by Daniel Coit Gilman President of Johns Hopkins, and, *University Administration* (1908) by Charles W. Eliot, President of Harvard are but a few titles. Hall himself published over 50 manuscripts specifically focusing on the higher education field (Goodchild, 2014). During this period, programs also proliferated, from Clark University to Ohio State (1918), Columbia University’s Teachers College (1920), the University of Chicago (1921), the University of

Pittsburgh (1928), the Universities of Michigan and California at Berkley (1929) (Fife & Goodchild, 1991) By 1969, there were approximately 86 higher education graduate programs, 53 of which provided doctoral preparation. In 1969, fourteen additional doctoral programs had been identified. And by 1988, eighty-eight colleges or universities were conferring graduate degrees in higher education (Wang, 2010). Now there are 253 master’s, 145 PhD, and 75

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EdD programs spanning the United States, United Kingdom, Canada, Japan, Australia, and Egypt. Worldwide there are 217 centers/ institutes across 48 nations dedicated to the field of post-secondary and tertiary education (Rumbley, Altbach, Stanfeild, Shimmi, deGayardon, & Chan, 2015).

Hall was acutely aware that in addition to literature and curriculum, any community of scholars needs forums through which they can share and exchange ideas. Hall advocated that scholars in the field of higher education have disciplinary expertise in the social sciences, humanities, and perhaps other fields. Then education generally was regarded as an applied field in psychology. Hall, a formally trained psychology scholar, founded the American Psychology Association (APA) in 1892 (Ross, 1972). However, given this applied status, issues and concerns to education generally, higher education particularly, were more marginal than central to organizations within the social science disciplines. The National Education Association (NEA), founded in 1857, predated most of the social science scholarly organizations. The NEA was principally an advocacy organization, and in 1870 the NEA established a higher education department. To focus more on research and scholarship, the American Educational Research Association (AERA) was founded in 1916. However an independent forum for higher education did not emerge until 1969 when the higher education department of the NEA created an independent organization for higher education: The American Association for Higher Education (AAHE). Rooted in the NEA, AAHE's principal focus was advocacy and in 1976, an organization for higher education research and scholarship, the Association for the Study of Higher Education (ASHE) was birthed out of it.

Like AERA, the focus of ASHE is research and scholarship wherein colleges and universities take center as research sites and/or as targets of policy and legislation. Still, within the ASHE umbrella were those particularly concerned with the study of higher education and the development of learning within the field in its' own right. At the level of the ASHE board, the committee on Curriculum, Instruction, and Learning Committee attended matters of teaching and learning within the higher education field. In addition, the Higher Education Program Director's Meeting was a forum where program directors would discuss issues and concerns related to the administration of higher education programs. Together, these two entities petitioned the ASHE Board in 1994, and in 1995 the Committee for the Study of Higher Education was founded. The committee later evolved into the Council for the Advancement of Higher Education Programs (CAHEP). Founding members included, but are not limited to, Lester Goodchild (University of Denver), Barbara Townsend (University of Memphis), Clifford Conrad (University of Wisconsin Madison), Dianne Wright (University of Akron) and Robert Hendrickson (Penn State University). The purpose of CAHEP is to:

enrich the teaching and learning experiences of students and faculty in the Association's constituent Higher Education Programs within North America and around the world. The mission is also to facilitate exchange among program coordinators/directors, faculty, students, and other interested members of the Association and externally. (CAHEP, n.d., para. 1)

CAHEP became the first standing committee of ASHE. Since that time CAHEP has had stellar visionary leadership in the form of committee chairs and co-chairs; they include Barbara Townsend, University of Memphis, (1996-1997), Lester F. Goodchild, University of Denver, (1997-2000), Karen Card, University of South Dakota, (2000-2003), Dianne Wright, University of Akron, (2003-2006), Joshua Powers, Indiana State University, (2006-2009), Adrienne Hyle, University of Texas Arlington, (2009-2012), and Linda Hagedorn, Iowa State University and Michelle Nilson Simon Fraser University (2012-present). During their leadership various important initiatives have enhanced the work of ASHE and the field of higher education. These initiatives include activities such as the preparation of graduate students who aspire to serve as future faculty and new faculty through CAHEP's annual Early Career Faculty Teaching Workshop, which was

designed by Lester Goodchild in consultation with the CAHEP executive committee starting in 2008 (CAHEP, 2015, para. 3).

However, one of the most important contributions, the Council has made to the field came as a result of the leadership of Dianne Wright. Although, she had completed her term as Chair in 2006, in 2007 through 2010 she lead an ad hoc committee within CAHEP to develop and finalize a document titled, *A Commitment to Quality: Guidelines for Higher Education Administration Preparation Programs at the Master's Degree Level*. These guidelines were developed to enhance higher education program quality (Goodchild, 2014).

During this time, I was a new graduate student at Auburn University who began attending CAHEP meetings, and in 2011 I wrote a dissertation titled, *"A Presidential Curriculum: An Examination of the Relationship between Higher Education Administration Programs and Preparation towards the University Presidency"*, which looked at the role of higher education programs in the preparation of university presidents. I became increasingly interested in the work of CAHEP, and at the 2011 CAHEP business meeting, I suggested the need to reengage the discussion of developing higher education guidelines at the doctoral level. Adrienne Hyle, the chair of CAHEP at this time, asked Lester Goodchild to work with me to lead an ad hoc committee to investigate the feasibility of the success of such an initiative. This lead to the development of not only a draft of guidelines, but it also lead to completion of the book co-edited with Hagedorn, Goodchild, and Wright (Freeman, Hagedorn, Goodchild, & Wright, 2014) titled, *Advancing Higher Education as a Field of Study: In Quest of Doctoral Degree Guidelines*, which received the 2015 Auburn University Graduate School "Book of the Year" Award.

Although excited about the success of the book and the momentum gained regarding the development of doctoral guidelines I believed that this was just one phase in the broader advancement the field needed to complete. It was my desire that the field have a journal that specifically addressed issues that were commonly discussed amongst CAHEP membership and those concerned with the overall direction of higher education as a field of study. I then engaged Crystal Chambers regarding the feasibility of the development of an academic journal. From this standpoint CAHEP and its membership has played an indelible role in the inspiration and development of *The Journal for the Study of Postsecondary and Tertiary Education*.

## **Creativity Borne of Adversity**

CAHEP advances as part of its core values "research that informs program delivery," "high standards of quality in the various forms in which programs are structured and delivered," and, "the centrality of the teaching and learning enterprise within our programs for the advancement of postsecondary education" (CAHEP, n.d., para. 3). In addition, through its vision,

CAHEP aspires to enhance the Association's [ASHE's] reputation as a major contributor to the advancement of postsecondary education within the United States and around the world as manifested through the teaching and learning enterprise evident within our Higher Education programs. (CAHEP, n.d., para. 2)

Towards these ends the dissemination of research and scholarship related to teaching, learning, and program development are essential. For years the CAHEP preconference provided a venue for researchers, faculty, and program directors to share ideas about teaching, learning, and program development in our field. However, over time, dissemination by way of peer reviewed journal articles became difficult.

Top journals within the field of higher education include *The Review of Higher Education*, *The Journal of Higher Education*, *Research in Higher Education*, and the *Journal of College Student Development*. However, as shared by Gasman (2016) in this series, even within those outlets with

broadly stated missions, the actual scope of publications has become increasingly narrow over time. Whereas in the 1990s, CAHEP leaders like Goodchild, Townsend, and others were able to publish research and scholarship important to teaching, learning, and program development in these outlets, contemporarily, those presenting in the CAHEP preconference were not as successful in having their manuscripts published through these venues. In 2013, an effort was made to create within the *Review of Higher Education*, one special guest edited section dedicated towards higher education programs. Each of the manuscripts submitted was rejected by the editor in chief. Other disciplines have teaching and learning journals, in addition there are broadly scoped international journals in this vein: *College Teaching*, *The Scholarship of Teaching and Learning*, and the *International Journal of Teaching and Learning in Higher Education* are but a few. However, the narrowness of works generated within CAHEP, both in terms of the focus on graduate students and concentration within higher education as a field of study, were publication barriers. The lack of publication outlets in turn became a concern as papers to the CAHEP preconference were increasingly dominated by novice scholars seeking initial opportunities to share their work. CAHEP does value the perspective of graduate students as part of its core values; however, to advance as a field, the contributions of more seasoned scholar-teachers and program administrators are also of import.

A previous endeavor to promote research informed commentary on contemporary issues facing higher education throughout the higher education community was the Learning Briefs Initiative. Partnering with *Inside Higher Education*, CAHEP elicited learning briefs, notes informed by theory, research and scholarship from the field of higher education in an effort to provide context for contemporary news stories in higher education. The purpose of the Learning Briefs Initiative was three-fold:

- Aid administrators in decision making;
- Assist policymakers in developing policy; and,
- Enhance/augment college administration course content (Higher Education Learning Briefs, n.d. para. 2).

However, this initiative was short lived. The tragic flaw within the initiative was not its scope or purpose, but the lack of incentive for reflective scholarly work. The Learning Briefs were peer reviewed, but were not journal articles and did not have the standing of other writing artifacts assessed in faculty work. As a result, rather than seasoned scholar-teachers, a majority of persons drafting learning briefs were novices, many of whom were seeking their first publication. Quality control was a significant issue and there was not enough volume of quality submissions to continue the enterprise. A total of 14 were printed, including from the likes of the late Doug Toma, Marybeth Gasman, and Crystal Chambers. They can still be found through the CAHEP website (Higher Education Learning Briefs, n.d.).

Although the Learning Briefs has not realized its full potential there have been other publication initiatives that have emanated from the work of CAHEP members including the development of higher education graduate program guidelines at the masters level and doctoral level (currently under development) and the *Advancing Higher Education as a Field of Study: In Quest of Doctoral Degree Guidelines* book mentioned earlier. So the *Journal for the Study of Postsecondary and Tertiary Education* is an extension or the next phase of this work.

## **The Journal for the Study of Postsecondary and Tertiary Education**

To be clear, the *Journal for the Study of Postsecondary and Tertiary Education* is affiliated with the Informing Science Institute and is not a subsidiary of the Association for the Study of Higher Education or the Council for the Advancement of Higher Education Programs. The purpose of the

Informing Science Institute is to advance informing sciences, a transdiscipline designed to foster “the transfer of knowledge from one field to another: breaking down disciplinary boundaries that hinder the flow of knowledge” (Cohen, 2009, p. 1). As such, the *Journal for the Study of Postsecondary and Tertiary Education* (JSPTE) is a good fit within the Informing Science family of journals as it is “a scholarly journal for those wishing to explore the various issues related to the advancement of the field of higher and postsecondary education and higher education preparation programs” (JSPTE, 2015, para. 1). In fact, one of JSPTE’s closest sibling journals is the *International Journal of Doctoral Studies* (IJDS), with which JSPTE shares intersecting interests given the placement of higher education studies within graduate education.

As stated on the journal’s website (JSPTE, 2015) topics of interest for JSPTE readers include

- The professional and/or academic knowledge base of higher and postsecondary education
- Internationalization of higher and postsecondary education as a field of study
- Models for organizing and administering higher and postsecondary education programs, departments, institutes, or centers
- Curricular designs for master’s and/or doctoral (EdD, PhD) degrees or certificate /non-degree/continuing education programs
- Effective pedagogical practices
- Diversity and multiculturalism within the curriculum
- Defining, measuring, and ensuring degree quality
- Student, new professional, and/or faculty socialization to the field
- Graduate outcomes and careers
- Faculty preparation, experiences, and careers
- The history of the field and/or its sub-specializations
- Ethical considerations specific to the study and practice of higher and postsecondary education

The institutional scope is broad, encompassing community colleges and other 2 year or less higher education institutions. Subspecialities within higher education include student, academic, and business affairs, leadership, policy, international and comparative postsecondary and tertiary education.

In addition, as the journal is designed to enhance the field of higher education through scholarly exchange, there are multiple modes of publication to facilitate dialogue. In addition to original research utilizing quantitative, qualitative, mixed methods, or heuristic designs (such as in history and law), JSPTE offers opinion and rapid response essays to respond to developments within the postsecondary and tertiary education as they arise nationally and internationally. JSPTE also hosts an international forum consisting of short submissions from program leaders on promising practices, developments, or changes currently underway internationally in higher and postsecondary education graduate programs. Finally, book reviews, review essays, and policy reviews are invited.

All manuscripts must be intellectually rigorous, original, and conform to the most recent edition of APA citation and formatting guidelines. Through these structures the journal is aimed to advance the field by disseminating pertinent scholarship through peer-reviewed articles, essays, reviews, thought pieces, and research findings, by emphasizing systematic inquiry, practical implications, dissemination and engagement.

## Special Series: Higher Education as a Field of Study and its Graduate Programs- A Time for Innovation

The editorial board chose as a special theme of this inaugural special series, *Higher Education as a Field of Study and its Graduate Programs - A Time for Innovation*. We solicited articles that addressed issues related to the current condition of the field of higher education. Additionally, we sought manuscripts that provided innovative ideas and models that would challenge the status quo and push the field towards positive innovative change. In alignment with the desires of Lester F. Goodchild, a preeminent scholar of the field of higher education, mentor, and friend, we wanted this initial publication to challenge its readers to move beyond reviewing the historical roots of the field and current status. We dedicate this special series to him. It is our desire that readers begin to think about the future of the study of higher education and its graduate programs. We believe we have achieved that goal.

First, in an essay titled, *Change Gonna Come or We Don't Matter*, Marybeth Gasman challenges higher educationist (researchers in the field of higher education) to engage in work that is relevant and can inform practice. She initially discusses the field of higher education and her views on the quality of scholarship that is produced within the field. Then she shares her perspective of higher education graduate education and what contributes to sound training of doctoral students. Additionally, she provides commentary on how she would like to see the field move forward. Standing as one of the top education scholars with a public presence as cited by Education Week (Hess, 2015), she is well positioned to share insights regarding how the field can be improved and become more accessible to a broader audience.

Second, Crystal Chambers and Hellen Ransom provide a reading worth reflecting upon on a topic seldom written about in the higher education literature and perhaps not as discussed as much as it could be in graduate programs, given the emphasis of many programs on educating circumspect scholarly practitioners. Their article, titled *The VIA Model: An Approach to Teaching Ethics in Higher Education*, provides strategies for ethics and related courses within higher education graduate programs that can help students, the emergent leaders, actively contemplate their values and how their values influence their actions when faced with a challenge. Chambers has over a decade of experience in teaching in higher education doctoral programs, many with teaching courses in ethics and Ransom's background as a doctoral trained ethicist positions them well to provide valuable insights that could help faculty and administrators alike.

Third, in her manuscript, Rosemary J. Perez provides a conceptual model that addresses the gaps that have been left in much of the research on graduate student socialization, specifically student affairs graduate programs. One of the most unique aspects of the contribution of this article is how the model addresses how new practitioners make sense of discrepancies they may encounter during graduate training and the ways in which developmental capacity for self-authorship influences how individuals make meaning of their professional socialization experiences. Her article, *A Conceptual Model of Professional Socialization within Student Affairs Graduate Preparation Programs*, provides valuable insights that can help shape graduate education within student affairs and foster retention of new practitioners.

Fourth, the readers are provided with a quantitative descriptive study which examined the job placement success and challenges of graduate students in a higher education and student affairs professional preparation program at a mid-size public institution in the U.S. In this study, Amy Wilson provides insight into the impact of curricular standards in the form of supervised practice (i.e., internships and graduate assistantships) on the job placement rate of recent alumni. In addition, perceived barriers in the job search process were investigated and examined comparatively by gender. *Graduate Student Placement: An Examination of Experience and Career Barriers in a Student Affairs Professional Preparation Program* contributes to the literature base in this area by

providing recommendations for ways in which the field could re-evaluate of curricular standards for student affairs professional preparation programs and provide a greater understanding of what factors and barriers contribute to successful graduate student placement.

And lastly, Dianne Wright provides a review of Rumbley, et. al.'s book *Higher education: A worldwide inventory—Research centers, academic programs, and journals and publications*.

## Acknowledgments

The editorial and advisory board would like to first acknowledge the support of the University of Idaho's College of Education under the Direction of Dean Corinne Mantle-Bromley. Their financial support has been invaluable in ensuring that this journal achieves its objective in becoming the preeminent journal that provides a forum around issues related to the advancement of the field broadly as well as graduate preparation programs in particular. Second, we would be remised if we did not say a special word of thanks to Eli Cohen, the Founder and Executive Director of Informing Science Institute. He along with the Board of Governors have embraced and supported JSPTE tremendously. I would especially like to thank Betty Boyd as she has served as our publisher providing copyediting support. Third, I would like to show my appreciation to Crystal Chambers who I consider not merely a colleague, but a peer-mentor and dear colleague. She has been a champion of this work and without her this journal would not be possible.

## Dedication

The editorial and advisory board dedicate this Special Issue posthumously to Lester F. Goodchild, the definitive historian and authority on the study of higher education as a field of study. Dr. Goodchild edited four books and wrote over 50 refereed articles, book chapters, book reviews, and professional publications many of which focused directly on the history and future of the field of higher education. He coedited two of the seminal authoritative texts in the field, the 1991 monograph *Administration as a Profession* (Fife & Goodchild, 1991), and the 2014 book, *Advancing Higher Education as a Field of Study: In Quest of Doctoral Degree Guidelines* (Freeman et al., 2014). Beyond writing about higher education as a field, he was also a practitioner, who served and was named as Dean and Dean Emeritus of the School of Education at Santa Clara, Interim Dean and Associate Professor of Education at the University of Denver, and Dean and Professor of the Graduate School of Education at the University of Massachusetts, Boston. Dr. Goodchild was a founding advisory board member of *JSPTE* and his guidance, contributions, and person will be greatly missed. It is our hope that his work will live on through the work that is published in this journal.

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## Biography



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*Study: In Quest of Doctoral Degree Guidelines* (Stylus Publishing, 2014) which received the 2015 Auburn University Graduate School "Book of the Year" Award. He also serves on the Board of Directors of the American Association of University Administrators and was honored with the "2015 Emergent Leader of the Year" award by the same professional society. He serves on multiple academic journal editorial and review boards, including serving as managing editor of the *Journal of HBCU Research + Culture*. He also is the founder and editor-in-chief of *The Journal for the Study of Postsecondary and Tertiary Education (JSPTTE)*.