

Contributors

ANDREW ABBOTT is the Gustavus F. and Ann M. Swift Distinguished Service Professor in Sociology at the College at the University of Chicago. His work falls into three main streams: substantive study of professions and disciplines, methodological development in the area of sequence analysis, and theoretical writings on social structure and temporality. The professions and disciplines work was early synthesized in *The System of Professions* (1988), an ecological and dynamic theorizing of the comparative histories of professions. His historical writing on the Chicago School of Sociology, summarized in *Department and Discipline* (1999), advanced both his theories of disciplines and his ideas about temporality. In *Chaos of Disciplines* (2001) he offered a novel “fractal” theory of intellectual change, broadening that theory gradually into a more general analysis of cultural and social structure. *Time Matters* (2001) brought together his work on the foundations of social science methodologies, linking it to his theoretical stance with its focus on structures in process. In methodological and substantive analyses in a variety of areas, he has pioneered the application of dynamic programming to the analysis of social sequence data like careers and comparative histories.

STEVEN BRINT is Professor of Sociology at the University of California, Riverside and Director of the *Colleges and Universities 2000 Study*. He received a B.A. with highest honors in sociology from the University of California, Berkeley, and an M.A. and Ph.D. from Harvard University. His work focuses on the professional middle class and the institutions of intellectual and professional life. He is the author of *The Diverted Dream* (with Jerome Karabel, 1989), *In an Age of Experts* (1994), and *Schools and Societies* (1998). *The Diverted Dream* won the American Educational Re-

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RICHARD CHAIT is Professor of Higher Education at the Harvard Graduate School of Education. He received his B.A. in history from Rutgers University and his M.A. in history and Ph.D. in higher education from the University of Wisconsin. His research has focused on two areas: academic administration and governance. His publications on academic administration include *The Question of Tenure* (ed., 2002) and *Beyond Traditional Tenure* (with A. Ford, 1993). In the area of governance he has co-authored *Improving the Performance of Governing Boards* (1996) and *The Effective Board of Trustees* (1991). His work has also appeared in *The Harvard Business Review* and many other periodicals. He directs the Project on Faculty Appointments, a four-year, \$2-million research effort funded by the Pew Charitable Trusts. In 2001 he began a study of "Governance Futures" funded primarily by the Packard Foundation.

BURTON R. CLARK is Allan M. Cartter Professor Emeritus of Higher Education and Sociology, University of California, Los Angeles. He has taught in departments of sociology and graduate schools of education at Stanford, Harvard, the University of California, Berkeley, Yale, and UCLA. His major books include *The Distinctive College* (1970), *The Higher Education System* (1983), *The Academic Life* (1987), *Places of Inquiry* (1995), and *Creating Entrepreneurial Universities* (1998), and, as co-editor, *The Encyclopedia of Higher Education* (1992).

RANDALL COLLINS is Professor of Sociology at the University of Pennsylvania, where he is also a member of the Graduate Group in Comparative Literature; in Religious Studies; and in History and Sociology of Science. He is the author of more than a dozen books, including *The Sociology of Philosophies* (1998), which won the American Sociological Association's Distinguished Publication award in 1999. His research includes the topics of long-term historical change in economic institutions and in culture; states and geopolitical power; and the micro-sociology of face-to-face interaction. He is currently completing a collection of essays on the micro-sociological theory of interaction rituals and is working on a book on the sociological theory of violent conflict.

DAVID J. COLLIS is the Frederick Frank adjunct Professor of International Business Administration at the Yale School of Management, where he has been a top-rated teacher since 1998. For the previous eleven years he was an associate professor in the Business, Government, and Competition area at the Harvard Graduate School of Business Administration, where he continues to teach and chair Executive Education programs. He is an expert on corporate strategy and global competition and is the author of the recent books *Corporate Strategy* (with Cynthia Montgomery, 1997) and *Corporate Headquarters* (with Michael Goold and David Young, 2000). His work has been published in the *Harvard Business Review*, *Academy of Management Journal*, *Strategic Management Journal*, and *European Management Journal*, and in many books, including *Managing the Multibusiness Company*, *International Competitiveness*, and *Beyond Free Trade*. The more than fifty cases he has authored have sold over 400,000 copies worldwide. Collis received an M.A. (1976) with a Double First from Cambridge University, where he was the Wrenbury Scholar of the University. He graduated as a Baker Scholar from Harvard Business School, MBA (1978) and received a Ph.D. (1986) in Business Economics at Harvard University, where he was a Dean's Doctoral Fellow.

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SHEILA SLAUGHTER is Professor of Education at the University of Arizona. Her research areas are academic freedom, science and technology policy, political economy of higher education, and women in higher education. Her most recent book is *Academic Capitalism: Politics, Policies, and the Entrepreneurial University* (with Larry Leslie, 1999). Her recent articles have appeared in *Science, Technology, and Human Values*, *Higher Education*, *Organizations*, and *The Journal of Higher Education*. Her most recent National Science Foundation grant is with Jennifer Croissant and Gary Rhodes, a study of changing work, organizations, and values in academic science and engineering. She received the Association for the Study of Higher Education Research Achievement Award in 1998 and the American Educational Research Association Award for Research in 2001.

CAROL TOMLINSON-KEASEY is the Chancellor of the tenth campus of the University of California, UC Merced. In developing this campus, she is examining the many ways technology can be used to facilitate teaching, research, and administrative activities. She received her Ph.D. in Psychology from UC Berkeley. Her academic interests and her books and scholarly publications have focused on developing cognitive potential in adolescents and following the intellectual development of women. As a teacher, she received the Distinguished Teaching Award from UC Riverside in 1985. Prior to being named Chancellor of UC Merced, she held a series of administrative posts at UC Riverside, UC Davis, and the UC Office of the President.

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