McBEE2023REPORT

LOUISE McBEE INSTITUTE OF HIGHER EDUCATION | UNIVERSITY OF GEORGIA

Our Impact Beyond

OUTREACH AND PARTNERSHIPS THAT ADVANCE HIGHER EDUCATION

Blaze a path for others *here.*

AS PART OF OUR CORE BELIEF that broad participation in postsecondary education improves individual lives and benefits society, the McBee Institute of Higher Education supports the Georgia College Advising Corps. Postsecondary education leads to economic security, but many students lack guidance to help them find a path to success after graduation. This program invests in their future and fills a critical need. We help students begin their journeys to an advanced credential by placing well-trained, recent college graduates in high schools to work one-on-one with students as they navigate the complex postsecondary decision, application, and financial aid processes.

Learn more about the impact this program is making and support our work:

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Georgia College Advising Corps

Louise McBee Institute of Higher Education

UNIVERSITY OF GEORGIA

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Louise McBee Institute of Higher Education
UNIVERSITY OF GEORGIA

University of Georgia: Jere W. Morehead, *president*; Jack S. Hu, *senior vice president for academic affairs and provost*; Jeanette Taylor, *vice provost for academic affairs*. **McBee Institute of Higher Education**: James C. Hearn, *interim director*; Robert K. Toutkoushian, *associate director*. **McBee Report 2023**: Suzanne R. Graham, *editor*; Rick Fiala, *graphic designer*; Aida Adams, Timothy R. Cain, Jewel Caruso, Samantha Collier, Cate Crowe, Jaxon Miller, Amy E. Stich, *contributing writers*; Jewel Caruso, Cate Crowe, Brook Thompson, Cassie Wright, *contributing photographers*.

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FROM THE INTERIM DIRECTOR

As you will read in the following pages, we are continuing to enhance and extend the Institute's impact and stature as we build on its remarkable history.

■ AS WE ENTER THE NEW ACADEMIC YEAR, we remain extraordinarily proud of the Institute's multidisciplinary scholarly environment, pioneering outreach programs, and distinctively enriching professional networks. The vitality of the McBee Institute's intellectual life is central to our continuing ability to attract graduate students, faculty colleagues, and collaborators in our research and service commitments. As you will read in the following pages, we are continuing to enhance and extend the Institute's impact and stature as we build on its remarkable history.

This past year faculty, students, and alumni conducted meetings and presented research across the country and internationally in Europe and Africa. Generous external support from private sources, foundations, and government agencies has allowed our faculty and students to investigate how best to expand students' college access and completion rates, improve state and federal policy effectiveness, and facilitate successful institutional leadership and change. Even as they face some of the most difficult challenges in higher education, our students and graduates continue to secure solid employment and earn promotions along their career paths.

The Georgia College Advising Corps continues to embed advisers in new school districts as it widens its footprint across the state. For over a decade, the program has been a model for data-informed outreach to high school students. In 2022, the GCAC leadership started an exciting program to offer more professional development opportunities to the advisers and assist them as they transition after their two-year terms to graduate school or new careers.

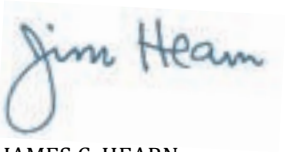
This spring, the Governor's Teaching Fellows program offered its first STEM-focused session with faculty from large and small, public and private, two-year, and four-year institutions throughout Georgia. This fall, the program welcomed Dr. Naomi Norman as its new program director. A long-time UGa faculty member, Dr. Norman brings to the program her extensive experience in instructional research and development.

Through all these successes and initiatives, we are encouraged to see our Institute community continue to deepen its ties with colleagues around the country and the world. Over the recent years, the network of McBee alumni and friends has spread remarkably, with notably expanded representation in Utah, Texas, and the metro Washington, D.C. area.

As many of you know, the late Dr. Louise McBee set a standard as an effective champion of excellence and affordability in higher education, not only on campus but also in her work with community stakeholders and government leaders. She was our champion and our benefactor, and she remains our inspiration. So, once again this year, I invite you to embrace the "strength of McBee" wherever you are.

Our graduates tell us that the special McBee spirit, cultivated by faculty, staff, and students, played a significant role in their experience and in bonding them into our lifelong community. All of us in Meigs Hall are committed to maintaining what is so special about this place. We invite you to consider ways to be involved and supportive of our programs and events.

Check our social media and news feeds (ihe.uga.edu/news/all) to learn about the MIHE community's activities and accomplishments, the events calendar (ihe.uga.edu/events) to find ways to connect, and the gifts page (ihe.uga.edu/support-us) to contribute to our work.



JAMES C. HEARN

Professor of Higher Education and Interim Director of the McBee Institute of Higher Education

McBEE INSTITUTE NOTES

Generous Funding Launches New Speaker Series and Symposium

WITH THE SUPPORT of a private donor and an internal grant, the McBee Institute will host two new engagement opportunities in 2024.

The **James C. Hearn Lectureship Fund** was established late last fall by Professor Hearn's wife, Marsha Davis, dean of the University of Georgia's College of Public Health. The endowment supports annual visits of esteemed researchers in the field of higher education to Athens for a lecture or intensive seminar on the most pressing issues faced by colleges in universities.

"This fund honors Jim's career-long dedication to excellence in research and will assist in the further professional development of our graduate students," said former director Libby V. Morris. Morris worked closely with Davis to develop a fitting tribute to recognize Hearn's distinguished career that would benefit future generations of McBee students as well as faculty and alumni.

Lively student conversations are hallmarks of the Institute.

An effective instructor and supportive mentor to students and faculty, Professor Hearn is also recognized by colleagues as a well-regarded and prolific researcher. Beyond his many contributions as interim director and professor at the McBee Institute, he holds a courtesy appointment in the university's department of sociology and has been a TIAA Fellow since 2005.

In addition to preparing for the inaugural Hearn Lectureship, members of the McBee Institute faculty and staff are organizing a **symposium on college access**, *Momentum & Barriers: Advancing Research, Practice, and Policy Discourse on Today's Most Pressing Higher Education Challenges*. The invitational mini-conference is planned for early 2024 and will kick off special programming to mark the 60th anniversary of the founding of the McBee Institute.

Conference co-coordinator Professor Gregory Wolniak said, "We hope this event will advance important dialogue centered on cross-cutting themes of postsecondary access and success, defined by numerous challenges as well as opportunities for innovation and enrichment."

Programming during the two-day event will focus on historically underserved populations for whom postsecondary attainment can make a profound and lasting impact both individually, as well as on the broader workforce and communities.

In addition to higher education leaders in research, practice, and policy development, current graduate students and Georgia College Advising Corps advisers will join in the discussions.

"We expect our students and advisers to be involved in the conversations and have authentic engagement with our panelists and keynote speakers to advance research, practice and policy discourse on some of today's most pressing higher education challenges," said Wolniak.

Brook Thompson, former GCAC director, is enthusiastic about this opportunity for the advisers. She said, "As practitioners in underserved high schools, the college advisers would offer a unique perspective to attendees and will be able to put into practice what they learn from discussions."

The symposium is coordinated by the McBee Institute's Outreach & Engagement Committee led by Wolniak and administrative manager Suzanne Graham. Financial support has been provided by an Office of the Senior Vice President for Academic Affairs and Provost's State-of-the-Art Conference grant with matching funds from the Louise McBee Endowment for Excellence and Engagement.

The lecture series and conference are in keeping with the original charter of the McBee Institute. The Institute was established in 1964 in response to a recommendation by the Southern Regional Education Board to support the study and improvement of higher education in the region.

The events reflect the McBee Institute's evolution into one of the nation's leading higher education programs. Graduates of the master's and doctoral programs fill key leadership, instructional, and research positions in campuses, professional organizations and associations, and public agencies.

The McBee Institute's faculty and staff are grateful for a supportive community that enables them to hear from more voices and foster new connections to fulfill the mission. ■

McBEE PEOPLE

IN THE NEWS

PODCASTS

CCA PODCAST

Charles Ambrose

■ **Charles Ambrose** (Ed.D 1989) was featured on the Complete College America *On the Air* podcast (Sept. 6, 2022) with the CCA president, Yolanda Watson Spiva. Ambrose discussed his transition to be chancellor at Henderson State University and the challenges that the university has faced along the difficult path of institutional transformation from unsustainable deficits to financial stability. Ambrose also focused on targeted improvements to student success and completion rates and rebalanced institutional allocations.

FROM THE VC'S SHELF

Heidi Leming

■ **Heidi Leming** (Ph.D. 2013), vice chancellor for student success at the Tennessee Board of Regents, started a new higher education podcast series called, "From the Vice Chancellor's Shelf." In her monthly episodes, Leming invites all faculty and staff to participate in conversations on important books and to share inspirational stories from across the Tennessee higher education community. Leming has produced more than fifteen episodes since September 2022.

FORBES BOOKS AUDIO

John Mitchell

■ **John Mitchell** (Ed.D. 2011) was interviewed on *The Forbes Books Podcast* (March 16, 2023) while promoting his new book *Fire Your Hiring Habits* (Forbes, 2023). Mitchell shared how new pandemic-informed hiring practices can strengthen institutions and organizations. Mitchell, who is the president and CEO of IPC, the global electronics industry's trade organization, said, "Too many companies culturally have moved too slowly or haven't moved at all" to adapt their culture to a hybrid workspace or to the changing demographics of employees.

FEATURED CITATIONS

HIGHER EDUCATION STRIKES

Tim Cain

■ **Professor Timothy R. Cain** was called upon by multiple media outlets for his expertise on unionization to provide background and context as academic workers undertook strikes to improve their compensation and conditions during the winter and spring. In interviews with radio, tv, print, and web-based media, Cain discussed the potential implications of the growing strength of labor movements in higher education and the working conditions that prompted strikes at the University of California, The New School, the University of Illinois-Chicago, and Rutgers University. Among other venues, Cain has appeared in *Time*, *Chronicle of Higher Education*, *Diverse Issues in Higher Education*, and PBS and on NPR and WNYC.

CHRONICLE OF HIGHER EDUCATION

Melissa Whatley

■ Research by **Professor Amy E. Stich** and **Melissa Whatley** (Ph.D. 201) was cited in a *Chronicle of Higher Education* article, "Latitudes: To Improve Study-Abroad Rates, Colleges Focus on the Missing Students" by Karin Fischer (Jan. 18, 2023). Fischer drew on the team's investigation into the range of obstacles impeding underrepresented students' participation in study abroad opportunities. Fischer quoted Whatley, "Yes, finances can be a hurdle, but I think it can be an easy excuse. A scholarship alone isn't going to solve problems of access and inclusion."

WALLETHUB

Gregory Wolniak

■ **Professor Gregory Wolniak** provided a commentary to accompany WalletHub's college rankings (Oct. 17, 2022) in which he discussed financial and other key factors involved in students' college selection processes. Wolniak advised that research consistently shows the influence of college or university inclusivity on student success. He said, "[The campus environment] matters more across numerous learning, developmental, and career and economic outcomes than the kind of institution one attends." Wolniak recommended that students consider campus inclusiveness and services to help students succeed alongside cost and graduation percentages. He said, "Simply put, the university that will provide a student with the best return on investment is the university that helps the student graduate with their intended degree."

DALLAS BUSINESS JOURNAL

Rachel Burns

■ **Rachel Burns** (Ph.D. 2018), senior policy analyst at the State Higher Education Executive Officers Association, was quoted in an article for the *Dallas Business Journal* titled, "New Research Underscores Disruption Caused by College Closures" (Nov. 15, 2022). The article highlights a joint SHEEO and National Student Clearinghouse Research Center report that Burns coauthored on the impacts of school closures. Burns said, "It's true that federal and state regulations do currently exist that are meant to prevent the bad actors from entering the secondary education, but not all states are enforcing regulations equally." The report strengthens the call for improving oversight and notes that more than half of the students affected by a closing do not enroll in another college.

INSIDE HIGHER ED

Lori Tiller

■ **Lori Tiller** (Ph.D. 2022) was quoted in *Inside Higher Ed* (June 13, 2023) discussing statewide student outreach programs. Tiller is the co-director of Embark Georgia, an initiative that supports youth, who have experienced foster care or homelessness, as they enter higher education. The article, "Helping Former Foster Students Succeed" by Jessica Blake, explores the effect that foster care and housing insecurity has on adolescent aspirations and access to higher education. Tiller highlighted her efforts to retain qualified staff and ensure a high level of continuity in these outreach programs despite employee turnover. She said these efforts pay off "when that amazingly supportive person that's running the program leaves for wonderful opportunities, it will continue without them."

GW HATCHER

Robert Toutkoushian

■ **Professor Robert Toutkoushian** weighed in on President Biden's student loan forgiveness program in August 2022 (prior to the Supreme Court ruling the following June) in *The GW Hatchet*. Toutkoushian noted, "It is a thorny and debatable issue. [But] there is no question that student borrowers will benefit from this program." Toutkoushian acknowledged that even if the debt relief order stands, the loan process remains confusing and potentially causes long-term harm to students, especially those who do not complete their degrees. "Many students do not understand how loans and interest work and what the financial implications are of borrowing to pay for college," said Toutkoushian.

UGATODAY

■ **Solomon Hughes** (Ph.D. 2013) appeared in a *UGAToday* feature (Dec. 1, 2022), "Solomon Hughes: From Academia to 'Winning Time.'" The article covers his performance in the Emmy-nominated HBO series in which he played the role of basketball legend Kareem Abdul-Jabbar. Hughes said that he drew on his experiences as a former collegiate athlete and a student services administrator in his portrayal. The article's author, Aaron Hale, wrote, "His intellectual curiosity and doctoral-level research skills, which he honed at UGA's Louise McBee Institute of Higher Education, helped him get into the character."

Solomon Hughes

■ **Professor Amy E. Stich** was featured in a *UGAToday* faculty profile (Mar. 17, 2023), "Associate Professor Puts Social Theory Into Practice." The articles highlights Stich's commitment to removing barriers to participation in higher education. "My teaching philosophy recognizes the value and expertise each individual brings to the classroom, and I think that can lead to deeper learning for all," said Stich. She explained that she is drawn to social theories that help demonstrate how and why inequalities are reproduced through social institutions, even as those institutions work to increase access and equity. Former student, Kanler Cumbass, was also quoted, "As her mentee, [Stich] has taught me the importance of democratizing research and building community across scholastic approaches."

Amy E. Stich

NBC NEWS

Andrew Belasco

■ **Andrew Belasco** (Ph.D. 2014) appeared in an *NBC News* article titled "Four Things Students Need to Know After the Supreme Court Rules Against Affirmative Action." Belasco, a counselor and CEO of College Transitions, a company that advises students and families through the college admissions and financial aid process, said it remains imperative that students from minority and other underrepresented groups continue to apply to selective schools. Advisors and counselors need to do their best to ensure that the ruling "does not communicate to underrepresented minorities that they should no longer consider some colleges."

Belasco has also issued new editions of two books, *Colleges Worth Your Money* (with co-authors Michael Trivette [Ph.D. 2000] and Dave Bergman) and *The Enlightened College Applicant* (with Dave Bergman). ■

McBEE PEOPLE

KUDOS

Two McBee Institute Faculty Members Earn Promotion

Timothy R. Cain and Gregory C. Wolniak achieved rank of full professor in 2023.

■ PROFESSOR CAIN started at the University of Georgia in 2013. His research interests are in campus activism, unionization, and academic freedom. He leads courses in the history of U.S. higher education and the American professoriate. In 2017-18, he was a UGA Special Collections Libraries Faculty Teaching Fellow, and he continues to incorporate historical research into his courses.

Recently, he coauthored a commissioned history of the Spencer Foundation and received an article of the year award from the AERA Queer Studies SIG. Professor Cain is an associate editor of the *Review of Higher Education* and formerly served in the same role for the *History of Education Quarterly*. Professor Cain has published more than 20 articles in peer-reviewed publications and wrote one of the best-known texts on academic freedom, *Establishing Academic Freedom*.

Since joining the Institute, Professor Cain has chaired 11 dissertation committees with eight more in progress.

Timothy R. Cain

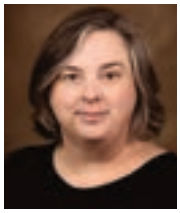
Gregory C. Wolniak

■ PROFESSOR WOLNIAK joined the McBee Institute in 2018 with research interests in economic influences and impacts of college and the degree to which developmental gains made during college translate to post-college outcomes.

Professor Wolniak has been principal investigator on numerous externally funded projects, most recently receiving grants from the Bill & Melinda Gates Foundation, Spencer Foundation, the Institute for Justice and Opportunity, and the Horatio Alger Association. In addition to more than 40 articles in peer-reviewed publications, Professor Wolniak coauthored a foundational work on the impact of higher education on students, *How College Affects Students: Volume 3, 21st Century Evidence that Higher Education Works*. He is an associate editor of the *Journal of Higher Education*.

At the McBee Institute, he leads courses in quantitative research and finance of higher education and has chaired three successful dissertation committees with six more in progress.

Buehrer Recognized for Accreditation Expertise



Danielle Buehrer

■ DANIELLE BUEHRER (Ed.D. 2021) was elected to the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges in 2022. In addition, Buehrer was selected to participate in the Fulbright Specialist Program in Côte d'Ivoire. She spent two weeks during 2023 in Grand-Bassam advising senior administrators of an international university as they prepare for U.S. accreditation candidacy. She currently serves as the vice provost of institutional effectiveness at Mercer University.

Coco Named UIA Fellow at Utah

Lindsay Coco

■ LINDSAY COCO (Ph.D. 2015) joined the University of Utah as the special assistant to the senior associate vice president for academic affairs and dean of undergraduate studies and as the inaugural University Innovation Alliance (UIA) Fellow in Utah. The UIA is a national coalition of public research universities committed to increasing the number and diversity of U.S. college graduates. Through the Fellows program, the alliance supports campus leaders who manage their institution's enrollment initiatives. At previous

institutions, Coco has developed and managed first-generation student programming, scholars' programs, a nationally recognized rural student success program, and an early start college program.

HBCU Leader List Recognizes Fedrick

Marion Ross Fredrick

■ MARION ROSS FEDRICK (Ed.D. 2021), president of Albany State University, was selected for the 2023 class of Top Ten Most Dominant HBCU Leaders by the HBCU Campaign Fund. HCF recognizes individuals who have "proven their responsibilities for shaping policies, changing perspectives, and making decisions that affect millions of individuals in the higher education space, and the daily needs of what an HBCU or Minority-Serving Institutions contributes," said Demetrius Johnson Jr, the president and CEO of HCF.

Gándara Appointed to NBES

Denisa Gándara

■ DENISA GÁNDARA (Ph.D. 2016) was among 14 appointments to the reconstituted National Board for Education Sciences announced by President Joe Biden. The NBES advises the director of the Institute of Education Science and assists in setting IES's research priorities but has not had a quorum to act or advise since 2016. Gándara said she is "beyond honored for the opportunity to serve in this role."

Hermanowicz Elected as AAAS Fellow

Joseph Hermanowicz

■ JOSEPH HERMANOWICZ, courtesy professor of Higher Education, was one of five UGA faculty members elected to the 2022 class of American Association for the Advancement of Science fellows. The AAAS Council honors individuals who show extraordinary achievements in the advancement of science. Hermanowicz's work focuses on the social psychology of higher education professionals to explore the meaning of work, conceptions of success and achievement, and career socialization.

Jones Led NASFAA Student Loan Task Force

Anthony Jones

■ ANTHONY JONES (Ph.D. 2019) chaired the National Association of Student Financial Aid Administrators task force to advise institutions and individuals through the student loan repayment restart process. This spring, the national task force published the "Resumption of Loan Repayment Report" and a repayment toolkit online with the purpose of supporting borrowers, organizations, and institutions during this transition. Jones said, "It is our hope that this report and its accompanying toolkit will help financial aid administrators assist borrowers in being more informed and better prepared for successful repayment."

Whatley Wins NAFSA Innovative Research Award

Melissa Whatley

■ MELISSA WHATLEY (Ph.D. 2019) received the 2023 Teaching, Learning, and Scholarship Knowledge Community's Innovative Research in International Education Award from NAFSA: Association of International Educators. The award recognizes individuals whose innovative research demonstrates the potential to change international education. Whatley's findings, which appear in the *Journal of Diversity in Higher Education,* track the growth and impact of internationalized courses at a community college.

Williams Honored for STEM Work by NSF and ASHE

Krystal L. Williams

■ KRYSTAL L. WILLIAMS received a National Science Foundation CAREER award (see p. 12) and the ASHE Council on Public Policy in Higher Education Excellence in Public Policy in Higher Education Award in 2023. The award recognizes individuals who conduct research that advances postsecondary policy discourse. The CPPHE selection board noted Williams' equity-focused portfolio that examines race and education policy in STEM, evaluates structural barriers, and explores the contributions of HBCUs.

Harris Selected for 40 Under 40 Class

Lawrence Harris

■ LAWRENCE HARRIS (GCAC adviser, 2013-14) was named to the 2023 40 Under 40 class at the University of Georgia. The honor recognizes young alumni leading the way in their industries and communities. Harris continues his commitment to programs that promote positive youth development and college access, currently serving as the chief impact officer at KIPP Metro Atlanta Schools, a network of tuition-free public charter schools. Following his term as an adviser, Harris served as the chief executive officer for the Athens Community Career Academy and the chief of community engagement, strategy, and partnerships at the Clarke County School District. ■

RESEARCH

The Power and Potential of Engaged Research in Higher Education

Faculty member models how to conduct better research with participants, rather than on participants.

BY AMY E. STICH

Biggers, Stich, and Achieve Atlanta Scholars Jarrell and Williams

THE GAPS BETWEEN research, practice, and policy have long been the subject of higher education inquiry (Lingenfelter, 2016; Ness, 2010; Sallee & Flood, 2012). Though many higher education researchers hold tightly to the expressed goal of informing and ultimately changing policy and practice, the field continues to struggle to connect these domains. In their persuasive argument for "doing research that makes a difference," Bensimon, Polkinghorne, Bauman, and Vallejo (2004) argued that these gaps will not be closed by simply studying the "right" problems or "developing more user-friendly forms of dissemination" (p. 105). Bensimon and colleagues found that traditional ways of doing research and producing knowledge often get in the way of producing the meaningful change we hope to see. The authors wrote that closing the gaps will require new approaches to knowledge production. In their model—the practitioner-as-researcher model—"stakeholders produce knowledge within a local context in order to identify local problems and take action to solve them" (p. 105). This model is akin to other forms of engaged research that aim to involve those closest to and most affected by specific policies and practices in the project design and implementation.

Though mid-career, I have only recently found myself engaged in the kind of research that holds the potential to narrow research/practice/policy gaps and reduce educational inequality. Sadly, my late arrival is not unique. Traditional faculty promotion structures have long disincentivized those hoping to conduct participatory or community-engaged research. A recent challenge grant recipient from Cornell University acknowledged that "When it comes to faculty career advancement criteria, research institutions typically value studies that advance the field and generate publications more than collaborative knowledge-building that advances the public good" (William T. Grant Foundation, 2021, para. 1).

However, increased critique of the use of social research has opened up greater opportunities to do meaningful, impactful work. Adam Gamoran, for example, has argued that universities need to rethink the ways they incentivize faculty researchers. As president of the William T. Grant Foundation, Gamoran helped to establish the Institutional Challenge Grant program, which "calls on universities to partner with a public agency or nonprofit, develop a joint research agenda, provide research fellows to execute the research, and build the capacity of the agency to use evidence from research in its decision making" (Gamoran, 2018, para. 5). This effort not only functions to pull universities and faculty away from "elitist practices" (Gamoran, 2018) that can contribute to the reproduction of inequality, but it also provides significant financial support to researchers aspiring to conduct socially impactful research.

As a faculty fellow participating in a large-scale, collaborative project funded through

an Institutional Challenge Grant from the William T. Grant Foundation, the Doris Duke Charitable Foundation and the Spencer Foundation, I am consistently made aware of the potential impact of engaged research. The research plan, led by the Georgia Policy Labs at Georgia State University and Achieve Atlanta, a non-profit organization seeking to increase postsecondary access and success for students attending Atlanta Public Schools, has three integrated projects using multiple methods.

Together, the projects aim to examine and reduce racial and income-based disparities in college student educational financing, borrowing, and repayment. The first two projects, led by Jonathan Smith, an economist at Georgia State and mid-career fellow on the project, use quantitative methods to measure the impact of Achieve Atlanta's financial support and associated services on the way students finance their education and respond to a financial counseling intervention.

Stich and Biggers continue to draw from social theories to modify their approach to research.

As a complement to quantitative questions on student borrowing and repayment, the third project engages undergraduate Achieve Atlanta Scholars in Critical Participatory Action Research to understand better how the Achieve Atlanta scholarship and associated services shape the experiences (e.g., do students take out fewer loans), opportunities (e.g., do students work fewer hours while in school or carry less financial strain/stress), and future outcomes of Achieve Atlanta Scholars.

As a more democratic approach to conducting social research, CPAR seeks to incorporate those most directly impacted by the social inequalities we seek to interrogate into all phases of the research process (Fine & Torre, 2021). By asking how we can conduct research *with* participants, versus *on* participants, CPAR flips traditional research on its head.

Although the composition of CPAR teams can look very different, researchers work under the assumption that all team members bring valuable knowledge and expertise to the process. Guided by these principles, our team includes two paid undergraduate researchers (Daivon Jarrell and Myla Williams), who are Achieve Atlanta Scholars attending Georgia State University, and Davonte' Biggers, a graduate research assistant pursuing his doctoral degree at the McBee Institute of Higher Education. To date, we have worked to establish reflexive team practices, build trusted relationships with partners, and design a project that will directly inform policy and practice affecting the lives of Achieve Atlanta Scholars.

When our qualitative data collection commences this fall, we will continue to collaborate with our quantitative colleagues and integrate findings from all projects. We will do this work knowing the voices of Achieve Atlanta Scholars are situated, quite literally, at the table, alongside a group of committed, diverse stakeholders with the same expressed goal. This shared vision, more than anything, gives me hope that our work will respond to the needs of low-income and racially minoritized college students by bridging research, practice, and policy with intention and integrity. ■

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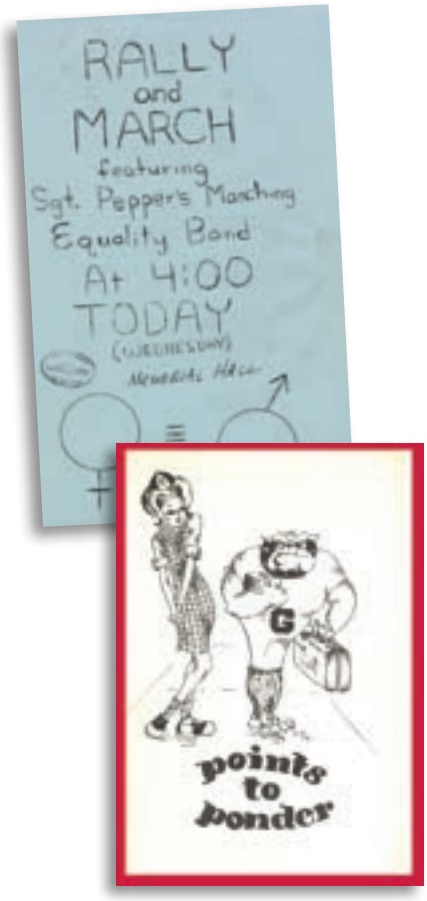
RESEARCH

Circling Back to Student Activism

Retracing the history of students' efforts for legal, voting, and campus rights.

BY TIMOTHY R. CAIN



Rally poster from 1968 and cover of a 1965 etiquette and dress code book distributed to female students. On opposite page, a note card announcing a student-led picket. Images reproduced with permission of the UGA Hargrett Rare Book and Manuscript Library.

THE FIRST RESEARCH PAPER that I presented at a scholarly conference, in October 2001, was on late-1930s student political activism around the Spanish Civil War. A question from an audience member—about faculty involvement in the student demonstrations and fundraising efforts to support the Spanish Republican forces—stumped me. Trying to find answers in the ensuing weeks turned my attention to faculty political activism, academic freedom, and, eventually, the other faculty issues that have dominated my research for the last two decades.

Still, my interest in student activism remained in the background, and I occasionally published on the topic, including pieces on efforts to suppress the student press and on students' interactions with organized labor. Serendipitous discoveries in the UGA Special Collections Library a few years ago recentered the history of student activism in my work.

The UGA Special Collections Libraries Faculty Teaching Fellows program brings together faculty to design or redesign courses to take advantage of the primary source materials available in the libraries. As a 2017-18 fellow, I reworked the History of U.S. Higher Education seminar and searched for documents and other artifacts that would help excite students about historical work and be useful in teaching about archival research. In so doing, I became fascinated by some of the material that I found on student activism in the late 1960s and early 1970s, especially around women's rights and parietal rules.

These primary sources, initially identified for teaching purposes, became building blocks for an article examining the battles for women students' rights at UGA. Along with then-UGA undergrad Rachael Dier, I explored student efforts to upend the onerous controls over women's freedoms and their bodies in the face of challenging political conditions, highlighting both substantial gains and occasional retreats (Cain & Dier, 2020).

While working on that project, I read through digitized versions of every issue of the *Red and Black* student newspaper from the enrollment of women at UGA in 1918 to the late-1970s, looking for examples of student political activity, regulations on women students, and other issues involving *in loco parentis*.

In issues from the early 1970s, I came across numerous pieces on the Committee on Gay Education (CGE), a student organization that sought to provide a safe place for LGBTQI+ students and to educate the larger campus community about LGBTQI+ issues. The articles noted CGE's founding, activities, and most importantly, its attempts to be recognized as an official student organization. I was intrigued, especially as their campus efforts for recognition gave way to legal challenges that eventually resulted in the first reported case involving an LGBTQI+ student organization in federal district court. Fortunately, Michael Hevel, a colleague at the University of Arkansas, was already investigating a series of LGBTQI+ student lawsuits

against their universities, and we decided to work together to examine CGE and its lawsuits more deeply. Drawing on archival materials from both UGA and the Kenan Research Center in Atlanta, office records of what is now known as the Pride Center, and oral history interviews—in addition to those *Red and Black* articles—we documented the bravery shown by a small group of students in battling discrimination and winning an early legal victory for LBGTQI+ rights (Cain & Hevel, 2021).

We then turned our attention to Virginia Commonwealth University (VCU), where administrators had approved the first 144 student groups that had petitioned for recognition but denied the 145th, the Gay Alliance of Students (GAS). Eventually forced to sue for recognition, GAS was assisted by a young student affairs officer, Stephen M. Lenton, who risked his career to help GAS challenge his bosses. GAS's ultimate victory set precedent for the states in the Fourth Circuit and improved conditions for LGBTQI+ students, but not without costs to the students involved and to Lenton, whose increasingly vocal support for LGBTQI+ causes and people soon ended his student affairs career (Hevel & Cain, 2022; Hevel & Cain, 2023b).

Political pressures were clearly implicated, though often not articulated, in both the CGE and GAS cases. In a case involving the Gay Students Organization (GSO) at the University of New Hampshire, they were front and center. In contrast to both UGA and VCU, the university administration at UNH approved of GSO, leading to a state-wide controversy. The conservative *Manchester Union Leader* attacked the institution, and the governor threatened to remove state funding from the institution. The university's board capitulated to the pressure and barred GSO from holding social events. This was a particularly onerous restriction as dances were vital to LGBTQI+ student groups; they were simultaneously consciousness raising, fundraising, and social events. Multiple lawsuits ensued, with GSO eventually prevailing and regaining the full rights shared by other student organizations in the first federal appellate court decision involving an LGBTQI+ student organization (Hevel & Cain, 2023a).

These studies of LGBTQI+ student organizations and women's rights on campuses complicate the standard narrative of student apathy in the 1970s. While the widespread protests of the long-1960s faded, pockets of students fought for fundamental rights, often doing so through institutional means such as taking control of the student government or through legal challenges.

Not all of these efforts focused on campus issues, as was demonstrated by the town/gown conflicts over whether students could vote locally after the passage of the 26th Amendment. For a recent conference paper that is now under review for publication, I looked systematically at more than 80 campus newspapers across the entire decade of the 1970s for evidence of the conditions of and activism for students' voting rights. Though not ubiquitous, efforts to prevent students from voting locally were widespread and included making registration difficult,

intimidating voters, scheduling elections for breaks between semesters, and gerrymandering to dilute student voting power. While modern efforts to impede student voting are often highly coordinated and undertaken at the state level, most of the 1970s efforts were local and derived from a fear that students in college towns could outnumber non-student residents; at times, they were specifically undertaken to disenfranchise Black students (Cain, 2022).

Through these and other efforts, I have returned to my first real interest in the history of higher education. I am asking and trying to answer questions about student voice and agency, about institutional response, and how they both are situated in and influenced by larger political contexts. While I am doing so by looking at the past, these issues are pressing in the current moment. ■

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FACULTY GRANTS

Faculty Projects Bring Home the Power of Belonging

Three grant-funded initiatives explore the benefits of supportive student environments.

These studies demonstrate real developmental benefits of cultivating a stronger sense of belonging among students and that fostering a sense of belonging appears to be a key protective mechanism against adversities confronted during college.

Williams Documents Experiences of Black Women in Computing

PROFESSOR KYSTAL L. WILLIAMS received a prestigious National Science Foundation Faculty Early Career Development Program (CAREER) award of over $600,000 to examine undergraduate academic and career-related outcomes among Black women pursuing computing degrees. Williams began work on her CAREER project, "When Two Worlds Collide: An Intersectional Analysis of Black Women's Role Strain and Adaptation in Computing Sciences," this summer.

With two degrees in mathematics, Williams has spent her academic career enrolled in and then studying STEM pathways in higher education. As each experience and line of inquiry fueled her with new questions, she came to realize how much work needed to be done to understand the experiences of Black women within specific STEM fields.

When a related study uncovered that Black women earn only 2% of computer science degrees, Williams pivoted to studying CS. "Given the longstanding underrepresentation of Black women in computing professions and the important role of higher education as a conduit to the workforce, this project will examine academic and career outcomes and develop initiatives to foster public engagement in prevailing equity issues," said Williams.

In addition to the rigorous mixed-methods research, the five-year project includes a three-part outreach plan to: inform CS education practices, develop and disseminate a documentary about Black undergraduate women's experiences in computing, and launch a media-informed curriculum. The educational and outreach components will complement and expand the impact of the research findings.

To directly engage with current postsecondary students, Williams will recruit and mentor undergraduate and graduate students to be part of the project team. The team also will create virtual spaces of advocacy and support for undergraduate Black women in computing.

The project will promote and improve awareness of strengths, barriers, and remedies in CS education and educator development. Beyond investigating and documenting the experiences of Black women, Williams ultimately intends to use the research findings to drive greater participation in the field among Black women through institutional transformation. By addressing the need for more research on the unique experiences of Black women in computing, Williams fills an important gap in the literature and opens new areas of research in exploring potential race-gendered biases.

Development and Impact of Belonging Studied by Wolniak

WITH THE SUPPORT of a multi-year research grant from the Horatio Alger Association, Professor Gregory Wolniak has spent the past six years studying the factors and mechanisms

that contribute to the educational success and development of a unique sample of college students who received a one-time scholarship award from the Horatio Alger Association. Across multiple studies and with invaluable assistance of current and former McBee Institute Ph.D. students—Emily Chen-Bendle, Ty Kunzman, and Sarah Burman (Ph.D. 2023)—these data are advancing understandings of the importance of college students' sense of belonging.

With few exceptions, prior studies have not examined sense of belonging longitudinally, from a developmental perspective, or as a key element for explaining how and why students experience change as a result of their experience in college. Furthermore, prior studies have not concentrated explicitly on students from low-income backgrounds.

The findings highlight the critical importance that a sense of belonging has on college student development across numerous outcomes, including leadership aspirations, academic self-efficacy, and academic motivation, as highlighted in recent publications in *AERA Open* (2023) and the *Journal of College Student Development* (2022).

Across outcomes and controlling for numerous student demographic, educational, and environmental factors, the effect size of students' sense of belonging was large, second only to the parallel pretests for the outcomes. Every standard deviation higher a student falls on the measure of belonging was associated with substantially greater pretest-posttest gains in these outcomes across multiple years of college.

Building on the above evidence, the team shifted focus from examining the consequences of a sense of belonging to examining its causes (i.e., the ways in which college students' sense of belonging emerges and develops over four years of college). Encouragingly, students in the sample who were more involved in activities, like clubs and groups, cultivated a stronger sense of belonging.

However, first-generation students reported a lower sense of belonging early in their college experience than their peers, and the gap expanded over the period. Female-identified students expressed similar feelings of belonging as their male-identified counterparts after one year of college, but a sizable female disadvantage emerged over four years of college. These findings suggest that increasing sense of belonging, particularly among socioeconomically disadvantaged and female-identified college students, remains a pressing concern throughout college.

Ultimately, across numerous studies tracking students for four years across nearly 200 four-year institutions, these studies demonstrate real developmental benefits of cultivating a stronger sense of belonging among students and that fostering a sense of belonging appears to be a key protective mechanism against adversities confronted during college. However, challenges remain given pervasive disadvantages the team uncovered among segments of the college student population.

UBelong Collaborative researchers gathered in Pittsburgh this summer.

Toutkoushian Tests Intervention Strategies

■ PROFESSOR ROBERT TOUTKOUSHIAN is currently working as a co-principal investigator on a four-year study funded by the Institute of Education Sciences. The grant is titled "Developing a Context-Integrated Mindset/Belonging Intervention to Eliminate Demographic-based Underperformance in Challenging Large Lecture Undergraduate Courses." The work is being done in collaboration with researchers at the University of Pittsburgh, Cornell University, and the University of California at Irvine. Toutkoushian is joined in the UBelong Collaborative by Carlie Cooper, current Ph.D. student at the McBee Institute.

The goal of the research project is to develop an intervention that can be used in large introductory college courses in the sciences, technology, engineering, and mathematics to improve the academic performance of students who have traditionally struggled in such courses. The intervention involves providing students with testimonials from past students in the same courses at their institutions sharing former students' experiences and reassurances that they belong in academia and can succeed.

The research team has been developing and refining the intervention process, and to date has piloted the intervention in designated courses at each of the other participating institutions. The process involved identifying performance gaps by type of student, conducting focus groups of students who have taken the course, developing testimonials based on the comments at the focus groups, and then training a sample of instructors to implement the intervention in their classes.

Instructors then delivered the intervention in the first week of classes and emphasized early in the terms that it is normal to struggle with the material. They shared that many students in the past struggled and succeeded. The hope is that by increasing their sense of belonging, students will perform better in the specific course and in subsequent classes at their institution. Preliminary results from the piloted interventions suggest that when compared to students in the control group, the intervention was successful in improving the final grades for designated groups of students. ■

INTERNATIONAL

Leading Conversations Around the World

McBee faculty and students connect globally through courses, programs, and research.

Webber and Mathies Offer Assessment Course Abroad

"As our world and higher education continue to evolve beyond the pandemic, the principles learned will help these aspiring graduate students prepare for a solid career in the future."

—KAREN WEBBER

DURING LAST FALL AND WINTER, professor emerita Karen Webber and McBee Institute alumnus Charles Mathies (Ph.D. 2007) co-led two instructional modules in Austria. Their sessions were part of a specialization track in the Master in Research and Innovation in Higher Education program.

MARIHE is an Erasmus Mundus joint master's degree program supported by the European Commission and offered by a consortium of six global universities. The institutional research specialization is coordinated by long-time McBee Institute partner Attila Pausits at the University for Continuing Education Krems (Austria). Professor Pausits has collaborated with current and emerita Institute faculty members Libby V. Morris and Shelia Slaughter since 2016 on issues related to higher education policy and planning.

Webber traveled to Krems for a week of in-person instruction during November 2022, and Mathies, who is an assistant professor at Old Dominion University, conducted in-person sessions in early December. Both faculty members continued with synchronous online instruction through mid-January 2023.

Mathies (left) and Webber (on screen) with MARIHE students.

In the first module, *Designing Institutional Research Studies*, Webber and Mathies led students through a series of discussions on the definitions and conceptual frameworks for institutional research, the growth of IR and decision support in higher education across the globe, and the current status of data analytics in higher education administration. They also included principles of good visual design, report formatting techniques, and hands-on practice with large educational databases.

In the second module, *Strategic Foresight*, students learned about and then applied concepts and frameworks for strategic planning and how to incorporate principles of decision support with strategic management in higher education. Webber and Mathies invited guest speakers, including Professor Karl-Heinz Leitner (Austrian Institute of Technology and University of Graz), Senior Planning Official Angel Calderon (RMIT University in Australia), and Vice Provost for Data and Analytics Rana Glasgal (Northeastern University) to enrich the discussion and provide concrete examples of how the principles of IR and strategic management are put into practice around the globe.

"As our world and higher education continue to evolve beyond the pandemic, the principles learned in these two modules will help these aspiring graduate students prepare for a solid career in the future," said Webber. Only a few of the students may take roles in assessment, but the fundamentals learned in these courses provide all students with insights and practical information on planning, data analysis, and administration.

Image of Old Campus at Punjab University (provided by the university media office).

Stich Joined Education Equity Panel in Spain

ASSOCIATE PROFESSOR AMY STICH was part of a keynote panel held at the British Sociological Society's Bourdieu Study Group's Midterm International Conference on July 5, 2023, in Barcelona, Spain.

Alongside Professor Claire Maxwell (University of Copenhagen) and Professor Derron Wallace (Brandeis University), Stich discussed ways social inequities persist at all levels of education within the United States.

In her talk, "In Shadow Capital We Trust: Revisions to the Reproduction of Inequality in Education in the United States," Stich presented a new theoretical tool for the analysis of educational inequality. Building on the work of Pierre Bourdieu, she focused on how advanced neoliberal systems of education reproduce inequality through the production of what she and colleague Kristin Cipollone call "shadow capital."

Ahmad Investigates Educational Reforms in Pakistan

IN JANUARY 2023, doctoral student Ijaz Ahmad received a short-term research grant from the American Institute of Pakistan Studies to study how the quality and governance of higher education in the country has been affected by the monumental 18th Amendment to the Constitution of Pakistan (2010).

Ahmad seeks a more comprehensive understanding of the impact across Pakistan through qualitative study, which includes reviewing legal and policy documents, published reports, and media coverage, as well as conducting interviews in Islamabad, Lahore, Peshawar, Karachi, and Quetta.

The political divisiveness of the amendment has made it difficult to assess the impact on any of the 47 areas, including higher education, which the act delegated to the provinces.

"Through this project, I want to invite stakeholders to think beyond attitudes and see whether the amendment has benefitted the most critical stakeholder—students," said Ahmad. He seeks to change the conversation from issues of power and control to data-informed investigations of the effect on "access, equity, efficacy, and relevance of higher education."

AIPS is a bi-national research and educational organization dedicated to promoting the academic study of Pakistan in the U.S., and it encourages scholarly exchange between the countries. The grant provides funding for travel to Pakistan to collect qualitative data as Ahmad develops a more robust research proposal to be submitted to other funding bodies.

Ahmad also is pursuing a survey of broader twenty-first century educational reforms in Pakistan by studying the process of policy reform and strategies of change agents. He shared these findings at a national faculty development workshop in Pakistan, organized jointly by the GIFT University (Pakistan) and the Technical University of Berlin (Germany) in August 2023.

In June, Ahmad presented a paper from this research at the 2023 WES-CIHE Summer Institute, organized by Boston College's Center for International Higher Education. He was enthusiastic about his experience. "I received insightful feedback from other scholars with firsthand knowledge of Pakistan's higher education," said Ahmad.

The Summer Institute brings together graduate students and eminent scholars of international higher education for focused discussions of key questions. This year's institute brought together researchers from more than 20 countries to consider topics of power and equity in international higher education.

Specifically, Ahmad connected with a British research team that is preparing a manuscript on the political economy of higher education in Pakistan and a scholar studying higher education reforms in neighboring India.

"Different countries have different higher education issues, and sometimes they require unique research approaches. An event like the WES-CIHE Summer Institute allows us to share and identify trends, theories, and methodologies that can be applied in other contexts," said Ahmad. ■

EXECUTIVE ED.D.

A Summer of Law and Policy

Members of the Executive Ed.D. program explore Washington, D.C.

BY CATE CROWE

COHORT 7 of the Executive Ed.D. program traveled to Washington, D.C. for a week-long study-away experience as part of their course in U.S. higher education policy studies. The students engaged with higher education leaders in major national organizations, professional associations, and the federal government while examining the relationship between research, policy making, and practice.

Graduate coordinator and professor Erik Ness designed and led this on-location seminar based on a model that he developed and refined through the years for McBee Ph.D. students. The week of intensive activity in the nation's capital marked the first Washington trip for the Executive Ed.D. program.

The field study provided opportunities for the cohort members to contextualize their research and direct questions related to their individual dissertations to people engaged in policy work. The group also connected with University of Georgia colleagues and graduates now working in Washington. Encouraging these conversations and building community throughout the week was an important benefit of the seminar.

In addition to drawing on their own professional experiences and research, the students could reference prior coursework, including the law in higher education course, in the intentionally scaffolded program. Joy Blanchard, associate professor of higher education at Louisiana State University and McBee alumna, primed students in May with a review of education law.

Anticipation around the impending Supreme Court decisions on affirmative action in college admissions and on student loan repayment uniquely positioned the students to discuss possible implications with a variety of interested constituencies and advocacy groups during the sessions.

The week started on Dupont Circle with meetings at the State Higher Education Executive Officers Association and the American Council on Education.

Day two began one block from the White House with an audience with Katherine Valle-Palacios, special assistant to the president on education. In the afternoon, the group met with Wil Del Pilar and Reid Setzer from Education Trust and Sue Cunningham and Amanda Adolph from the Council for Advancement and Support of Education.

The morning of the third day was spent on Capitol Hill

Cohort members with Katherine Valle-Palacios (front row, fourth from right) in the Eisenhower Executive Office Building.

Students spent a busy day on Capitol Hill during June.

visiting Delta Hall, the University of Georgia's base for federal government relations. Students met Carly McAllie, UGA's director of federal relations and Devon Gill, federal relations associate. Ernest Ezeugo, strategy officer for federal policy from the Lumina Foundation, joined the group at Delta Hall for a talk facilitated by Ness.

In the afternoon, Josh Delaney, legislative director to Georgia U.S. Senator Raphael Warnock. Delaney, a UGA alumnus, highlighted ways in which his time at the University prepared him for his current role. Students participated in an activity to simulate a day in the senator's office and to demonstrate how to navigate shifting priorities and demands.

Scott Rembold, vice president for advancement at Catholic University and current executive Ed.D. student, hosted his colleagues with a campus tour and led a discussion of the private university in the larger higher education context.

The cohort members also visited the U.S. Department of Education, where they heard from Jennifer Engle, a senior advisor, and Dennis Kramer (Ph.D. 2014), director of policy research and analysis in the Office of Federal Student Aid and McBee graduate.

On the final day, students met with two recent McBee Ph.D. graduates. Charles Sanchez (Ph.D. 2022), a research analyst with Institute for Higher Education Policy, and Ben Cecil (Ph.D. 2022), senior education policy advisor with Third Way, spoke with the current cohort about their transitions to the U.S. capital and relationships between their degree programs, current work, and the ever-changing higher education landscape.

These visits with various researchers, stakeholders, and decision makers provided balanced perspectives from government agencies and non-profit organizations. Experiences and connections in the field are special components in the executive Ed.D. program, and this trip marks an exciting new chapter.

The Executive Doctorate in Higher Education Management is an accelerated, two-year program designed for experienced professionals looking to advance their education credentials while continuing to work full-time. Participants attend 16 intensive weekend sessions and two week-long summer seminars to complete coursework and a dissertation. ■

GCAC

Supporting Students and Developing Leaders

GCAC advisers prepare for their careers while improving college access.

Campus Field Trips Inspire Students

BY AIDA ADAMS

WHEN THE PANDEMIC brought college campuses to a close, it not only affected current college students but prospective college students as well. High school students were no longer able to go on campus tours and see for themselves which schools might be a good fit for them. College advisers used virtual tours and YouTube videos to give their students a glimpse of the colleges, but nothing replaced the experience of visiting a college in person, walking the sidewalks, stepping inside buildings, and watching people interact.

Social Circle High School students at Georgia College and State University

Attending a college tour was, for me, a major turning point in my senior year of high school. Even as a first-generation student, it was expected of me to attend college, but I had very little guidance and insight on the process. This lack of assistance affected my motivation and understanding of the enrollment and transition processes.

I found direction and a sense of determination after I attended an open house at Georgia Southern University. The trip was the most memorable and pivotal part of my postsecondary planning. I was able to view many of the university's facilities and learned more about the school's history and the enrollment process. I was able to feel the energy on their campus and how it interacted with my own. I was able to envision me becoming a college student while I toured that campus.

Based on personal experiences like mine at Georgia Southern, my fellow college advisers and I were eager to give our students that same opportunity to visit colleges as soon as they opened again for campus tours. We know that many of our students lack the financial resources to travel to multiple colleges and that school-sponsored field trips are a powerful way to ensure students have equitable access to college campuses.

The 2022-23 college advisers chaperoned tours to a variety of institutions including local technical colleges, HBCUs, private colleges, and large public universities. While leading the campus visits, the advisers decode college jargon for their students and help them develop questions that give more insight and greater detail into what a particular college offers.

College adviser Kayla Wimberly took her juniors from B.E.S.T. Academy, an all-boys school in Atlanta, to the University of Georgia. Wimberly said, "To see their eyes light up as they explored the college campus and learned about all the resources and opportunities available to them was beautiful.... The experience assisted in igniting the flame for excitement of postsecondary education and future success."

We know that visiting college campuses can both motivate students to apply to college *and* help them determine which college they ultimately want to attend. As we enter the 2023-24 school year, we look forward to continuing to provide the college field trip experience for our students.

The 2023-24 LIT fellows, Adia Adams, Samantha Collier, and Jamrya Wilkerson ➤

GCAC Launches Adviser Development Program

BY SAMANTHA COLLIER

■ NOT ONLY DOES the Georgia College Advising Corps help to support hundreds of students throughout Georgia gain access to higher education, but the corps also supports its advisers in their professional development and workplace training. GCAC's commitment to support advisers' long-term career goals is exemplified by its Learning and Innovation Team.

The LIT fellows are second-year advisers who support the GCAC leadership team throughout the school year in fostering a culture of learning and innovation among the college advisers. Launched for the 2022-23 school year, the program provides additional leadership opportunities, project management responsibilities, and professional mentoring to three returning advisers.

GCAC's first Leadership and Innovation Team members Kasey Carroll, Azariah Partridge, and Cecilia Vu believe that the GCAC LIT experience contributed to their successful transitions from college advising into new roles.

Carroll started teaching Advanced Placement Economics at the Newton College & Career Academy this school year. Through his experience leading training sessions and assisting newer advisers, Caroll grew as a leader and mentor. "[Being a fellow] is a great position that allows people to practice public speaking, develop relationships, and plan instructional strategies." He said his time as a LIT fellow "strongly assisted me in being an effective teacher."

In addition to building work experience and communication skills, GCAC and LIT connect advisers to others in the field to help with career preparation and guidance. Partridge and Vu both decided to pursue graduate school while completing their terms with GCAC.

Partridge is pursuing an M.Ed. at the University of Georgia with the goal of becoming a counselor. Partridge said that she felt fortunate to create a professional network that will provide guidance and advice and "come with me to any situation."

Vu, who is pursuing her master's in College Student Affairs Administration, noted how her time as a LIT fellow informed her career aspirations. "I realized I loved working in transitional and onboarding periods," said Vu. She is now considering a career in human resources.

The 2023-24 LIT fellows, Adia Adams, Samantha Collier, and Jamrya Wilkerson, recently assisted the leadership team in preparing and hosting GCAC's annual summer training and already have initiated a new mentor system.

The LIT fellows began their service in May. After the end of the school year, they met with GCAC director Brook Thompson and program coordinator Glenda Dowdy to start planning for adviser on-boarding, develop promotional and recruitment ideas, and plan networking events for advisers. The fellows also met with Thompson and Dowdy for individual "Life After the Corps" sessions to help them develop individual professional plans.

During July, the fellows hosted various adviser team-building sessions, facilitated group participation in discussions, and helped with logistics by being points of contact for questions and concerns. After her involvement in summer training, Adams said, "I believe I am beginning to show up more as a leader."

Collier applied to be a LIT fellow because she hoped to build on GCAC's culture as well as build strong connections that could lead to an expansive close-knit network of GCAC adviser alumni. Collier explained, "I attribute much of my success in the corps to the love and support received from my own GCAC cohort."

The new mentor system coordinated by Adams, Collier, and Wilkerson matches experienced advisers with first-year mentees to guide and lead, further enabling all advisers to practice strong communication and leadership skills. "I am proud of the LIT fellows' hand in helping so many connections blossom during summer training and am super excited to see how the first years' peer relationships develop throughout the school year," said Collier.

Before the summer began, Wilkerson was not sure that she was prepared for her LIT role, and she used her own trepidation to relate and connect with the first-year advisers who seemed nervous to speak up. By the end of July, Wilkerson felt much more confident, and she looks forward to continuing this momentum by focusing on strengthening her professional skills.

Grateful for the opportunity to grow professionally, the LIT fellows are thrilled that their additional responsibilities provide them with transferable skills and expanded peer networks as they pursue careers after the corps. They also appreciate that they are contributing to the ongoing success and innovation in the program for the next cohort of advisers. ■

GOVERNOR'S TEACHING FELLOWS

The Science of Learning and Learning of Science

STEM faculty analyze instructional practice at summer symposium.

BY CATE CROWE

SEVENTEEN FACULTY MEMBERS participated in a special STEM-focused Governor's Teaching Fellows summer symposium led by Professor Peggy Brickman. The fellows represented eight fields within STEM and traveled from 14 different public, private, two-year, and four-year postsecondary institutions from Valdosta to Dalton, Georgia.

Brickman, a Josiah Meigs Distinguished Teaching Professor at the University of Georgia, is a professor of plant biology in the Franklin College of Arts and Sciences. She has received grants from the National Science Foundation and the Howard Hughes Medical Institute to study teaching methods and to develop effective learning models that improve postsecondary STEM education.

GTF faculty adviser Libby V. Morris, called upon Brickman to redesign the traditional accelerated summer program to have a focus on undergraduate teaching and learning in STEM fields. Brickman has tested various methods of instruction in auditoriums and laboratories for over twenty years and has conducted similar instructional workshops for over a decade. Her valuable classroom experiences and professional development initiatives informed the new GTF curriculum.

Brickman's extensive work in the scholarship of teaching and learning and her passion for improving STEM education led her to embrace the opportunity. She recognized the GTF partnership as a way "to better address institutional challenges to STEM education reform by training a critical mass of educators in our state in the best evidence-based teaching strategies."

Members of the 2023 academic year cohort share ideas.

Brickman modeled the symposium after the nationally renowned National Academies Summer Institute. Featuring interactive workshops, group work sessions, and team presentations, the curriculum emphasized course inclusivity, active learning, and student engagement.

Equitable teaching remained at the forefront through discussions of evidence-based teaching strategies, facilitation of reflective practices, and data-informed techniques to improve student outcomes. Brickman wanted to share teaching methods that engage students to learn, as scientists do, through scientific problem solving and discussion.

Over the course of the week, the summer fellows worked with one another in a variety of tailored modules that Brickman designed to develop comfort with the techniques and trust and respect among the participants.

Specifically, the fellows reconceived an existing course using backward design. They planned the course outline and specific activities around the major objectives that students are intended to master by the end of the course. On the last day of the session, fellows gave group presentations using a method highlighted during the week.

Brickman was impressed by the quality of work created by the fellows in a short period of time. "Our participants were incredibly excited to get started and made amazing progress. They created some of the most engaging materials for their own classrooms as well as creating a network of colleagues to continue to support and mentor each other over the coming years," said Brickman.

Brickman had approached the GTF week with the goal of addressing some of the serious challenges that instructors of introductory STEM courses face. These types of courses often have large enrollments with students who are unprepared for the quantitative rigor or lack engagement and interest in the material. Furthermore, the faculty members teaching these courses often do not have the experience or training to craft courses, design assessments, or perceive and respond effec-

Summer 2023 Governor's Teaching Fellows with Crowe (far left) and Morris and Brickman (center of back row).

tively to student needs in such large settings.

Due to the intentional focus on development and engagement, the fellows reported that they left Athens with a sense of renewal and willingness to implement techniques and strategies in the classrooms at their home institutions.

Beyond the instructional benefits, the fellows also affirmed they had forged meaningful connections with the other cohort members and their intention to share their experiences with colleagues at home institutions. A few indicated that they have opportunities to collaborate with faculty development initiatives at their home campuses. One fellow wrote, "[The week] proved to be a wonderful experience of learning, sharing, and connecting with other faculty."

Established by Governor Zell B. Miller in 1995, the Governor's Teaching Fellows program aims to provide faculty in all disciplines across the state of Georgia with opportunities to further develop their teaching skills, interact with new technologies, and collaborate with their peers. To date, GTF has welcomed over 700 fellows from over 80 different disciplines and has hosted biannual reunions of participants to keep this community strong and connected.

New fellows are selected through a competitive nomination and application process each spring for the academic year symposium and late winter for the summer symposium. ■

Norman Named GTF Director

■ DR. NAOMI NORMAN joined MIHE as the GTF program director. Norman retired from the University of Georgia in spring 2023, after serving for several years as the associate vice president for instruction. She was a Josiah Meigs Distinguished Teaching Professor in Classics and the director of UGA's Excavations in Roman Carthage. As the AVPI, she oversaw many of UGA's student success initiatives, such as the First-Year Odyssey Seminar program, academic advising, academic coaching, and the UGA Reacting to the Past program, and was part of the Active Learning QEP design and implementation team. Norman was invited to membership in the UGA Teaching Academy in 2008 and was an active member of the Academy's Executive Committee and Early Career Fellows Program.

Naomi Norman

Norman brings deep expertise in teaching and learning to the Governor's Teaching Fellows program. Dr. Cynthia Alby, professor at Georgia College and State University, will continue her instructional role in the GTF program, and Cate Crowe will provide logistical and programming support. ■

VISITING SPEAKERS

Introducing Students to New Voices

Opportunities outside of the classroom extend and add depth to conversations.

■ FACULTY MEMBERS invited colleagues from across the country and around the world to meet with students, alumni, and advisers in person and virtually. These sessions build on and support classroom instruction to enrich the experiences and broaden perspectives.

September 9, 2022—Samaad Wes Keys (Ph.D. 2014) discussed the landscape of philanthropy and non-profit intermediary organizations that work within higher education in a Conversations with Alumni session. Keys currently serves as a postsecondary success program officer with the Bill & Melinda Gates Foundation, and he is a UGA 40 Under 40 2022 class honoree.

Jan Botha

September 12, 2022—Dr. Jan Botha shared recent South African and global institutional research trends in his presentation, "Research on Higher Education (RHE), Institutional Research (IR), and Research Utilisation." Botha currently serves as a professor in the DSI-NRF Centre of Excellence for Scientometrics and STI Policy at Stellenbosch University.

October 14, 2022—Dr. Vasti Torres discussed her work leading several grants including a study of college persistence among Latino students and research on the experiences of working students. Torres currently serves as a professor of educational leadership and policy studies at Indiana University.

October 31, 2022—UGA's QUAL Lab Speaker Series welcomed Dr. Amy Stich, Collin Case, and Kanler Cumbass as they explored the stratified academic hierarchies that structure qualitative research teams and discussed how researchers might engage in practices to challenge these nonconstructive norms.

November 2, 2022—An academic conferences Q&A session prepared students to get the most out of large professional events with tips and guidance from McBee professors and peers.

March 1, 2023—A brownbag session on academic publishing featured a panel of experienced in-house journal editors, Dr. Timothy Cain, Dr. Rob Toutkoushian, and Dr. Greg Wolniak, who provided insights into the process and timeline of getting academic work published.

March 27, 2023—Dr. Lisa Wolf-Wendel shared her research into the growth in representation and roles of women in academia in her presentation "Gaslight, Gatekeep, Girlboss: How Women's Roles in Academia Have Changed (or not)." She currently serves as the associate dean for research and graduate studies and Roy A. Roberts University Distinguished Professor at the University of Kansas.

Lisa Wolf-Wendel

March 30, 2023—GCAC program director Brook Thompson and adviser in the Clarke County School District Azariah Partridge presented the program's data-informed approach to and on-the-ground perspectives of supporting high school students through the college admissions and enrollment processes.

April 6, 2023—Ken Redd (McBee Institute Fellow) met with students and faculty to discuss his research and work with the National Association of College and University Business Officers. Redd is a senior director at NACUBO.

April 12, 2023—Former postdoctoral associate Ashley Clayton returned to Meigs Hall for a conversation with faculty, students, and GCAC advisers on her studies of challenges surrounding college access. Dr. Clayton currently serves as the Jo Ellen Levy Yates Endowed Assistant Professor at Louisiana State University.

Ashley Clayton

Demetri Morgan

April 28, 2023—Dr. Demetri Morgan shared recent research by the Diverse Democracy and Higher Education Project in his presentation, "Reclaiming and Reorienting College and University Decision-Making Through the Equity X Governance Framework." Morgan currently serves as an associate professor of higher education at Loyola University Chicago.

Upcoming events are featured on our website calendar: **ihe.uga.edu/events**. ■

Garnett S. Stokes

McBEE LECTURE 2023

Are We Living Up to Expectations?

Fulfilling the mission of public flagship universities.

GARNETT S. STOKES, president of the University of New Mexico, delivered the 32nd Louise McBee Lecture in Higher Education on May 1, 2023 at the UGA Chapel. Stokes served as dean of the Franklin School of Arts and Sciences, 2004-2011.

Stokes began her talk by recognizing the influence of Louise McBee on her own administrative path. "Louise was indeed a role model for me. A person of such integrity that she will live in my memories and my heart for how she shaped my own views of how to work with others and how to have an impact," said Stokes.

In her address, Stokes examined the question of whether major public higher education institutions are living up to the mission of flagship, land-grant universities and to the expectations of the people they serve.

"Like our nation itself, our higher education institutions are genuine melting pots, serving the needs of many all at once as we stir together academics and research, culture and community, service and gratitude," said Stokes.

Stokes acknowledged that society holds "high and sweeping expectations" of our universities, even as higher education's value has come under increasing scrutiny across the country. She believes criticism of higher education often is based on what the critics *think* colleges and universities are doing rather than informed opinions. "We can never assume that the public understands how we are advancing the public good at our institutions," said Stokes.

Drawing on her experiences as a first-generation college student who grew up hearing people question the value of a college degree, Stokes noted, "When we don't explain and reaffirm the way in which we provide value to the public, we allow someone else to do it for us—spinning counter-narratives that devalue the genuine and very real benefits of our central mission."

For Stokes, however, articulating value is only part of the equation for success. "Taking a page from Louise McBee early in my career, I learned that listening to people's concerns and their expectations and trying to understand them is foundational to explaining why we do what do in higher education and why it is important," said Stokes.

Stokes has observed first-hand how the needs of the modern learner are more expansive than classroom learning. "While a great education is universal, for a truly transformative college experience, we need to be willing to constantly learn and evolve to provide adequate support and resources for diverse populations and ensure that we are giving every student an equal opportunity to graduate," said Stokes.

Stokes stressed that public universities have a responsibility to serve wider communities as well. "We must also stand for those whom we serve and will serve in the future to renew the social contract between higher education and current and future generations and to be an engine of social mobility and center of civil ingenuity," she said.

After the lecture, students, faculty, and friends gathered at a reception to make new connections and continue discussions.

Stokes listed ways that universities leverage resources to be economic drivers and innovators through partnerships and through their new and evolving programs to prepare students for new industries. With her focus on collaborations in local communities with potential for broad, even global, impact, Stokes likes to rebrand UNM as "the University for New Mexico."

Returning to her initial question of whether public universities live up to expectations, Stokes replied that the response is complicated. "We do have weaknesses and some failures, but we continue to do better. We have exceeded expectations in so many ways." She concluded by noting that the ongoing and future work at flagship universities is "vital to the success of our country."

STUDENT AWARDS

An Exceptional Community of Scholars and Leaders

Students recognized for academic excellence, innovative research, and collegiality.

"OVERWHELMED WITH GRATITUDE" is how **Sean Baser** described his emotions at the annual 2022-23 McBee Institute student awards luncheon held on Monday, October 24.

Baser received the Thomas G. Dyer Outstanding Dissertation Research Award. His current research examines state postsecondary authorization in Georgia. He analyzes internal and external influences on the authorization and licensing of higher education institutions ranging from four-year for-profit colleges to vocational and professional schools (e.g., nursing, cosmetology, driver services).

At the ceremony, Baser's major professor Erik Ness said, "I have been impressed, not only by Sean's productivity and ingenuity, but also by the ease and energy that he brings to every project and conversation."

The award is named in honor and memory of Tom Dyer former Institute director and noted scholar.

Alexa Arndt received the Zell and Shirley Miller Fellowship for 2022-23. In Arndt's introduction, Amy Stich, her major professor, described Arndt's diligence and intellectual curiosity. "Alexa's fearlessness promises to push this incredible bright, hardworking, and ambitious natural leader to be an absolute force in the field of higher education," said Stich.

Arndt expressed her gratefulness to the faculty for their encouragement and support. "I hope Dr. Stich knows that this award recognizes her as much as it recognizes me…. [She is] an incredible scholar and mentor." Arndt also acknowledged support from her assistantship adviser, Carolina Darbisi at the J.W. Fanning Institute for Leadership Development.

Established in honor of the late governor and his wife, the fellowship supports doctoral study of significant issues in the field of higher education.

Mary Kate Steinbeck was awarded the Libby V. Morris Leadership Award for her scholarship and her initiative in building a community of peers at the McBee Institute. Steinbeck entered the Ph.D. program in August 2020 and was committed to bringing students together either online or outdoors to forge the informal ties that enrich graduate education.

In his introduction, Timothy R. Cain commended Steinbeck's work and noted, "[This recognition] is based on what you have done and what you have the promise to do. As such, it comes with an expectation that you will lead, you will serve, and that you will make higher education better for those who most need it to be better."

Steinbeck focused on community in her remarks as she

Sean Baser, Mary Kate Steinbeck, Emily Chen-Bendle, Alexa Arndt, and Davonte' Biggers at the 2022 ceremony.

"[This recognition] ...comes with an expectation that you will lead, you will serve, and that you will make higher education better for those who most need it to be better." —TIMOTHY R. CAIN

thanked the faculty members for their support and interesting assistantship opportunities, Libby Morris for her mentorship, and the fund donors for their gifts.

The Morris Award recognizes a student who shows potential for leadership and fosters a commitment to the land-grant missions of instruction, research, and public service. It honors the effective influence and extraordinary vision of the Institute's former director.

Emily Chen-Bendle received the J. Douglas Toma Excellence in Scholarship and Service Award. Chen-Bendle actively pursues research and publication projects while maintaining a high standard in the classroom and institutional service. She has co-written several articles, reports, and book reviews with three different faculty members in the most competitive journals in the field of higher education.

Her major professor Greg Wolniak said Chen-Bendle "truly embodies the purpose of this award." He noted that she is distinguished by her ability to translate research and theory for a wide range of audiences and make an impact.

In her remarks, Chen-Bendle expressed her gratitude to the faculty, staff, and students who create an environment with an "extraordinary pairing of collegiality and excellence that strikes me as a hallmark of the McBee Institute of Higher Education overall."

Chen-Bendle acknowledged the award's late namesake, Doug Toma, in her remarks. Toma was instrumental in the launch of the McBee Institute's Executive Ed.D. program, where she served as a graduate assistant. The award recognizes academic achievement and professional service. ■

Assistantships Tie Coursework to Practice

Graduate assistantships are vital components of the graduate experience for many students. Providing both financial support and field experience, they make graduate study more affordable, expand portfolios, and grow professional networks. We appreciate the opportunities that these partner units offer to our students!

Carl Vinson Institute of Government
Georgia College Advising Corps
Governor's Teaching Fellows
J.W. Fanning Institute for Leadership Development
Journal of Higher Education Outreach and Engagement
UGA College of Pharmacy
UGA Graduate School
UGA Office of Government Relations
UGA Office of Instruction
UGA Office of the President
UGA Office of Research
UGA Small Business Development Center
University System of Georgia

Louise McBee Scholars
2023

■ THE McBEE INSTITUTE welcomed two new McBee Scholars in the fall 2023. Hunter Jones and Ananya Malik join Davonte' Biggers, the inaugural recipient of the title. The Institute confers this special recognition annually to outstanding doctoral students who show potential for leadership in higher education.

Hunter Jones studies the effects of inequity in higher education, specifically the phenomenon of perfectionism experienced by some Black students. During her master's program at The Ohio State University, Jones investigated racial battle fatigue among Black collegians and the effects of financial and academic stress among undergraduate students.

Hunter Jones

At the Institute, Jones will join current projects led by Professor Amy Stich that examine college opportunity and success relative to social class and race. She looks forward to pursuing her doctorate at the McBee Institute, "I believe this program can best prepare me to become a strong researcher who will contribute to scholarship that will aid in fostering practice and policy."

Throughout **Ananya Malik**'s educational and professional experience, she has been drawn to considerations of how universities have been historically tools for perpetuating and reinforcing divisions and inequalities of opportunity. Since earning her M.Ed. at the University of North Texas, Malik has been interested in the impacts on and connections between institutional history, higher education policy, and inequality.

Ananya Malik

Malik joins Professor Timothy Cain's ongoing historical projects on student activism and marginalized student populations. "Researching the myriad roots of inequalities and developing targeted methods of combating them by empowering students is an area to which I'm excited to devote myself," said Malik. ■

BEYOND THE CLASSROOM

STUDENT UPDATES

■ Doctoral student **Sean Baser** works as a research associate at the University System of Georgia. During the 2022-23 academic year, Baser produced a chapter with Erik Ness about higher education interest groups in the United States in *Comparative Higher Education Politics: Policymaking in North America and Western Europe*. Baser presented the chapter at the 6th International Conference on Public Policy in July 2023. He also coauthored research that was presented at ASHE in 2022, including papers about state authorization, state-level tenure policy changes, and undocumented student policies. Baser will lead two presentations at *interactUSG* on analyzing admissions data and on building effective dashboards for enrollment management.

■ **Pearson Brown** served as a state policy intern for the State Higher Education Executive Officers Association. Through his internship, Brown gathered historical state appropriations data, helped states prepare for the FAFSA Simplification Act, collected input from state agencies on their interest in a state/federal partnership that would seek to increase college affordability, and conducted an analysis on the extent that lottery proceeds contribute to state support for higher education. Brown also presented at the Association for Institutional Research Annual Forum on ways that freshmen in the University System of Georgia acquire gateway course credits.

■ On September 1, Ed.D. candidate **Nick Everage** began a position at his alma mater, Elon University, as deputy chief of staff to the president and assistant secretary to the Board of Trustees. Everage had served as senior manager of engagement and special projects in the Office of the Provost at Emory University.

■ Ph.D. candidate **Matt Grandstaff** delivered a paper at the 2023 AIR Forum in Cleveland, Ohio. The session, titled "Taking a Closer Look: The Importance of Disaggregation in Survey Analysis," was derived from work with Karen Webber on the NSF-funded project studying Work-Related Experiential Activities. This fall, Grandstaff began his new assistantship in the UGA President's Office as a member of the executive communications team under the direction of Nathan Moore (Ph.D. 2020).

■ Fourth-year Ph.D. student **Tori Grandstaff** began a new role as the director of product marketing for 3 Enrollment Marketing in June 2023. 3E works with enrollment management offices across the country and at every institution type to fully write, design, and execute admissions marketing. Grandstaff will be specializing in the early engagement platforms as she combines her interest in enrollment and her passion for ensuring the college conversation starts early.

Sean Baser

Pearson Brown

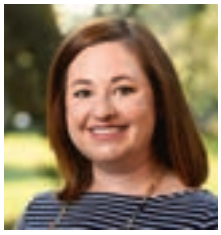
Nick Everage

Matt Grandstaff

Tori Grandstaff

Matt Gregory

Stan Jackson


Emily Jarvis

Julianne O'Connell

Marissa R. Pace

Dori Pap

■ **Matt Gregory** co-presented two papers at the 2022 Association for the Study of Higher Education conference. The first, with Greg Wolniak, Juyong Kim, and Sarah Burman, examined the effect of instructors' growth mindset on noncognitive development in first-year college students. The second paper, coauthored alongside Wolniak and Matthew Mayhew, argued for effect coding as a best practice in quantitative education research. He also coauthored a paper with Wolniak and Marjolein Muskens in *The Review of Higher Education* on the associations between relative and subjective socioeconomic statuses on first-year college students' noncognitive development. Since

August 2022, Gregory has served as the assistant director of institutional research & assessment at Carleton College.

■ **Stan Jackson** (Ph.D. 2023) successfully defended his dissertation this summer. Jackson was selected for the 2023-24 Education Policy Fellowship Program, a national professional development program sponsored by the Institute for Educational Leadership that provides potential leaders with the knowledge and networks to advance the core issues of education policy. Jackson will participate in the Georgia cohort, facilitated by the Georgia Partnership for Excellence in Education. Currently, Jackson is assistant to the vice president for student affairs at the University of Georgia, where he leads communications, digital engagement, and information technology initiatives for the Division of Student Affairs and its departments.

■ **Emily Jarvis**, a third-year Ph.D. student, was recently named Georgia College & State University's first assistant vice president for student health and wellbeing. Jarvis was appointed co-director of the university's Quality Enhancement Plan in 2022, a campuswide initiative to promote students' emotional, physical, social, and intellectual wellbeing. The QEP is set to launch in fall 2024. In her new role as AVP, Jarvis engages campus stakeholders to infuse holistic student wellbeing into the curriculum, co-curriculum, recruitment, and all other aspects of the university.

■ This summer, Ph.D. candidate **Julianne O'Connell** spent three weeks leading a group of students in Cape Town, South Africa with the Council on International Educational Exchanges. The students studied the history of apartheid and the legacy of Nelson Mandela. During their time, the group spent a week working in partnership with Food Agency Cape Town and Gugulethu Urban Food Forest Initiative to build a school garden in the township of Gugulethu. For O'Connell, whose research focuses on student food insecurity, the project was especially meaningful as was the opportunity to work with leaders of the local food systems movement in Cape Town.

■ Ed.D. candidate **Marissa R. Pace** leads the business and financial affairs team at Spelman College as the associate vice president. She has direct responsibility for the Controller's Office and supports budgets, facilities management, human resources, auxiliaries, and purchasing. Pace will co-present at the 2023 Association for the Advancement of Sustainability in Higher Education annual conference. The session will explore thought leadership and encourage continuous improvement in sustainability and procurement. Pace serves on the board of the Children's Museum of Atlanta, where she recently was appointed chair of the finance committee.

■ Ph.D. student **Dori Pap** is the managing director of the Institute for Leadership and Social Impact at the Georgia Institute of Technology. This summer, Pap led a study abroad program in Eastern and Central Europe that focused on global civil society and leadership in the social impact sector. Participants were paired with nonprofits and social enterprises in Budapest, Hungary for a hands-on projects. Pap also presented at the Global Entrepreneurship Education Summit hosted by the European Innovation Academy at the University of Porto (Portugal). Along with colleague Susan Davis, she shared how the *Ideas to Serve* program at Georgia Tech prioritizes community partners as co-educators. ■

HIGHER EDUCATION STUDENT SOCIETY BUILDS COMMUNITY

HESS, the student-led peer group at the Institute, kicked off the school year with social hours at Blue Sky, and newer students signed up for a coffee buddy to meet with. In September, HESS helped at the MIHE potluck in Normaltown. A homecoming gathering, a marathon of Marvel movies, and a December reception finished off the fall semester activities. During the spring, HESS leaders coordinated more social events, a biweekly study hall, an informational event with GCAC, and provided assistance for the annual McBee Lecture.

RESEARCH ROUNDTABLE

■ October 26, 2022: Research Roundtable welcomed Dr. Krystal Williams as she discussed the trials and tribulations that went into her recent publication, "Meeting at the Margins: Culturally Affirming Practices at HBCUs for Underserved Populations."

■ November 7, 2022 and April 3, 2023: Research Roundtable invited MIHE students to test their conference presentation skills at run-through practice sessions.

HESS OFFICERS 2023-24

President: *Carlie Cooper*
Secretary: *Isaac Portillo*
Treasurer: *Ty Kunzman*
Master's Representative: *Brenna Matthews*
Research Roundtable Conveners:
Maddie Greenberg and *Ursula Reynolds*
Faculty Adviser: *Erik Ness*

Our student-scholars contribute to the welcoming and affirming environment through a mix of social breaks and academic programming.

BEYOND THE CLASSROOM

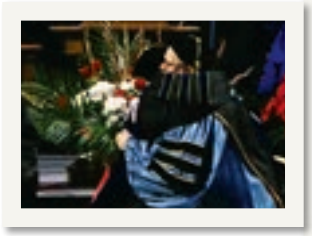
GRADUATIONS

Congratulations

to our Fall 2022 and Spring 2023 graduates!

Burman after dissertation defense

Winter 2022 Ph.D. graduates (clockwise from top left): M. Mayfield, Parker, Cecil, Lee, Finke, and S. Mayfield



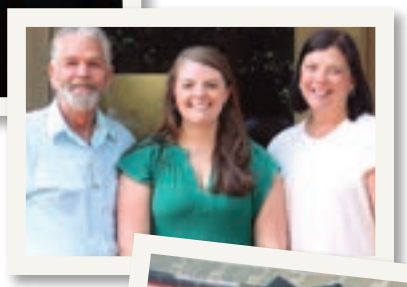
Finke and Cain on dais

Spring Ph.D.'s in a row (above) and Tiller and family (right)

Lee and parents

M.Ed.
Brian Brookey
Cate Crowe
Gabriela de Paula
Larsen Gilbert

Ph.D.
Alexa Arndt
Sarah Burman
Ben Cecil
Grace Covello
Derek Finke
Jihye Lee
Chad Mandala
Jenn May-Trifiletti
Mark Mayfield
Stephen Mayfield
Maggie Parker
Charles Sanchez
Lori Tiller



Crowe with parents

Arndt and Burman in Sanford Stadium

de Paula poses with spring 2022 M.Ed. graduates Johnson and McKinney

McBEE HONOR ROLL

FY 2023

To Our Generous Supporters—Thank You!

This annual report is dedicated to you in appreciation of your support.

Dean Margaret A. Amstutz
Dr. Ronald S. Binder
Dr. Paul J. Brooks & Mrs. Kay L. Brooks
Mrs. Rebecca A. Carlisle
Mr. Collin J. Case
Dr. Samuel G. Cash & Ms. Lisa Cash
Dr. Benjamin G. Cecil
Dr. Rhani L. Choi
Dr. Elizabeth Clow
Dr. Charles W. Contéro-Puls
Dr. Ann R. Crowther*
Dr. Jeremy C. Daniel & Mrs. Grace Daniel
Dr. George W. Darden IV & Ms. Kacie D. Darden
Mr. Mark B. Duclos & Dr. Karen L. Webber
Dr. Lynn M. Durham
Dr. Matthew D. Fincher
Dr. Mary Lou Frank
Dr. John M. Fuchko III
Dr. Wesley R. Fugate & Mr. Cody I. Ward*
Dr. P. Toby Graham & Mrs. Suzanne R. Graham
Dr. Judy Greer
Dr. James C. Hearn Jr. & Dean Marsha Davis*
Dr. Sue E. Henderson*
Dr. Dina C. Hewett
Dr. Margaret W. Holbrook
Dr. Anthony P. Jones & Mrs. Karmen Jones
Mr. David S. Jones & Dr. Stacy Bishop Jones*
Ms. Christina M. Justice
Dr. Samaad W. Keys*
Mr. Jeffery Thomas Kimber & Ms. Hannah E. Kimber
Charles B. Knapp & Lynne V. Knapp*
Dr. David K. Knox
Mr. David Kozak & Ms. Elizabeth Gaughf Kozak
Ms. Nurie S. Langlois
Mrs. Kate M. Lantz & Mr. William N. Lantz
Dr. Heidi Leming
Dr. Timothy D. Letzring
Ms. Larissa A. Lozano
Mrs. Sandra L. Lykins
Dr. Lynne C. Mazadoorian
Dr. Stephen F. McLoed
Mr. Jaxon Miller
Dr. Van Morris & Dr. Libby Vassar Morris*
Dr. Steven L. Moyers & Mrs. Cathy Moyers
Jerry & Kathy Rogers Pharr
Dr. Scott A. Rizzo & Dr. Sarah M. Brackmann
Mr. Steven A. Rogers & Mrs. Toni L. Rogers
Dr. Craig A. Schmitt
Mr. Phillip A. Sheffield & Mrs. Susan G. Sheffield
Dr. Thomas L. Stec & Ms. Lucienne P. Stec*
Dr. Adam B. Sterritt
Dr. Georgia K. Strange & Mr. John Goodheart
Dr. Kyle Tschepikow & Dr. Marla B. Tschepikow
Dr. Jonathan M. Turk & Ms. Sara Turk
United Way of Northeast Georgia*
Dr. Barbara A. Wilson
Dr. Theresa A. Wright & Mr. Chris A. Godfrey*
Dr. Adam T. M. Wyatt

**Indicates giving at the Leader ($1000-$4999) and Champion Levels ($5000+).*

NEW STUDENTS

The McBee Institute welcomed new students on August 15 with an orientation and reception. *(Clockwise from top left)* James Hataway, Sharon Logan Neff, Ananya Malik, William Walker, Michael Tidwell, Hunter Jones, Imani Callan, Annie Carlson Welch, Olivia Sawyer, and Andrew Westbrook.

McBEE GRADUATES
ON THE MOVE

PRESIDENTS

■ **Jeffrey P. Stein** (Ed.D. 2017) became the 10th president of Mary Baldwin University on July 1, 2023. "I am honored and humbled to be elected as the president of Mary Baldwin University, a dynamic community that has transformed students' lives for 181 years," said Stein. Prior to this transition, he worked at Elon University for 21 years, most recently as vice president for strategic initiatives. MBU is a small coeducational private university located in Staunton, Virginia, with a health sciences campus in Fishersville.

■ **John Fuchko III** (Ed.D. 2019) started as the interim president at Dalton State College on June 1, 2023. In the press release, Chancellor of the University System of Georgia Sonny Perdue said, "Dr. Fuchko has outstanding experience as a campus leader and with the university system office." Fuchko has served as the interim president at Columbus State University and as USG vice chancellor for organizational effectiveness. Dalton State is a Hispanic-serving public institution in northwest Georgia offering associate and bachelor's degrees.

Jeffrey P. Stein

John Fuchko III

Ben Cecil

Tracey Ford

Hee Jung Gong

Juanita Hicks

Robert Hoover

Torie Johnson

Rhani Lott Choi

Art Malloy

Jim Morrison

TRANSITIONS

■ **Ben Cecil** (Ph.D. 2022) transitioned from associate analyst at the American Council on Education to a senior education policy advisor with Third Way in April 2023. Third Way is a national think-tank that champions modern center-left ideas. Cecil says he is "thrilled to be in the think-tank space." He conducts studies that highlight policies that improve student outcomes across higher education while holding schools responsible for low graduation rates.

■ **Tracey Ford** (Ed.D. 2002) was appointed as the associate vice chancellor for student affairs at the University of Texas System and began in March 2023. Ford serves as a resource to student affairs leaders across all eight UT institutions and provides strategic direction in supporting and expanding student affairs programs. Previously, Ford was the vice provost and dean of student affairs at the University of North Carolina School of the Arts.

■ **Hee Jung Gong** (Ph.D. 2021) accepted a tenure-track faculty position in the department of educational leadership, policy, and technology studies at the University of Alabama. Gong is teaching courses this fall. She had worked as a research investigator at the University of Michigan, where she studied admissions practices. "I appreciate the huge amount of support from the McBee IHE faculty, staff, and colleagues, and all of my collaborators who worked with me," said Gong.

"The McBee Institute holds a special place in my heart, as it has been a supportive environment that has propelled my professional journey to new heights."—MAGGIE PARKER

■ **Holly Hawk** (Ph.D. 2020) serves as a clinical assistant professor in Clemson University's School of Accountancy. Hawk had been an accounting instructor at UGA's Terry College of Business. Hawk is also a certified public accountant and chartered global management accountant. She is active in the American Institute of Certified Public Accountants and American Accounting Association. In 2022, CPA Practice Advisor named her a 40 Under 40 honoree.

■ **Juanita Hicks** (Ed.D. 2018) recently returned to the University of Georgia as the vice president and chief human resources officer. In the press release, UGA's vice president for finance and administration Ryan Nesbitt said, "I am confident that Juanita will provide the vision, leadership, and support to continue building on this very positive momentum and energy." Prior to this transition, she served as the vice chancellor for human resources at USG since 2019 where she worked closely with the human resources officers at the 26 system institutions.

■ **Robert Hoover** (Ed.D. 2011) became the vice president for finance and administration and the chief financial officer at Radford University on March 1, 2023. In the appointment announcement Radford's president Bret Danilowicz said, "[Robert's] student-first approach to planning and operations is a superb fit for Radford, and he has a proven track record of leadership that is centered on effective collaboration and evidence-based decision making." Hoover most recently served as the senior associate dean for administration and chief financial officer at the University of Virginia's McIntire School of Commerce.

■ **Torie Johnson** (Ed.D. 2017) returned to her alma mater, Baylor University, as the new associate vice president for strategic communication and initiatives. "This is a homecoming for me," Johnson said, expressing her excitement. This role entails leading proactive strategies, managing collaborations, and overseeing university-wide branding. Johnson has held several posts related to collegiate athletics, including her most recent role as the associate commissioner for academic relations for the Southeastern Conference.

■ **Rhani Lott Choi** (Ed.D. 2020) joined the National Institute for Trial Advocacy as the inaugural education director in the summer of 2022. NITA supports legal professionals through courtroom training and mentoring. Lott Choi oversees faculty recruitment, programming, and curriculum design. NITA executive director Wendy McCormack said, "[Lott Choi] will be a terrific partner with our team of program directors, our board, and our staff." She was previously the director of bar success and academic advising at Emory University School of Law and senior program coordinator for its Kessler-Eidson program.

■ **Art Malloy** (Ed.D. 2019) became the new vice president for student affairs at the University of North Dakota in January 2023. Malloy said, "UND is a remarkable place, and I was thoroughly impressed with the students, faculty, staff, and President Armacost. I look forward to being an active member of the University community and Grand Forks." He previously served as associate vice chancellor for student affairs and dean of students at the University of North Carolina at Pembroke.

■ **Jim Morrison** (Ed.D. 2011) transitioned to a new position as the University of Oklahoma's chief strategy officer. Morrison oversees the coordinated implementation of strategic plans to ensure university-wide alignment and progress across all three OU campuses. President Joseph Harrox Jr. said in the announcement, "Morrison has focused his career on higher education strategy and improvement, and we are incredibly fortunate to have him on board as our chief strategy officer." Morrison had served as the associate provost for strategic initiatives at the University of Notre Dame.

■ **Maggie Parke**r (Ph.D. 2022) was selected as the director of the Office of Accreditation and Institutional Effectiveness at UGA in spring 2023. "My vision is centered on fostering a culture of continuous improvement while building relationships and knowledge across campus," said Parker of her new role. Previously, she served as the associate director in the office and supported the institutional accreditation process, developed strategic plans, and analyzed data related to planning. Parker added, "The McBee Institute holds a special place in my heart, as it has been a supportive environment that has propelled my professional journey to new heights." ■

BY THE NUMBERS

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STACY JONES
BSFCS 1993 • MIHE EdD 2019

Join Stacy in support of our programs and students.

Dr. Jones serves as the director of the UGA Center for Continuing Education and Hotel where she leads the staff to foster professional and personal growth for individuals through educational programs and partnerships and to create an engaging and inclusive environment that supports intellectual exchange in service to the state of Georgia.

Louise McBee Institute of Higher Education
UNIVERSITY OF GEORGIA

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