



Report

THE UNIVERSITY OF GEORGIA
Institute of Higher Education

Autumn 2007



IHE Director

Thomas Dyer Leaves a
Distinguished Legacy

University Service

for Innovation and
Economic Growth

**Rethinking
American Education**

Charles Knapp Leads
National Commission



Director Libby Morris and Assoc. Professor Chris Morpew with group of faculty and administrators from Makerere University who recently visited the Institute to discuss future collaborations between IHE and the East African Institute for Higher Education Strategy and Development (EAIHESD).

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The Institute of Higher Education, founded in 1964, is noted for its multidisciplinary approach to teaching, research, and outreach, with particular emphases on policy and law, faculty and instructional development, and public service and outreach. IHE faculty members also specialize in history, leadership, curriculum, institutional research and international higher education. The Institute offers the Ph.D. in higher education, and students may earn an M.P.A. with a higher education specialization through the School of Public and International Affairs. The Institute also collaborates on projects and programs with the Franklin College of Arts and Sciences, the College of Education, the School of Law, and the Center for Teaching and Learning at UGA.

www.uga.edu/ihe

FRONT COVER: Thomas G. Dyer retires as Institute director after over 30 years of distinguished service to the University of Georgia. As director, Dyer has overseen the rise of IHE's doctoral programs in national rankings (*US News & World Report*) from twentieth to its present rank of sixth in the United States. During the same period, the Institute has brought in nearly \$3 million in externally funded contracts and grants and acquired more than \$1 million in endowments. See story on page 4.

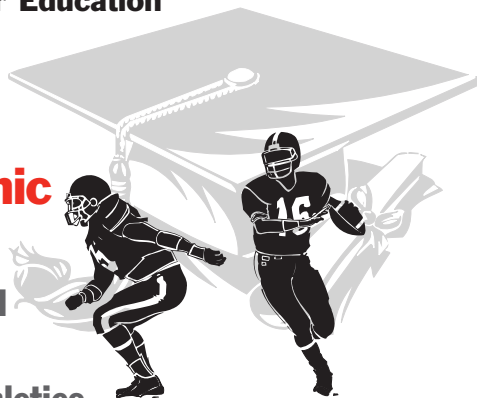
IHE Report

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Intercollegiate Athletics
and Higher Education**



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Academic year 2006-07 brought significant changes to the Institute. Two international scholars, Maryann Feldman and James Hearn, joined the faculty in the fall, and faculty and students alike were energized by their robust research programs and new perspectives. Maryann, an economist, is the inaugural Miller Distinguished Professor in higher education. Maryann's work focuses on university-generated technologies, the commercialization of academic research, and the implications for economic development (see page 14). In April 2008, Maryann will be a guest of the Norwegian Academy of Sciences Center for Advanced Study.

Jim Hearn joined the Institute after holding faculty and administrative positions at the University of Minnesota and Vanderbilt University. Jim is a noted scholar in the finance and governance of higher education and policies relating to access, choice and persistence. Dr. Hearn recently served as a coordinating consultant for the National Postsecondary Education Cooperative's Student Success initiative.

Karen Webber Bauer, former UGA Director of Institutional Research, joins the Institute faculty, fulltime, this fall. As an adjunct faculty member, Karen taught *Concepts of Institutional Research* and participated actively in our administrative development and international programs. Karen came to UGA in 2003 from the University of Delaware, where her faculty appointment was in psychology. In the spring semester, she will teach a first year seminar and a cross-listed course with higher education, women's studies and psychology.

As part of the University mission to compete in the global economy, the Institute continues to develop its relationships with international centers and institutions of higher education worldwide. In fall 2007, Scott Thomas and Jim Hearn, along with faculty members from the University of Bath, England, coordinated the Institute's third annual graduate student-faculty symposium at New College, Oxford, on policy issues in higher education.

In December 2006, the East African Institute for Higher Education and Development (EAIHESD) at Makerere University, Uganda, and the Institute of Higher Education entered into a formal memorandum of understanding during a visit to Kampala by a four-member UGA delegation including IHE faculty members Chris Morphew and Doug Toma and doctoral student Jennifer Frum. In June 2007, the Institute hosted six faculty members from Makerere, the premier university in East Africa, including the Director of EAIHESD. Building on the partnership, the Institute accepted a doctoral student from Makerere for matriculation in fall 2007.



Doug Toma continues to develop Institute networks in China, working specifically with the National Center for Educational Development Research (NCEDR). The NCEDR aims to advance 38 Chinese universities to world-class status through collaborations. In fall 2006, Doug was an invited guest at the 20th anniversary celebration of the NCEDR and the 60th anniversary of Jilin University. We believe that the Institute can be a significant contributor to, and benefactor from, NCEDR collaborations.

Our doctoral students also continue to excel and engage in international work. Doctoral students Lisette Montoto and Jennifer Frum presented papers at the Consortium for North American Higher Education Collaboration in Quebec City in April.

Summer 2007 found IHE faculty lecturing and teaching around the globe. In July, Sheila Slaughter keynoted a meeting organized by New York University's International Center for Advanced Studies and the Hungarian Academy of Sciences. Chris Morphew presented two week-long workshops in Armenia on "Achieving the Goals of the Bologna Process" in collaboration with the UGA Department of Agricultural Leadership, Education and Communication, the USDA, and the State Agrarian University of Armenia. And, Doug Toma completed a

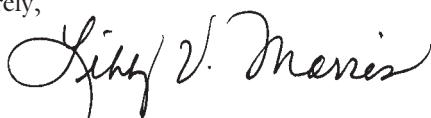
semester-long Fulbright in Croatia, where he lectured at six universities and planned an upcoming Croatian-IHE symposium. In October 2006, Professors Toma, Morpew and I, along with Professor Anne Dupre of the School of Law, conducted a workshop on ethics in higher education in Zagreb with sponsorship by the U.S. Embassy-Zagreb. This workshop was the sixth in a series of Institute and University of Zagreb programs.

In the middle of our highly productive year, in December 2006, much to our dismay, Professor Thomas G. Dyer, noted scholar and university professor, retired from the University and left the position of Director of the Institute. Tom became the Director in March 2003, and he guided the Institute through a period of high achievements in teaching, research, and international service. During his tenure, the reputation of the Institute increased dramatically; in the most recent *U.S. News & World Report* of educational programs, the IHE doctoral program ranked 6th among more than 100 ranked programs in higher education, up from 18 in 2004. Professor Dyer's expertise in instruction, his knowledge of the University of Georgia, and his scholarship and research in the history of higher education are valuable assets to the Institute. We are pleased that Dr. Dyer will be in residence each spring to teach in the areas of the history of higher education and comparative education.

In honor of Professor Dyer, the Institute established the Thomas G. Dyer Fund in the Arch Foundation. The fund will support the academic programs of the Institute, and acknowledges Tom's leadership at the University of Georgia and in the Institute. The fund is off to a strong start with several generous gifts. I hope that you will join me in honoring Tom with a contribution to the academic fund in his name.

I am honored to serve as the Director of the Institute, and I welcome your participation and input in our activities and programs. To continue our tradition of excellence in public service, doctoral education, and research, we need your support. Please join us for programs throughout the year and consider giving to the Dyer Fund or to one of the other funds which support the Institute of Higher Education. To see our programs and giving opportunities, please visit our Web site <http://www.uga.edu/ihe>.

Sincerely,



Libby V. Morris
Professor and Director

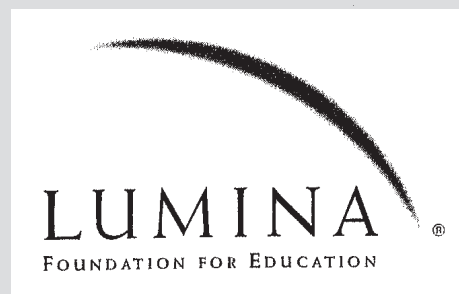
Lumina Foundation-funded Study on Students' Opportunities for College Finds that Much of the Variation is Tied to Socioeconomic Conditions Within States

Associate professor Scott L. Thomas has just completed a study on "the combined impact of federal, state, and institutional policies on students' opportunity for college" with Dr. Laura Perna of the University of Pennsylvania.

The primary goal of the study, funded by a \$321,500 grant from the Lumina Foundation for Education, was to identify ways to improve federal, state, and institutional policies in order to reduce the socioeconomic stratification of higher education opportunity. The project focused on five states: California, Florida, Georgia, Maryland, and Pennsylvania.

Thomas and Perna found that academic preparation, pre-college testing, the availability of college counseling, and college continuation, vary widely within states and districts, with much of the variation tied to socioeconomic conditions. College enrollment policies frequently lacked philosophical coherence, systematic and intentional development, and program clarity and distinctiveness. Policies and programs were often developed and implemented in isolation, and only about one-third of these were directed to "underserved" students. Recommendations included a reduction in the complexity of federal and state financial aid application processes; more active collaboration between high schools and colleges to increase the availability of college counseling within high schools, and active and sustained outreach to high school counselors (among the most overworked of the staff at each of the schools visited), who are often the primary source for critical college-related information.

There were three main components to the study: 1) an analysis of variations in student academic preparation and college enrollment 2) the identification of federal, state, and institutional policies designed to influence academic preparation and college enrollment, and 3) an analysis of the ways in which federal, state, and institutional policies played out, within 15 high schools, to influence students' perceptions of college opportunity and students' college-related behaviors. Thomas and Perna plan to present their findings at conferences and then compile them into a published volume. ■



A Conversation with

TOM DYER

...who recently retired as director of the Institute of Higher Education, covering more than three decades of leadership in UGA's faculty and administration.

As you depart the IHE directorship, how do you view the institute's strengths, its opportunities, its future direction?

IHE's greatest strength lies in the intellectual strength and diversity of its faculty. My view is that the core- and associated faculties comprise the strongest group of people studying higher education in the United States. The variety of disciplinary perspectives on higher education is certainly unmatched. However, it should also be acknowledged that the faculty has a strong orientation toward outreach and involvement in the most critical issues in contemporary higher education. They are a remarkable group, cohesive, focused, and with a strong international orientation. They're also fun to be around, are remarkably congenial, and have a great sense of humor.

IHE has strong leadership in Libby Morris and through its faculty governance process. It is the faculty that determines the future of the Institute and its future directions. Because it is a relatively small group, it can be nimble and adroit. My guess is that, five years hence, IHE will be universally recognized as having the strongest program of higher education studies anywhere.

Does your work in the history of higher education give you hope for the promise of higher education's future?

Historians tend to be gloomy. Being hopeful or optimistic is not a trait that one associates with the craft. Consequently, the truly remarkable achievements of American higher education over the past three hundred and seventy years often go unacknowledged both by historians and the public. I'm a devotee of universities and colleges and think they're not only fascinating, but offer the best hope for fostering and perpetuating the values of free inquiry and teaching that are central to a democratic society. One of the most interesting facets of contemporary American higher education relates to its varied involvements in the evolution of higher education abroad. It will be particularly interesting to see the effects that globalization has on traditional liberal arts education at home and abroad.



Your contributions to UGA have covered a broad portfolio. In which areas and in which ways do you hope to see the university place continued emphasis?

I worry that the university does not do enough to bring undergraduates into the cultural and intellectual dimensions of the university outside the classroom. When I was vice president for instruction, my colleagues and I worked hard to find ways to infuse the life of the mind into undergraduate life mainly through a rethinking of the ways in which faculty and staff encounter and influence students outside the classroom—in the residence halls, the concert halls, the lecture halls and the museums. We do a splendid job at UGA of getting students into the football stadium and the downtown bars. I'm not sure how good we are at drawing them into the extraordinarily rich intellectual and cultural environment of the institution—of getting them into Hodgson Hall, the Georgia Museum of Art, and the various scholarly and scientific venues on campus where vigorous discussions of contemporary cultural, intellectual, and political issues take place literally every day. Nor am I very sure about the university's success in fostering academic values among undergraduates and of finding meaningful ways to make students part of the life of the university in the broadest sense.

What's next for Tom Dyer? I hear a farm in Missouri is calling.

Athens and UGA are home for the Dyers. But we go back and forth regularly to the farm where I was brought up. I have great affection for the farm and am grateful that the people who operate it endure my dated, circa-1960 questions about farming with grace and good humor. ■

by Tom Jackson, vice president for public affairs, UGA

Profile: Thomas G. Dyer

Currently:

University Professor Emeritus and Vice President for Instruction Emeritus

UGA administrative service:

Director, Institute of Higher Education
Vice President for Instruction
Interim Senior Vice President for Academic Affairs and Provost
Associate Vice President for Academic Affairs
Associate Vice President for Services
General Chairman, UGA Bicentennial 1984-1985

Selected contributions:

Instruction:

- Extension of undergraduate learning environment into residence halls
- Relocation of academic advisors to residence halls
- Enhancement of residence hall computing environment
- Introduction of cultural programs
- Introduction of teaching in residence halls
- Establishment of foreign-language communities in residence halls
- Establishment of the Freshman College
- Establishment of the Franklin Residential College

Minority issues:

- Began the university's minority faculty hiring project
- Founded the Holmes-Hunter annual lecture
- Worked to increase minority recruitment, including establishing off-campus recruiting offices in Georgia communities

Public Service and Outreach:

- Coordinated the university's efforts in economic development
- Expanded capacity in geographic information systems as economic development tool
- Strengthened public service promotion and appointment process and included Cooperative Extension Agents in that system

Bicentennial Observance:

- Organized and led 17 months of campus- and statewide observances of the 200th anniversary of the chartering in 1785 of the nation's first state-chartered institution of higher education.

Books and Publications:

- *Theodore Roosevelt and the Idea of Race* (Louisiana State University Press, 1980; 1992)
- *The University of Georgia: A Bicentennial History 1785-1985* (University of Georgia Press, 1985)
- *Secret Yankees: the Union Circle in Confederate Atlanta* (Johns Hopkins University Press, 1999) Winner of the Bell Award, the Harwell Prize, the Georgia Author of the Year Award, and submitted by Johns Hopkins Press for the Pulitzer Prize and the National Book Award.
- Editor: *"To Raise Myself a Little": the Diaries and Letters of Jennie, a Georgia Teacher, 1851-1886* (University of Georgia Press, 1982).
- Forthcoming: a book dealing with the history of universities in American life
- Former editor: *Georgia Historical Quarterly*
- Chairman, editorial board, *The New Georgia Guide*
- Numerous other editorships, articles, chapters and essays

The Privatization of the Public Research University Emerges as a Major Concern for IHE Conference



Conference Participants: Front row (L-R): Rob Toutkoushian, Educational Administration, Indiana University; Christopher Morpew, Institute of Higher Education, UGA; Christopher Cornwell, Economics, UGA; Stanley Ikenberry, University of Illinois. Back Row (L-R): Carlo Salerno, Government Accountability Office; Robert Lowry, Political Science, University of Texas-Dallas; Gabriel Kaplan, Public Policy, University of Colorado; Michael McLendon, Higher Education and Public Policy, Vanderbilt University; David Mustard, Economics, University of Georgia. Not pictured: Peter Eckel, American Council on Education.

On September 7-9 the Institute hosted a group of scholars with varied disciplinary backgrounds who wrote papers on their perspectives of the social, economic, political and organizational realities relevant to the theme, "The Privatization of the Public Research University." Institute students, staff and faculty engaged in a spirited conference and also participated in associated events, including a reception and lunch on the lawn in front of Meigs Hall. Papers presented at the conference will be compiled into an edited volume.

Stan Ikenberry, former president, University of Illinois and ACE, was one of 10 scholars who participated in the conference and provided opening remarks. Dr. Ikenberry has been writing on these issues and speaking nationally on the topic of privatization for the past several years. Michael McLendon, associate professor of public policy and higher education at Vanderbilt University, added, "Perhaps the most important market implication for institutions of higher education is that prepaid tuition and college savings plans represent diminishing state control over the management of fiscal resources." The conference was funded by a grant from the Office of the Provost of the University of Georgia and organized by Christopher Morpew. ■

Louise McBee Lecture Series Spotlights Leading Scholars in Higher Education

Dr. Patrick M. Callan, founding president of the National Center for Public Policy and Higher Education will be the 2007 McBee lecturer on October 31. The center is “best known for its *Measuring Up* report cards that evaluate and grade state higher education performance.” Previously, Callan was executive director of the California Higher Education Policy Center, vice president of the Education Commission of the States, and executive director of the Postsecondary Education Commission for the states of California, Washington, and Montana.

Distinctiveness and distinction characterize the Louise McBee Lecture series in the Institute of Higher Education. It is one of the few annual lecture series in the United States that focuses solely on higher education. Founded in 1989, the series has brought numerous persons of great distinction to IHE and the University of Georgia to comment upon key directions and themes in higher education.

Among the lecturers have been distinguished scholars who study American higher education like Patricia Cross, Alexander Astin, and Patricia Graham. McBee lecturers have also included notable scholars from fields other than higher education studies who write and think about the academy in distinctive ways. For example, the distinguished Vanderbilt historian Paul K. Conkin lectured in 1992 on “The Mature but Anxious University: Hungry, Captive, Politicized and Deconstructed.”

Lecturers also come from outside the United States and have included Geoffrey Thomas, president of Kellogg College of Oxford University, who also serves as an IHE senior fellow. Thomas lectured on “Who Should Call the Tune in Higher Education? Notes from a Small Island.” James Downey, twice a visiting professor in IHE and former president of the University of New Brunswick and the University of Waterloo, expounded on “The University as Trinity: Balancing Corporation, Collegium, and Continuity.”

Some lecturers are primarily known for the leadership that they have exerted in American higher education. These include Hanna Gray, former president of the University of Chicago, Katherine Lyall, president of the University of Wisconsin System, and last year’s lecturer, Nils Hasselmo, former president of both the University of Minnesota and the Association of American Universities.

Hasselmo’s lecture brilliantly combined his personal experience as a young Swedish immigrant undergraduate at Augustana College (and later as a graduate student at Harvard) with his deep experience and thoughtfulness



2006 McBee Speaker, Nils Hasselmo, is the former president of both the University of Minnesota and the Association of American Universities.

about the nature of American higher education. A distinguished linguist, Hasselmo tied his linguistic training and cultural origins to his adaptation to the American academic environment and to his presidencies at Minnesota and the AAU. The IHE Web site gives information on past and present lectures (<http://www.uga.edu/ihe/mcbee.html>). ■



McBee and Hasselmo, 2006

The McBee lecture series honors Louise McBee, vice president for academic affairs emerita of the University of Georgia and associate professor emerita of the Institute of Higher Education. Universally admired and respected throughout the university, Georgia, and beyond, Dr. McBee’s long and illustrious career at UGA was capped by fourteen years of service in the General Assembly of Georgia where she rose to become chair of the Higher Education Committee of the House of Representatives.

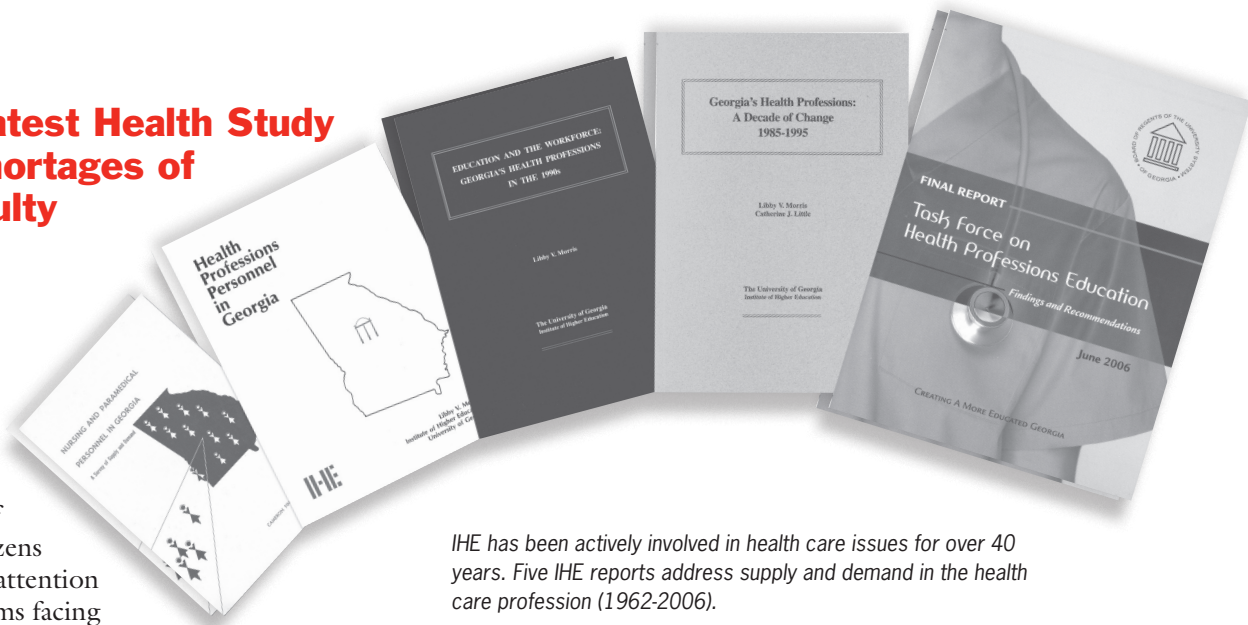
In addition to the lecture series, Louise McBee’s name also graces the McBee Professorship in Higher Education, which is held by Sheila Slaughter. Dr. McBee continues to take an active role in the Institute and is one of its most ardent and valued supporters. She is a person of great distinction and a much-valued IHE colleague. ■

Institute's Latest Health Study Identifies Shortages of Nursing Faculty

A longstanding mission of the Institute of Higher Education is to serve the University System of Georgia and the citizens of Georgia through attention to important problems facing higher education. Faculty members in the Institute engage not only in doctoral education and basic research into important issues in post-secondary education, they also actively participate in public service, applying their knowledge through applied research to constituent issues and problems throughout the state and region. In no area is this commitment to public service more evident than in the ongoing applied research into Georgia's health professions.

In spring 2007, Dr. Morris authored a paper with IHE graduate research assistant Jennifer Nabors on the critical shortage of registered nurses. The paper, "An Overview of Nursing Compensation in Hospital and Educational Settings," examines compensation across employment sectors and the impact on the nursing faculty shortage. Driving the current shortage, which began in 1998, is an increased demand for nurses, high attrition rates due to baby-boom retirements and resignations, insufficient graduation rates due to nursing programs working at capacity, and a shortage of nursing faculty limiting program expansions. In 2006, the National League of Nursing reported 1,390 vacant fulltime nursing faculty positions. In Georgia the faculty vacancy rate is currently 10 percent, with retirements projected to reduce the intake of nursing students by 26 percent over the next 5 years. The large gap between salaries in higher education and those offered by major hospitals and other healthcare providers is a primary factor in the faculty shortage. The paper was supported by ICAPP®, Georgia's Intellectual Capital Partnership Program.

Recently, Institute Director Libby Morris served as co-principal investigator (with investigator Dr. Valerie Hepburn) on a University System of Georgia Task Force on Health Professions Education. The Task Force, chaired by Dr. Daniel W. Rahn, President of the Medical College of Georgia, was asked to develop a comprehensive report examining the critical shortage of health care professionals in Georgia and to recommend solutions. In its June 2006 "Final Report: Task Force on Health Professions Education," the task force recommended three broad



IHE has been actively involved in health care issues for over 40 years. Five IHE reports address supply and demand in the health care profession (1962-2006).

areas of focus: 1) coordination and accountability for health professions education, 2) introduction of initiatives to increase the number and diversity of qualified faculty, and 3) establishment of an ongoing process of curricular revision and enhancement to integrate new knowledge, incorporate emerging technology, improve accessibility to health professions, and strengthen and extend institutional collaborations (<http://www.usg.edu/pubs/hptaskforce.phtml>). The study serves as a blueprint for educational improvement and coordination in health professions education across the 34 system institutions.

These and other health professions studies build on the work started over 40 years ago, when in 1962, as part of a multi-agency blue ribbon task force on the supply and demand for health professionals, Cameron Fincher (now Regents Professor Emeritus of Higher Education and Director Emeritus) authored "Nursing and Paramedical Personnel in Georgia: A Study of Supply and Demand." This landmark study established financial aid guidelines for students studying in Georgia's health professions. Twenty-five years later, the Georgia Students Finance Authority commissioned a study to update the financial aid guidelines, and Professor Morris researched and produced the report, "A Needs Assessment Study of Health Professions Personnel in Georgia" (1987). The need for supply and demand data continued to grow and, in 1992, Dr. Morris authored "Education and the Workforce: Georgia's Health Professions in the 1990s" and, in 1996, "Georgia's Health Professions: A Decade of Change 1985-1995." These statewide studies represent only a small number of the regional and multi-state studies conducted by IHE faculty, yet they illustrate the Institute's ongoing commitment to serve the state and University System through task force appointments, collaborations, and applied research in order to address issues that are of significance for educational, governmental, and workforce planning and decision making. ■

National Symposium Finds Ways to Measure Student Success

IHE faculty members James C. Hearn and Scott L. Thomas were major contributors to the *National Symposium on Postsecondary Student Success* held in Washington, DC last November. The symposium was hosted by the National Postsecondary Education Cooperative (NPEC) and funded by the National Center for Education Statistics. The purpose of the symposium was to discuss what constitutes success and what factors impact the chances of success for different types of students in different types of postsecondary institutions. Approximately 400 researchers, decision makers, and legislative policymakers attended the conference.

Hearn was a leader in planning the event and assisted NPEC in identifying five expert researchers who wrote papers on “What is student success?” Hearn’s presentations and paper “Student Success: What Research Suggests for Policy and Practice,” summarized the common and divergent themes of the researchers and identified the need for future studies. Thomas and Laura W. Perna’s “A Framework for Reducing the College Success Gap and Promoting Success for All”



Margaret Spellings

developed a conceptual model to guide policymakers, practitioners, and researchers in their efforts to reduce gaps in student success across income, class, and racial/ethnic groups.

The symposium began with Derek C. Bok of Harvard University declaring, “It’s clear that students in our universities are making progress, but only modest progress.”

Bok concluded his message stating that undergraduate education can be improved by reforming curricula in Ph.D. programs to offer more training in teaching skills, engaging in continuous self-scrutiny and improvement, and intensifying assessment efforts. In her keynote address, Secretary of Education Margaret Spellings said, “This symposium culminates years of research on how high quality measurement can improve learning and teaching.”

Hearn’s and Thomas’s papers and additional information about the National Symposium on Postsecondary Student Success may be found at <http://nces.ed.gov/npec/symposium.asp>. ■

by Brenda Norman Albright, Consultant to NPEC



UGA President Michael Adams (left) enjoys a few minutes during break with Greg Vincent (center), executive VP and Provost at Univ. of Texas, and SEC Commissioner Mike Slive (right).

Athletics Recruiting and Academic Values:

IHE Hosts National Roundtable on Intercollegiate Athletics and Higher Education

J Douglas Toma, associate professor at the Institute of Higher Education and adjunct associate professor of law, has suggested in his writing that trends and issues in intercollegiate athletics, particularly those associated with professionalization and commercialization, are more akin to those in higher education generally than those on either side of the divide between athletic departments and faculty members tend to recognize.

In late August 2006, the Institute of Higher Education hosted 19 prominent college presidents, athletic directors, administrators, coaches, and scholars at a roundtable on intercollegiate athletics and higher education. Toma, who teaches sports law at UGA and is the author of *Football U.: Spectator Sports in the Life of the American University*, and Welch Suggs, IHE graduate student and author of *A Place on the Team: The Triumph and Tragedy of Title IX* convened the gathering. Grants from the John S. and James L. Knight Foundation Commission on Intercollegiate Athletics and the President’s Venture Fund at the University of Georgia, supported the meeting.

The participants met in Atlanta to discuss ethical challenges in recruiting elite athletes. The product of the convening was an essay, crafted at IHE and approved by the 19 participants, advocating “spreading the risks associated with recruiting and admissions across universities as a whole.” Toma, who facilitated the session, also joined roundtable participants Jeffrey Orleans, executive director of the Ivy League, and Joe Castiglione, athletic director at the University of Oklahoma, in presenting to the Knight Commission members at their January 2007 meeting in

Washington, DC. A podcast of the presentation is available on the Knight Web site.

The essay suggests that more direct and sustained involvement by faculty and academic administrators in recruiting athletes is essential, both to ensure that appropriate norms and values are represented in the process, and that these become further integrated into athletics departments. Involving recruited athletes in a more regular admissions process combats the challenge that recruiting presently occurs in a vacuum, with athletes making decisions to attend a given institution based on limited information, not only about the nature of academic life, but even about the teams on which they will compete.

Any approach to reforming recruiting has to consider economic and societal pressures associated with intercollegiate athletics, but also with the university as a whole. Across the country, there is an “arms race” in attracting and retaining coaches and athletics administrators through attractive compensation packages, and in constructing impressive facilities in the interest of appealing to the most desirable recruited athletes. These challenges, of course, extend to higher education more generally. UGA President Michael Adams, who is a member of the NCAA’s Division I Board of Directors, recently noted that “the competitive pressures are as great, if not greater, than they have ever been.” Added to that is the consistent pressure to have higher education institutions “run more like businesses” – a situation familiar to athletics directors who are expected to cover expenses and even generate profits at larger institutions. Faculty members and academic administrators would rather avoid confronting this same reality across the university, which is another advantage to introducing them more directly into how athletics operates.

The essay illustrates the approach it advocates through the model used by the University of Oklahoma, where an academic review committee consisting of the athletics director (who reports to the provost), a faculty athletics representative, and several faculty members consider every recruited athlete with marginal academic credentials and requires coaches to provide “acceptable justification” for admitting the recruit to the university. By involving the university as a whole in athletics recruiting, the process becomes transparent, and academic administrators and faculty members become partners in the recruiting process, ensuring integrity in the system and guarding against “isolated coaches, naïve faculty, and unfocused administrators.” ■

by Elisabeth Hughes

IHE Fellows 2007

Fellows from a wide variety of disciplines and institutions enrich the multi-disciplinary intellectual community at the Institute. 2007 Fellows include:

SENIOR FELLOWS

Larry L. Leslie
Distinguished Visiting Professor of Higher Education
Senior Fellow-in-Residence

Edwin G. Speir
Professor and President Emeritus
Georgia College & State University

David Morgan
Former Assistant Vice Chancellor Academic Affairs/Deputy
Board of Regents, University System of Georgia

Geoffrey Thomas
President, Kellogg College
University of Oxford

Delmer Dunn
Vice President for Instruction Emeritus and
Regents Professor Emeritus

Christopher Cornwell
Professor of Economics

Susan H. Frost
Consultant and Adjunct Professor,
Graduate Institute of the Liberal Arts, Emory University

Jerry S. Davis
Education Research and Policy Analysis Consultant

Catherine L. Finnegan
Director of Assessment and Public Information
Advanced Learning Technologies
Board of Regents, University System of Georgia

Anne Proffitt Dupre
J. Alton Hosch Professor of Law

Joseph Stevenson
Executive Director and Distinguished Professor
Jake Ayers Institute for Urban Higher Education
Jackson State University

FELLOWS

Elizabeth DeBray Pelot
Assistant Professor
Program of Educational Administration and Policy

Joseph C. Hermanowicz
Associate Professor of Sociology

Denise Gardner
Interim Director of Institutional Research

Pamela B. Kleiber
Associate Director, Honors Program

David Mustard
Associate Professor of Economics
College of Business

An Interview with

Christopher Morpheu

*Associate Professor of Higher Education and
IHE Graduate Coordinator*

IHE: What was your interest in taking the job as graduate coordinator?

I felt like the next big step in the evolution of the IHE was student recruitment, and I wanted to participate in recruiting the next few cohorts of students.

IHE: Do you hope to attract a larger or more diverse pool of students?

More diverse, yes, but I want to stress that diversity has many dimensions. We hope to recruit internationally and from various geographic areas of the U.S., as well as from underrepresented groups. We are also actively seeking out students from degree programs outside education. This year's cohort should include several minority students, and students from diverse regions across the U.S., Vietnam, and Africa, with degrees ranging from cultural studies to engineering.

IHE: What changes do you plan in the program?

I would like to work with the IHE faculty to reconsider the core curriculum and participate in the introduction of new courses that build on the strengths of the faculty who have been recruited in the last few years. It would be advantageous to institutionalize program offerings in such a way that both new and continuing students can plan ahead.

IHE: What do you foresee for the future?

More collaboration between faculty on teaching and research, and more international collaboration. Also, the enhancement of the IHE's relationship with other UGA programs, perhaps leading to team-teaching certain classes or building on our existing cooperative ventures, for example, the MPA with a concentration in higher education, or the joint JD/PhD program.



IHE: What impact will the advance in the IHE national ranking to number 6 have on attracting students into the program?

The advance in ranking will have less of an effect than the fact that we are established as a top program. A high ranking is a good thing: people will continue to think of us in the same group as Penn State and Michigan. ■

by Elisabeth Hughes

Associate Professor Karen Webber Bauer joins Institute Faculty

Karen W. Bauer joined the IHE faculty fulltime in fall 2007. Her primary research interests are the assessment of academic, cognitive, and psychosocial growth of college students, with additional interests in gender studies and data management. "Karen is one of those rare individuals who serves equally effectively in the roles of teacher, administrator, and researcher, and we are fortunate to have her involved in the life of the Institute," comments Director Libby Morris. She currently serves as a SACS and Middle States accreditation evaluator.



J. Douglas Toma is Awarded a Fulbright to Croatia

J Douglas Toma, associate professor in the Institute of Higher Education, is lecturing, conducting research, and consulting at the University of Zagreb in Croatia as one of 800 U.S. faculty serving worldwide as Fulbright senior scholars this year. His five-month award, funded by the U.S. Department of State, began on March 1.

“My colleagues at the Institute and I greatly value our work over the past several years related to developing higher education in Croatia,” Toma noted. “The opportunity to become immersed in the higher education system of another country, particularly in Croatia at such a critical moment in its development, has enriched my research



J. Douglas Toma, consulting with the University of Zagreb, is lecturing and conducting research in Croatia. Here he is enjoying the sights of “old” Europe’s charm.

on developing managerial capacity at universities and the ‘Americanization’ of world higher education.”

At the University of Georgia, Toma writes and teaches about strategy and management in higher education, legal issues in higher education and sports, and qualitative research design. He is lecturing on these topics at the University of Zagreb and other Croatian universities. ■



Students Gain First-Hand Experience in Federal Policy

The nine members of this year’s Federal Policy seminar traveled to Washington, DC in May to visit with a variety of policy actors over a three-day period. Students met with congressional staffers and representatives from higher education think tanks, public policy research groups, higher education associations, and government agencies such as the Department of Education and the General Accountability Office.

The annual seminar, led by Professor Scott Thomas, is designed to expose students to the latest conceptual approaches to federal policy, as well as first-hand encounters with those working in the federal higher education policy arena in both Georgia and Washington, DC. The seminar provided students with a better understanding of professional opportunities in this area, while also exposing them to a wide variety of perspectives on policy issues they were actively studying as part of the course. Students spent the term developing policy-research briefs on topics ranging from higher education accreditation and quality assurance to international student migration and competitiveness in STEM (science, technology, engineering, and mathematics) fields. ■



The IHE will renew its partnership with Oxford University and the Oxford Center for Higher Education Policy Studies (OxCHEPS) through participation in their annual Educational Policy Symposium. This year's conference in September will take place at New College Oxford, and bring together over 20 advanced doctoral students from universities in the U.S., U.K., and continental Europe. The seminar will emphasize the publication process and higher education research more generally. Professor Scott Thomas, an organizer of the conference, will accompany 4 students from the IHE.

On April 24, 2007, Dean Vukasin Pavlovic from the University of Belgrade met with IHE faculty. Dean Pavlovic spent several weeks as a visiting scholar in the College of Journalism at UGA.

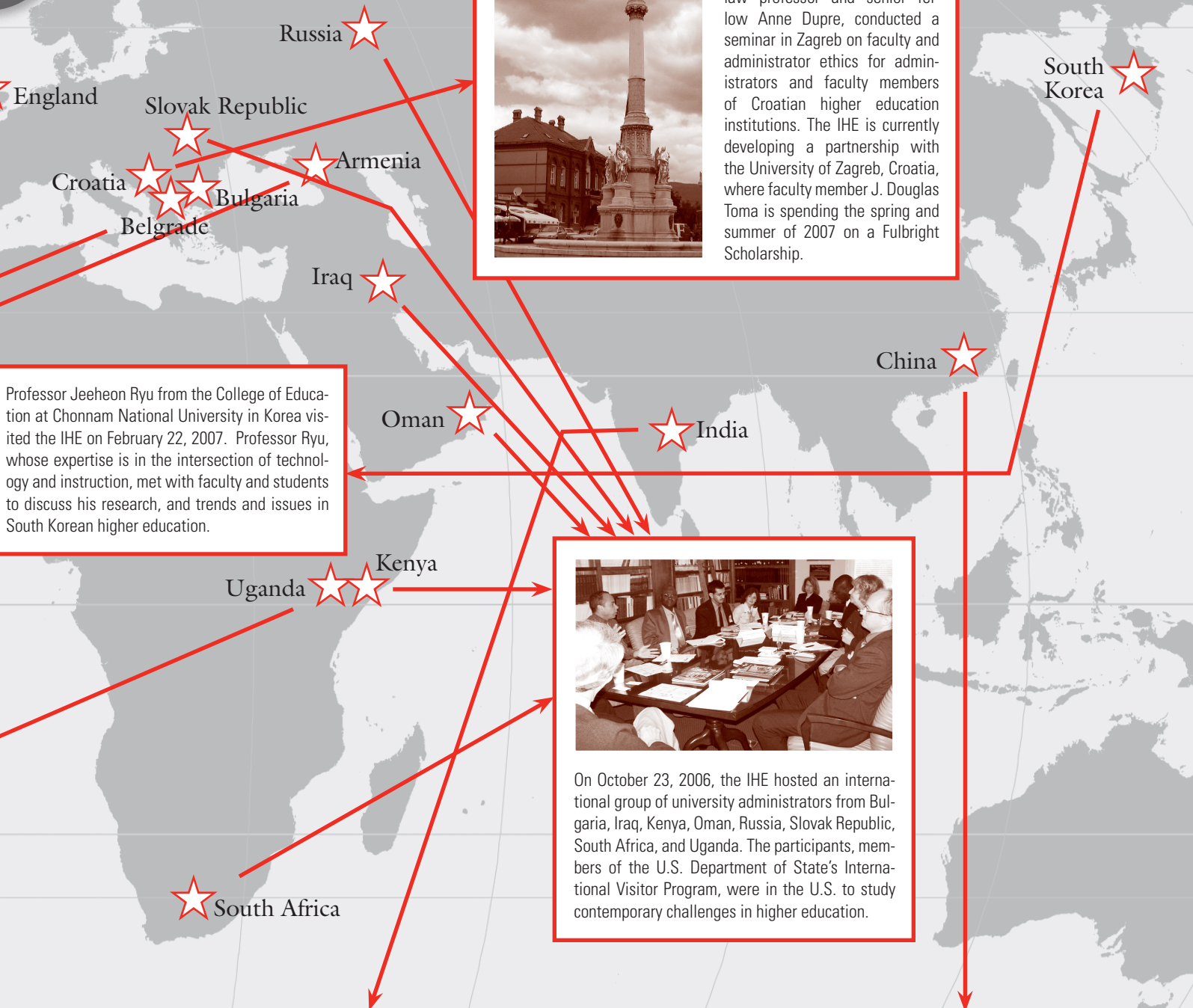
IHE faculty members Christopher C. Morphew and J. Douglas Toma are part of a group from UGA working with the State Agrarian University of Armenia in the capital, Yerevan. The project funded by the U.S. Department of Agriculture and Texas A&M University, is focused on assisting the university administration and faculty in moving forward and aligning with the Bologna Process guidelines for higher education in Europe. Faculty members will make several trips to Armenia during the summer of 2007.

IHE faculty and students work to strengthen higher education on three continents



In December 2006, the IHE initiated a formal collaboration with the East African Institute for Higher Education Strategy and Development at Makerere University in Kampala, Uganda, the premier university in East Africa. The delegation from the University of Georgia included IHE faculty members Christopher C. Morphew and J. Douglas Toma, as well as graduate student Jennifer Frum. In June 2007, six faculty members from Makerere visited the IHE.

the World



In October 2006, three IHE faculty members, including Program Director Libby V. Morris and UGA law professor and senior fellow Anne Dupre, conducted a seminar in Zagreb on faculty and administrator ethics for administrators and faculty members of Croatian higher education institutions. The IHE is currently developing a partnership with the University of Zagreb, Croatia, where faculty member J. Douglas Toma is spending the spring and summer of 2007 on a Fulbright Scholarship.

Professor Jeeheon Ryu from the College of Education at Chonnam National University in Korea visited the IHE on February 22, 2007. Professor Ryu, whose expertise is in the intersection of technology and instruction, met with faculty and students to discuss his research, and trends and issues in South Korean higher education.



On October 23, 2006, the IHE hosted an international group of university administrators from Bulgaria, Iraq, Kenya, Oman, Russia, Slovak Republic, South Africa, and Uganda. The participants, members of the U.S. Department of State's International Visitor Program, were in the U.S. to study contemporary challenges in higher education.

Dr. Shyam Menon, former dean and now professor of education at the University of Delhi, India, visited the IHE in February, 2007. Dr. Menon, a specialist in curriculum studies, educational technology, higher education, and teacher training, is presently on a Task Force on Access to Higher Education set up by the International Association of Universities at the UNESCO in Paris.



After hosting an administrative delegation from Jilin University, China, four IHE faculty members and one doctoral student visited the Jilin campus where they met with university officials responsible for educational planning. Following their stop in Jilin, the group continued on to Beijing, where they met with members of the Chinese Ministry of Education.

University Service for Innovation and Economic Growth

Maryann P. Feldman



Modern economic growth is a complex phenomenon that is increasingly dependent on innovation — the ability to create economic value through the creative application of knowledge. For any nation, state, or local place the question is how to increase wealth over the long run.

In the economic literature, there is debate about what is the most important factor for creating and sustaining economic growth, skilled human capital or institutions. When you look at this debate, it is obvious that universities are relevant to both sides. Skilled human capital is simply a way of describing highly productive workers who have received the benefit of education and who are able to appreciate, integrate, create new knowledge and innovate. Human capital is certainly a source of competitive advantage. However, skilled human capital requires investments in higher education – institutions dedicated to advanced learning, sophisticated research and public service important to the functioning of the modern economy. Universities and other educational and research institutions are arguably critical to economic growth as they span both sides of this debate, providing skilled human capital in the context of an enduring structure and mechanisms of resource allocation, collaboration and governance.

The New Role of Universities in the Knowledge Economy

Certainly, private sector firms are the primary generators of wealth and economic growth. While universities have long served as a source of technological advance for firms, their relevance has increased and, as a result, the relationships are intensifying. Important new technologies (notably biotechnology, material sciences, and computer science) began as discoveries in academic labs and were foundational in the creation of not only new firms, but also entire new industries. These discoveries resulted from unfettered, curiosity-driven inquiry known as basic research. Private firms, concerned with profitability, are unable to invest in this type of research because the outcomes are uncertain and detract from their bottom line. This is a paradox because the greatest private gain comes from research for which the payoffs are not immediately obvious. Universities fill the need to provide curiosity-driven research. The system of government funding, peer review and tenure provide a venue for long-term investment and experimentation. Students working with faculty learn new methods and, perhaps more importantly, learn the process of asking fundamental questions and searching for non-obvious answers.

Technological content has increased throughout the economy, making university research potentially more relevant. The vast majority of innovation is minor improvements, adjustments, and refinements to existing products, processes and organizational practices. While not particularly glamorous, these activities add economic value and provide a basis for sustained competitive advantage. The view that innovation is limited to new science-based or so-called high-technology industries is myopic, as it ignores the equally transformative nature of innovation in existing industries. Agriculture is certainly a case in point as small, incremental advances have steadily increased productivity. Manufacturing or industrial extension now augments agricultural extension as a service that universities provide. Government programs at both the

state and national levels encourage university researchers to engage in projects with companies. Grants that require a private match obligate academics to find industrial partners. The objective is to transfer knowledge and thus increase the profitability of these companies.

Universities have become important in a firm's location decisions. In the knowledge economy, *skilled labor is the new spec building*. Special incentives and tax abatements are offered so regularly that they have lost their attractiveness, what now matters to relocating firms is the quality of the local labor force. Competing based on lower costs is simply a race to the bottom and will not provide high wage jobs and prosperous communities. The more competitive firms in technology-intensive fields understand that their success is predicated on high quality, sophisticated products, and a skilled workforce provides their most important factor of production. These firms are attracted to places that can offer highly-skilled, well-educated workers.

Many of the discoveries that come from university labs are at a very early stage and most effectively brought forward to the market through the formation of start-up firms. Think of these start-ups as developing risky fundamental discoveries to the point that the commercial applications become apparent. University start-up firms are, in large part, desirable because about three-quarters of them stay in the same state. The reasons are university faculty are typically involved, either as founders, members of scientific advisory boards or consultants. These start-up companies are often the seedlings from which the new industries emerge. Places around the world are trying to generate more university start-ups and become the next *Silicon Valley*.

While many people are enamored with Silicon Valley, my research found that there was significant clustering of innovation even in more mature and mundane industries.

My research has examined the internal organization of university research and tech transfer operations, the ways in which universities work with companies to transfer technology and the interplay between universities and their local economies.

Naively, the existence of resources, like a prominent research university, skilled labor force, or available venture capital, seemingly might account for this concentration. Yet many places have all the right ingredients, but industrial activity does not take root. Johns Hopkins University was a case in point. Despite all the great scientific discoveries made there over its first hundred and twenty-five years, the local area did not receive much benefit.

Examining the process of economic development and the role that universities play is a major focus of my research. My research has examined the internal organization of university research and tech transfer operations, the ways in which universities work with companies to transfer technology and the interplay between universities and their local economies.

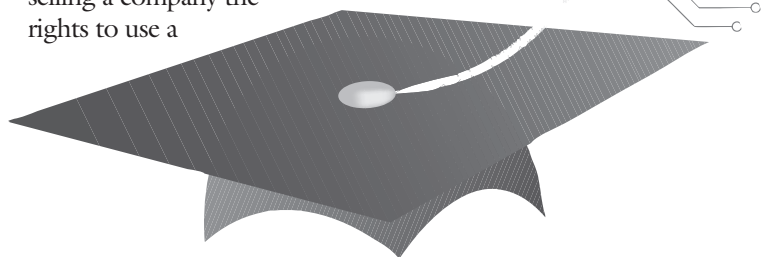
The Mechanism of Technology Transfer

Technology transfer, at its simplest, is a dyad involving transactions between the university and a commercial firm. Commercializing a technology may encompass many different types of transactions between a university and the company and different types of transactions may occur sequentially to reinforce commercialization. Ideally, a relationship develops that furthers the interests and goals of each party.

The core elements in technology transfer are transactions that occur through sponsored research support (including participation and sponsorship of research centers), agreements to license university intellectual property, the hiring of research students, and the formation of new start-up firms. Sponsored research is a contract between the academic entity and the firm. A sponsored research project supports commissioned research and provides resources for infrastructure, graduate students, course releases and summer support for faculty members. While government agencies provide the majority of sponsored research, industries' share is increasing. Sponsored research may also involve company participation in an industry-funded research center and consortium. The sponsored research agreement will specify the ownership of any resulting intellectual property and provide details for licensing of potential patents, divisions of royalties, and future sponsored projects. From the perspective of companies, sponsoring research projects also provides a mechanism to influence the training of advanced students while also observing and screening the students for potential future employment.

Consulting agreements with individual faculty are outside the university technology transfer purview, and the company that pays the faculty member for his time typically owns any

to use a university's intellectual property in the codified form of either patents or trademarks. Licensing agreements differ significantly in terms of their specifications and scope, making them interesting to study. Contractual licensing agreements involve selling a company the rights to use a



university's inventions in return for revenue in the form of upfront fees at the time of closing the deal, and annual, ongoing royalty payments that are contingent upon the commercial success of the technology in a downstream market. The licensing deal depends upon the assessment of the value of the technology in a downstream product market which is often difficult to assess and highly uncertain. In contrast to the typical market transactions, the value of knowledge is uncertain, with uncertainty being highest for the most basic research activities. Technology-transfer agreements are negotiated when the commercial value of the end results is not known. Thus, negotiations rely on estimates of the subjective expected value of that portion of the knowledge that a firm will be able to appropriate. Royalty rates and terms, and license issue fees are negotiated. License issue fees typically range from \$10,000 to \$50,000 but may be as high as \$250,000, while royalty rates are typically 2% to 5% but may be as high as 15% of end product sales. Licensing agreements vary significantly in terms of the scope of the license granted – nonexclusive/exclusive scope (by sector or geography), the level of royalty rates, publication delay allowances, duration, and future option rights. Other critical factors – such as the attributes of the technology, the characteristics of the corporate partner, the policies of the university holding the patent, the history of relationships between the two players, the role of spatial proximities, or other idiosyncratic factors – have not yet been studied in detail. The bargaining power of the university and the company may be very uneven depending upon such factors as the relative sophistication and resources of the two players and attributes of the technology, such as its commercial promise and distance to market, among others. Cash hungry startup firms are likely to offer equity in lieu of licensing fees. Deals negotiated between a firm and various universities, or even at the same university at different times, are likely to be very different. Technology transfer is an art form that requires skill at negotiation.

Zell Miller, in a speech to the Association of American Universities (AAU) sums this up nicely, “The future challenge of the university-industry-government partnership in research is to create relationships that maintain the integrity of the academy while promoting the transfer of technology in

From the perspective of companies, sponsoring research projects also provides a mechanism to influence the training of advanced students while also observing and screening the students for potential future employment.

intellectual property created. The university does not have any rights to the intellectual property. The university may reserve the right to review research agreements done through faculty consulting or may monitor the amount and compensation received. While measures of sponsored research are published by the National Science Foundation, less is known about faculty consulting. This yields an underestimation of the impact of universities in transferring technology. Most pointedly, faculty consulting may complement technology transfer potential if it opens new research topics and insights into practical problems for the faculty member.

University licenses are another contractual technology-transfer mechanism. Licenses provide the right for companies

the context of the broader public interest.”¹ In order for university research to come to fruition it is necessary to transfer the technology to private companies. Yet this is a slippery slope: if there is too much emphasis on profitability then universities lose their unique focus, moving toward more near-term projects, educating students narrowly, and potentially competing with private enterprise. Trying to increase the relevance of universities may have the perverse effect of diminishing their contributions to society.

Cluster Genesis and the Origins of Technology-Based Economic Development

The conventional wisdom views universities as engines that are able to drive economic growth. This is a rather exaggerated view of what it is possible for universities to accomplish. In contrast to commercial firms with a relatively simple profit motive, universities have complex objective functions that involve a variety of educational and societal objectives, as well as the interests of faculty members and the larger scientific community. Comprehensive case studies of Silicon Valley and Route 128 highlight the supportive role of local universities. The literature concludes that research universities are a necessary, but insufficient, condition for economic development. Moreover, university involvement with emerging industries appears to lag rather than lead their development.

My new book, *Cluster Genesis: The Origins of Technology-Based Economic Development*, explores the topic of how new industries become anchored in specific locations. By examining a variety of case studies, we find that what matters most for successful regions is their ability to find unique regional recipes for applying knowledge, commercializing discoveries and creating new industries. While economic developers want to define strategies, technology entrepreneurs operate on thin margins and their focus is on short-term survival. Their actions are reactions to immediate problems. Instead of wisely considered, far-sighted solutions, entrepreneurial activity is by necessity messy, complex and adaptive. Regional economic development strategies need to be equally adaptive. The biggest problem is that it is impossible to predict which technologies are going to yield any pay-off. By the time a new industry, for example, biotech or nanotechnology, has a defined name and is on its way to becoming a household name, it is probably too late for other places to decide that they will participate as major centers.

When entrepreneurs confront new technological opportunities, they fashion solutions that adapt what they have on hand from what is easily accessible. The solutions they adopt are more likely to come from local sources – either through tapping networks of people working on similar things or through serendipitous encounters. Most importantly, these regional recipes use local ingredients in creative and adaptive ways. Solutions that appeared to work are repeated and fine-tuned, gradually evolving into accepted routines and operating procedures – the industrial recipes for the region. These

recipes are adopted by institutions to define common practices and a common vision of the industry. This encourages further experimentation and adaptation. Knowledge of what does not work, what approaches have previously been tried and led to dead ends, are part of this local knowledge. Creating a cluster is a messy social process.

In trying to promote economic development, some stress the brilliance of one or a handful of dedicated individuals. Certainly these are good stories, but the legacy of individuals like Fred Terman, the former Dean of Engineering at Stanford, lies in promoting a model of innovation that inspired others to participate. Having a rich supply of entrepreneurs is important, but technology firms located in Silicon Valley are capable of extremely rapid growth because there is an understanding and an appreciation of how companies are built and how individuals can work together. Stanford University is certainly part of the success of Silicon Valley, but at its earliest genesis Stanford was a rather undistinguished regional university. The university and the region have grown in prominence together.

My Georgia Recipe

Successfully transferring technology out of the university requires the blending of various types of expertise. The first step is an interdisciplinary class that gets students together. I will offer a course in fall 2007 on commercializing technological innovation. The course was developed with input from colleagues at the Law School and Terry College of Business. The idea is to offer an overview of the process of taking academic discoveries out of the lab and bringing them to the market. The course will be open to students across

...we find that what matters most for successful regions is their ability to find unique regional recipes for applying knowledge, commercializing discoveries and creating new industries.

the campus with the idea that we can build a community of common interest around the commercialization of our discoveries. From this small effort it will be interesting to see what happens.

At the Institute we are in the process of designing a one year Master's degree which will be targeted to professionals working on technology commercialization and business development. There are many individuals now working at universities in tech transfer, research administration, and business development and many others working at private companies licensing technology from universities or managing research contracts or foundations. There is another group of professionals who work on economic development for various levels of government. Their work is changing as they become more involved with universities and technology companies. The curriculum that we are planning will be interdisciplinary and build on strengths that we have at UGA. ■

¹Zell Miller Speech to AAU Centennial Meeting, April 17, 2000.

Charles Knapp Leads Commission to Rethink American Education

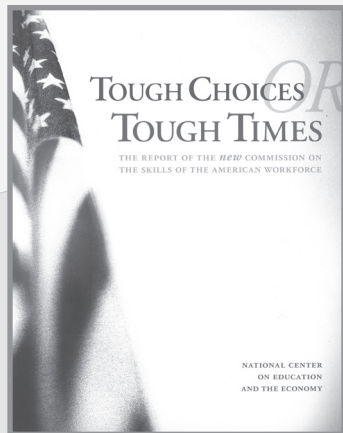
The American educational system does not need an overhaul, according to a national commission chaired by IHE faculty member Charles B. Knapp. It needs to be scrapped and replaced.

According to “Tough Times or Tough Choices,” the report of the New Commission on the Skills of the American Workforce, America’s educational system will not meet the country’s needs in a world where routine work can be automated, or performed at a much lower cost in other countries. The report’s authors conclude that, in order to maintain or improve the country’s current standard of living, students will need “a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history, and the arts.”

The commission, brought together 15 years after the publication of the first report of the Commission on the Skills of the American Workforce, consisted of 26 leaders from across the public and private sectors and all points on the political spectrum. Knapp, who served as president of the University of Georgia from 1987-97, was one of two commission members from higher education, the other being Charles Reed, chancellor of the California State University System. Sponsored by the National Center for Education and the Economy, the commission was financed with grants from the Annie E. Casey Foundation, the Gates Foundation, the Hewlett Foundation, and the Lumina Foundation.

Knapp has served on the board of the National Center for 10 years, working with his former boss, Ray Marshall, the U.S. Secretary of Labor under President Carter. Marshall, who was chair of the economics department at the University of Texas when Knapp began his teaching career there in 1972, co-founded the center along with William E. Brock, labor secretary under President Reagan, and Marc Tucker, who has served as president and CEO of the center since its inception in 1988.

“The first report was a success, but we needed to rethink a number of the basic premises and the different views of what had happened since 1990,” Knapp says. “In summary, what we’ve got now is something we hadn’t anticipated—high-skill, low-wage competition in a world that’s getting flatter all the time. And, as we found when doing staff research, you’ve got a K-12 educational system that is a failure,” he continues. It’s not to say there aren’t great teachers and great schools, but



in the aggregate, it’s failing, and we’re in a competitive world where the Chinese and Indians are hammering us.”

The commission met over the course of 2006 and issued its report in December. It identified nine crucial issues for American schools:

- 📚 A disproportionate number of teachers were relatively poor students in college
- 📚 The K-12 educational system is wasteful and inefficient
- 📚 Progress made in raising standards has been modest, and mitigated by waste and inefficiency
- 📚 Growing income inequality contributes heavily to disparities in achievement
- 📚 Students are not motivated to work hard or take tough classes
- 📚 The system of compensation for teachers rewards longevity instead of performance, and provides few incentives for well-qualified students to pursue careers in teaching
- 📚 Testing rewards students for routine work, not creativity or critical thinking
- 📚 The educational bureaucracy separates authority from accountability
- 📚 The current workforce does not have the literacy or numeracy skills to be successful in the global economy, and there are few capable mechanisms for addressing these issues

Because the current system is incapable of addressing these issues, Knapp’s commission proposes a complete reorganization of public K-12 education. Its components include the hiring of teachers and funding of schools on a statewide basis instead of by local districts, mitigating funding inequities. States would recruit and provide certification for teachers, who would receive pay and benefits packages competitive with the private sector, with starting salaries approaching \$45,000 on average. High-quality prekindergarten experiences for 3- and 4-year olds are crucial, as are flexible opportunities for adults to return to school to develop the skills they need.

“It’s a best-practices report in many ways,” Knapp said. “It’s not based entirely on European systems, but has elements from Singapore, China, India, the Netherlands, Germany, and Britain.” Secondary schools would be organized around preparing students for board exams, which would test students on the skills and knowledge needed for success at the community-college level, and could be taken as early as 10th grade. Successful students could remain in high school to prepare for exams such as those offered in Advanced Placement or International Baccalaureate programs; enroll

Catching up with IHE Alumnus Randy Swing

in career-oriented community colleges; or enroll in two-year programs to prepare them for transferring to four-year universities.

Perhaps the most radical aspect of the plan is the idea of removing public schools from local ownership. Schools would be funded directly by the state on a per-pupil basis and would have complete discretion over staffing and funding, as long as state curricular and accountability standards were met. Districts would function more as local education commissions, and schools themselves would be operated by independent contractors. Efficiency improvements would save the country \$60 billion annually, enabling funding of the expansion of education services to young children and adults, as well as higher teacher pay and other educational goals.

The report has received ample coverage in the education media, with stories about it appearing in *Time*, the *Chronicle of Higher Education*, *Education Week*, *Community College Week*, and many others. Reactions have been largely favorable, though experts warn that state lawmakers will have a difficult time convincing communities to relinquish local control of schools.

Knapp points out that none of the commission's members are political naïfs. "This is one of the most daunting political challenges I've ever seen, but my response to people who say it's too much, too soon, is that we're out of time. We've got to think at the level of change necessary to address the challenge at this point." Rather than rely on Congress or federal agencies to effect change, Knapp and other members of the commission are charged with trying to convince states to adopt the commission's policy proposals. He is working with Georgia officials, including Gov. Sonny Perdue and Lt. Gov. Casey Cagle, and points to some progress already: Perdue signed a bill (inspired by the commission) creating "charter districts" for K-12 schools, after the General Assembly passed it this year. More legislation could make it onto the docket for the 2008 session.

"The data are so overwhelming, and it jumps out at you to such a great degree, that it makes you revolutionary about what has to happen," Knapp says. "It convinces you that the usual tinkering just won't do." He recommends a YouTube video (<http://www.youtube.com/watch?v=xHWTLa8WecI>) that says that there are more honors students in China than there are students in North America. It's not a xenophobic point, he says: China and India should do everything they can to improve their countries, but if it is to remain competitive in the global economy, America must transform the way it educates its workers and citizens. ■

by Welch Suggs, assistant to the president

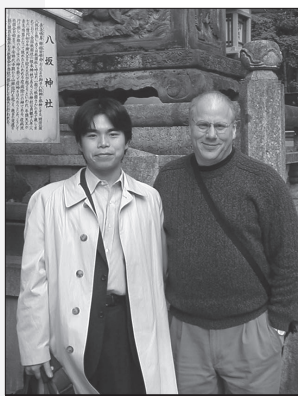
My work at the Policy Center on the First Year of College could be described as the intersection of two key ideas: 1) the first college year is the foundation of the entire undergraduate experience, and 2) institutional decisions, expressed through campus policies, practices, and structures, shape the learning and success of new students. In essence my work aims to improve the experience of first-year students by influencing the way colleges and universities operate. This view of higher education is an important shift away from the perspective that strong students succeed and weak students fail, mostly because of decisions the students, themselves, make.

Once colleges and universities agree to take significant responsibility for the success of the students they admit, the natural next step is to design and deliver the best educational experiences for new students. To assist institutions in planning effective first-year practices, the Policy Center on the First Year of College conducts a self-study process that guides institutional teams through a year-long assessment

and action planning process, in order to design an institution's philosophy and approach to the first college year.

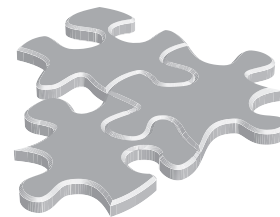
Improving the success of new students is not limited to American higher education. This work has taken me around the world since graduation. A speech I gave led to the Quality Assurance Agency of Scotland adopting the first year as a special theme and to my appointment as their international advisor. A speech on first-year seminars in Japan stimulated development of a national interest in those courses, a book, numerous research articles, and resulted in my appointment as a visiting associate professor and six additional trips to Japan. Other international connections have taken me to Australia, England, and the United Arab Emirates.

As a graduate student I reluctantly enrolled in the comparative higher education class taught by both Erich Pohl, visiting professor from the University of Heidelberg, and Tom Dyer. At the time I did not own a passport and had limited appreciation for the perspectives international work could offer. Dr. Libby Morris, my advisor, and other IHE faculty opened a world of wonderful possibilities through the mix of challenge and opportunities they encouraged me to undertake at UGA. My time at the University of Georgia was the perfect preparation for a career in higher education, both in America and beyond. ■



(L) faculty member at Kansai University of International Studies, Tokyo (R) Randy Swing, a 1998 IHE graduate.

Public Service Programs at IHE: An Essential Piece of the Puzzle



Postdoctoral Teaching Fellows Program

J Douglas Toma and Christopher C. Morphew, associate professors at the Institute of Higher Education, are the new co-directors of the program, which is a partnership between the Franklin College of Arts and Sciences, the IHE, and other University of Georgia academic units. Now in its eighth year, the program continues to provide counsel to fellows on professional development and career advancement. For 2007-08, the three-year program has nine returning and eight new fellows. The program's Web site <http://www.uga.edu/ptf/index.html> includes information about the program and biographies of each of the fellows.



New co-directors, Christopher Morphew and Doug Toma, discuss career opportunities with Postdoctoral Teaching Fellows.

Governor's Teaching Fellows Program

The Governor's Teaching Fellows program was established by Zell Miller to provide Georgia's higher education faculty with expanded opportunities for developing important teaching skills. The effort to enhance instruction in public and private higher education throughout the state is very much in keeping with the University of Georgia's traditional mission as a land-grant institution committed to diversified outreach and public service. The GTF program, now in its twelfth year, has served over 300 participants from more than 45 institutions statewide, representing 75 different disciplines, professions, and teaching areas. Fellows may choose to participate in academic-year symposia, an intensive summer symposium, or an academic-year residency at the University of Georgia.

The current coordinator of the program is Marguerite Koepke, adjunct associate professor at the Institute of Higher Education and associate professor emerita of landscape architecture. Among last year's symposia was a workshop by Peter Shedd, professor of legal studies and director of MBA programs at the Terry College of Business, on *Managing Conflict in the Workplace*, and a presentation on the *New Media Ecology* by Lee Rainie, founder and director of the Pew Internet and American Life Project. ■



Governor's Teaching Fellows are trained in a wide range of instructional technology including WebCT, Web page design, and media ecology.



Fellows Complement Interdisciplinary Scholarship of IHE Faculty

Anne Proffitt Dupre

Anne Proffitt Dupre, J. Alton Hosch Professor of Law, has been selected by the Institute faculty to serve as a senior fellow. Dupre has been a vigorous participant in a number of IHE activities over the years. She played an active role in the ongoing collaboration between UGA and Jilin University, and she traveled to China with a delegation led by Dr. Charles Knapp. She also played a key role when more than 30 high-level academic administrators from Jilin University visited UGA for the Institute's Higher Education summer management institute.

Dupre traveled to Croatia with a delegation from the IHE which included Drs. Morris, Toma and Morphew. As part of the U.S. State Department Speakers Program, the delegation led a seminar at the University of Zagreb that focused on developing a code of faculty ethics.

Dupre and Toma, together with Dr. John Dayton from the College of Education, have instituted a national conference on education law. The National Student Education Law Conference encourages students in graduate and professional programs from around the country to compete to present their research papers at the conference. Selected students present their papers to some of the nation's leading education law scholars on current and pressing topics in education law. The final papers are published in the *Education Law and Policy Forum*, an electronic journal sponsored by the Education Law Consortium. Dupre is co-director of the consortium. ■



Anne Proffitt Dupre, J. Alton Hosch Professor of Law, in China.

Joseph Stevenson

Joseph Martin Stevenson, founding executive director and distinguished professor at the Jake Ayers Institute for Urban Higher Education at Jackson State University, has been appointed senior fellow at the Institute of Higher Education. He most recently lectured at the Institute of Higher Education at the Jilin University summer management institute in summer 2006.

Stevenson served as provost at Jackson State. He has also been campus provost and CEO at Golden Gate University, Sacramento and Central Valley; special assistant to the president of LaGuardia Community College in New York City; provost and vice president for academic affairs of York College of the City University of New York; assistant superintendent of schools in Pleasantville, New Jersey; associate vice president for academic affairs at Richard Stockton College in New Jersey; and held several positions in the Tennessee higher education systems. He has also been an eminent scholar at Florida International University.

Stevenson earned his Ph.D. in educational policy and management from the University of Oregon and has three master degrees in related fields and completed his undergraduate work in government and psychology from California State University, Sacramento. His post-doctoral study includes

work at Harvard, Yale, Stanford, the New School of Social Research, Carnegie Mellon, George Washington, and Hampton. In 2004, Stevenson was selected by the National Association for Equal Opportunity in Higher Education (NAFEO) to be a Kellogg Leadership Fellow.

He shares an interest with several IHE faculty in the study of policy and management issues, including those related to historically black colleges and universities. Stevenson and Institute faculty member, J. Douglas Toma, collaborated toward developing executive model doctoral programs in higher education management at JSU and the University of Pennsylvania. ■

Education Policy Seminars 2006-07

The Education Policy Seminars bring distinguished scholars to the Institute to address critical policy issues and cutting-edge research in higher education. McBee Professor Sheila Slaughter organizes the seminars, which are open to the entire campus.

Marvin Titus, assistant professor of adult and higher education at North Carolina State University examined the influence of financial aspects of the state higher education policy context on the production of postsecondary degrees.



Lois Weis, distinguished professor of educational leadership and policy at the University of Buffalo gave the first policy seminar of 2006-07. She addressed the findings of her book *Class Reunion: The Remaking of the American White Working Class* (2004), which re-interviews, after 20 years, the subjects of *Working Class Without Work*. Weis contributed insightfully to current policy debates about why men are less likely than women to pursue postsecondary education.



Clifford Adelman, senior associate at the Institute for Higher Education Policy, expanded on his article, "Propaganda of Numbers" (*Chronicle of Higher Education* 10/13/2006), which discusses the importance of sorting data concerning higher education. He warned that many assertions cannot "be supported by any national data that have been rigorously reviewed by the U.S. Department of Education's National Center for Education Statistics . . . It is counterproductive to make decisions based on assumptions derived from unexamined numbers."



Brian Pusser, assistant professor of leadership, foundations, & policy at the University of Virginia gave a policy seminar on the new political economy of higher education: implications for state and national policy.



Francisco Marmolejo serves as executive director of the Consortium for North American Higher Education Collaboration (CONAHEC), a network of more than 130 colleges and universities from Canada, the U.S. and Mexico, headquartered at the University of Arizona. His seminar addressed the importance of developing successful international higher education collaboration with Latin America. Recent launching of new educational policies in different Latin American countries offers a unique opportunity for collaboration in the area of education.

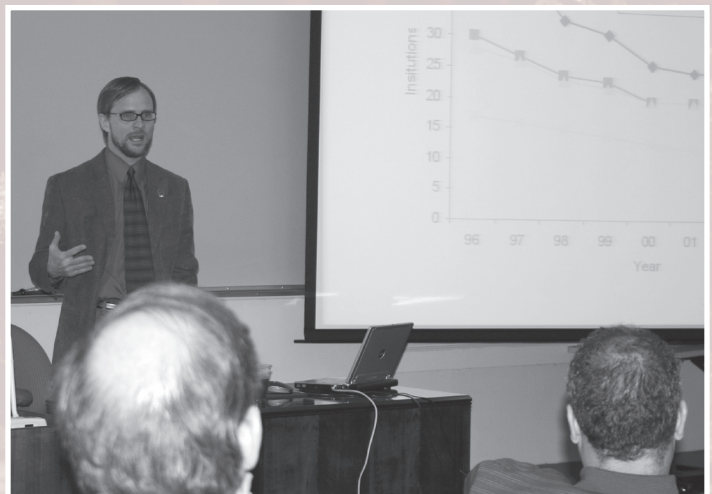


Gary Rhoades, professor of higher education and director, Center for the Study of Higher Education, University of Arizona. He gave a policy seminar on the ways in which entrepreneurial behavior on the part of professors re-shapes traditional organizational structures, such as departments and colleges, so that research activity close to markets is highly valued and often relocated in centers and institutes.



Anthony Morgan, professor, Department of Educational Leadership and Policy at the University of Utah discussed comparative perspectives on financing higher education including the fundamental forces of change such as demographic shifts, policy, revenue growth, and pressures to reduce cost.

Joshua Powers, associate professor of higher education leadership at Indiana State University, whose research focuses on the commercialization of academic science, delivered a policy seminar on the results of a national longitudinal study on the revenues and costs of university technology transfer including its profitability to the university and the odds that a university will ever realize net gains on investment.



Fall Events 2007

Louise McBee Lecture

October 31, 2007

Dr. Patrick M. Callan, founding president of the National Center for Public Policy and Higher Education

IHE Reception

November 9, 2007

Association for the Study of Higher Education annual meeting, Louisville, KY

Education Policy Seminars:

Please check the IHE Web site (<http://www.uga.edu/ihe/policy.html>) for the 2007-08 schedule

*Meg Amstutz
(chief of staff),
Anne Dupre and
Doug Toma
are greeted by
administrator from
Shanghai Jianqiao
College, China.*



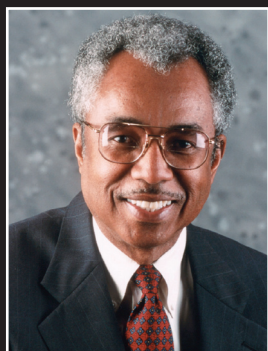
IHE Faculty



Libby V. Morris
Professor of Higher Education
and Director



Karen Webber Bauer
Associate Professor of
Higher Education



Arthur N. Dunning
Professor of Higher Education;
Vice President for Public
Service and Outreach



Maryann P. Feldman
Miller Distinguished Professor
of Higher Education



James C. Hearn
Professor of Higher Education;
Adj. Professor of Sociology



Melvin B. Hill Jr.
Robert G. Stephens Jr., Senior
Fellow of Law & Government



Patricia L. Kalivoda
Adj. Assistant Professor, Higher
Education; Associate Vice Pres.
Public Service and Outreach



Charles B. Knapp
Distinguished Public Service
Fellow, Professor of Economics
and President Emeritus



Marguerite Koepke
Adj. Assoc. Professor, Higher
Education



Larry L. Leslie
Distinguished Visiting Professor
of Higher Education and Senior
Fellow-in-Residence



Christopher Morpew
Associate Professor of
Higher Education; Graduate
Coordinator



Sheila Slaughter
Louise McBee Professor of
Higher Education



Scott L. Thomas
Associate Professor of
Higher Education; Adjunct
Associate Professor of Sociology



J. Douglas Toma
Associate Professor of
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