



report

*University of Georgia*

Institute of Higher Education

Autumn 2012

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multidisciplinary approach to teaching, research, and outreach, with particular emphases on organization, governance, policy, finance, and faculty development.

The Institute offers the Ph.D., the Executive Ed.D., and a master's in higher education.

The Institute also collaborates on projects and programs with several other academic units at UGA, state agencies, and both national and international universities.

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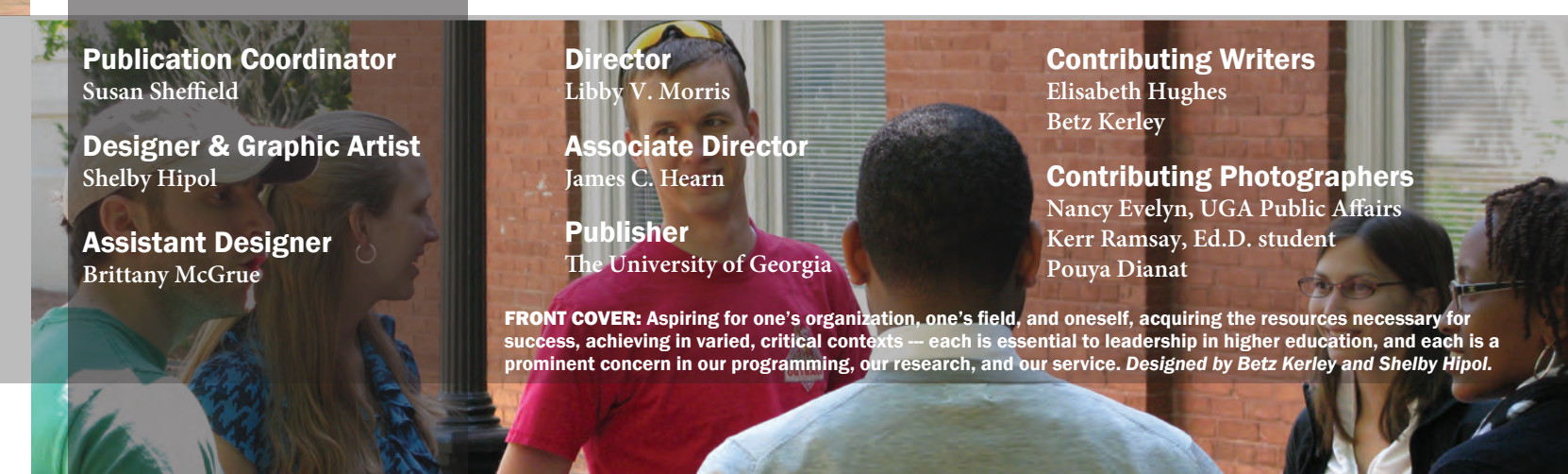
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**FRONT COVER:** Aspiring for one's organization, one's field, and oneself, acquiring the resources necessary for success, achieving in varied, critical contexts — each is essential to leadership in higher education, and each is a prominent concern in our programming, our research, and our service. *Designed by Betz Kerley and Shelby Hipol.*





REPORT

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# 2012

## FROM THE DIRECTOR LIBBY V. MORRIS

When I read through the pages of this issue of the Institute's Higher Education IHE report, all I can think is "proud." Proud to be at the University of Georgia, proud of the Institute and its faculty and staff, and proud of our alumni and students! To set this feeling in context, the Institute of Higher Education, like all UGA units and other system institutions, continues to deal with budget cuts, limited resources, and the potential negative impact from the economic downturn on our goals and activities. However, you will see that collectively we accomplished a wide range of goals, pushed ahead with our collaborations and activities, and experienced one of the best years in our 48-year history.

Once again, the doctoral programs in higher education ranked 5th among higher education programs nationally; in 2011, we graduated 27 doctoral students, the highest number in a single year ever; and we launched our first master's degree program. Rather than recap the many stories of success contained within these pages, I will briefly mention other accomplishments and activities.

Congratulations go to recent IHE graduate Corey Dortch (Ph.D. 2011) recently named to UGA's 40 under Forty, which recognizes outstanding UGA alumni who have made an impact in business, leadership community, educational and philanthropic endeavors. Corey is the senior associate director for Emory University's MBA program.

The Institute is pleased to add Manuel Gonzáles Canché, a recent graduate of the University of Arizona, to our faculty ranks. Manuel is bringing new perspectives and opportunities to our students. And, for more great news, we are searching again this year for another early to mid-career faculty member to join the Institute. These searches allow us to see the strengths of higher education programs nationally. Higher education as a field of study has matured and strengthened over the last quarter of the century, and I believe the time is now for us to exercise more leadership in the national debates on the issues and future of higher education.

In the partnership area, the Institute of Higher Education



has collaborated for over a decade on important global topics in higher education with the University of Zagreb and other colleges and universities in Croatia. Our activities include educational workshops and exchanges (including two Fulbright awards to Institute faculty) and a memorandum of understanding with the University of Zagreb. I am pleased to announce that in October of this year, the Institute of Higher Education with our Croatian colleagues from three institutions and working cooperatively with the Public Affairs Office of the United States Embassy in Zagreb, will announce the establishment of the Higher Education Initiative for Southeastern Europe (HEISEE). We look forward to this more formal stage of our collaboration.

In closing, the pages of this magazine cannot begin to hold the accomplishments of our students, faculty and alumni. So, let me ask you to consider three requests: (1) Visit the Institute in this academic year. The Louise McBee lecture on November 1 is a perfect occasion to reconnect with faculty and former students and to meet our new colleagues. You may find event announcements at our website, <http://ihe.uga.edu/>. (2) Keep us up-to-date on your career and activities by sending information and pictures regularly. We enjoy featuring our graduates in our magazine and on our web site and facebook page, but we need to hear from you! (3) Finally, consider a gift to the Institute in memory or honor of a current or former friend or colleague. While we are thankful for our continuous state funding, extra opportunities for students are made possible only through your kind donations. Thanks to all of the friends and former students who give generously year after year. All gifts are appreciated, and what each says to me is that IHE was and is meaningful to you.

A handwritten signature in black ink that reads "Libby V. Morris".

# THE ANNOUNCES NEW FACULTY MEMBER:

## *Manuel González Canché*

This fall, the Institute is delighted to welcome Dr. Manuel González Canché to its faculty ranks. Dr. González Canché, our new assistant professor of higher education, is a 2012 graduate of the University of Arizona's Ph.D. program in higher education. Earlier in his educational career, he earned a bachelor's degree in educational research and a master's degree in higher education and quantitative methods from esteemed universities in Mexico, his home country. In his subsequent doctoral work at the University of Arizona, he concentrated in statistics and took courses not only in higher education but also in math, geosciences, sociology, economics, and biostatistics. Thus, Prof. González Canché brings extraordinarily rich expertise to the Institute, to the benefit of our students, our research agenda, and our engagement in critical issues of policy and practice.

As a first-generation college student and graduate himself, Dr. González Canché has a special research interest in factors and policies enhancing underrepresented students' opportunities for educational success. His thesis used sociological theory and econometric techniques to examine the effects of attending a community college on students' educational and occupational outcomes. His findings challenge traditional ideas about the negative impacts of community-college enrollment on subsequent educational attainments. Currently, Prof. González Canché is gathering data at community colleges in Georgia, North Carolina, and South Carolina as part of a project investigating the alignment between students' pre-college and college experiences and their subsequent career directions, with particular attention to factors associated with student success.

A second strand in Prof. González Canché's research employs data-visualization methods, including geographical information systems (GIS), representation of real-world social networks, and text-mining techniques. As a consultant on a multisite, longitudinal Bill & Melinda Gates Foundation grant, he is employing econometric and network-analysis techniques to identify key actors in virtual student networks. In related work, he is using geospatial techniques to detect high geographical concentrations of users and nonusers of virtual student communities – this approach can be used to evaluate the effectiveness of policy initiatives and institutional programs designed to reach and support at-risk students in postsecondary settings. These techniques may also be employed for work on scientific research networks. With Dr. Hugo Horta of the Technical University of Portugal, Prof. González Canché is using text-mining and econometric techniques to improve understanding of scientific productivity, scientific network formation, and the dynamics of information exchange.

In employing methodological approaches developed in other fields, Prof. González Canché aims to help introduce



innovative and useful tools to higher-education research. Already, he is receiving international recognition for these efforts. This past June, he was invited to teach the advanced session of a workshop in Social Networks Theory and Analysis at the International Centre for Higher Education Research at the University of Kassel, Germany.

Reflecting on his new position, Prof. González Canché says, "I am much honored to have the opportunity to be part of the Institute of Higher Education family. Even though the professional quality of faculty members and students was very attractive to me from the beginning, what in reality made my decision to join the Institute very easy was feeling that people here really cared about me and my research and that I would be nurtured by some of the most important researchers and authorities in the field of higher education." ■

*By James Hearn*

# FACULTY RESEARCH

In 2012, **Sheila Slaughter**, was honored by being named a Fellow of the American Educational Research Association (AERA). The purpose of the Fellows Program is to honor education researchers with substantial research accomplishments, to convey the Association's commitment to excellence in research, and to enable the next generation of emerging scholars to appreciate the value of sustained achievements in research and the breadth of scholarship worthy of recognition. The program is intended to recognize excellence in research and be inclusive of the scholarship that constitutes and enriches education research as an interdisciplinary field. Fellows are nominated by their peers, selected and recommended by the Fellows Committee, and approved by the AERA Council, the association's elected governing group.

Slaughter was active in international research in 2012. Her article, co-authored with Brendan Cantwell, "Transatlantic Moves to the Market: Academic Capitalism in the U.S. & EU," appeared in *Higher Education* (63, 5: 583-606), and she spoke on the topic in Finland, giving a keynote at the Nordic Conference on Higher Education and Research in Helsinki, and a lecture at the University of Jyväskylä. Slaughter also wrote and submitted an article, entitled "Forms of capitalism and creating world class universities" for an edited book with Jennifer Olson, another former Fulbrighter and graduate student who did her work in Germany.

On the home front, Slaughter has been working on research universities, generally, and trustees of American Association of Universities, specifically. Her article, supported by an NSF research grant and co-authored with Larry Leslie, Barrett Taylor, and Liang Zhang, "How do Revenue Variations Affect Research Expenditures Within U.S. Research Universities?" appeared in *Research in Higher Education* (53, 6: 614-639). Work on her NIH grant, "University trustees and conflict of interest," is coming to fruition. She and Charles Mathies have an R&R with Research Policy, "University trustees as channels between academe and industry: Toward an understanding of the executive science network," and, with Scott L. Thomas, David R. Johnson, and Sondra N. Barringer, she submitted "Institutional Conflict of Interest: The Role of interlocking directorates in the scientific relationships between universities and the corporate sector," to the *Journal of Higher Education*. All of these articles are available on her home page at the IHE, as well as a number of others.

**Jim Hearn** pursued research on several fronts in 2011-12. His chapter on "Governance Research: From Adolescence toward Maturity," written with Michael McLendon, was published in Michael Bastedo's new edited book, *The Organization of Higher Education: Managing Colleges for a*

*New Era*. With McLendon and recent IHE graduate Austin Lacy, he continued work on a book for Johns Hopkins Press to be titled *Institutions, Interests, and Innovation: The Rise and Spread of State Policy Reforms in Higher Education*. With James Morrison, another recent IHE graduate, Hearn produced a chapter titled "Operations Research/Management Science in Higher Education," for S.I. Gass and M. Fu's edited volume, *The Encyclopedia of Operations Research and Management Science*.

With support from the TIAA-CREF Institute, Hearn continued work on a project titled Emerging Developments in Faculty Career Contexts. The project has examined changes in the contexts of faculty work in U.S. higher education institutions. Hearn and several graduate-student co-authors reported some findings of the project at the annual meeting of AERA in Vancouver, in a research paper titled "The Contingency Movement: A Longitudinal Analysis of Changing Hiring Patterns in U.S. Higher Education." Hearn also presented a second paper at the AERA meeting with Kelly Ochs Rosinger, an IHE graduate student. That paper, titled "Selective Private Colleges as Factors in the Reproduction of Inequality: A Longitudinal Analysis," investigated elite colleges' openness to students from lower socioeconomic backgrounds.

Hearn continued work on an NSF-funded project titled "State Science Policies: Modeling their Origins, Nature, Fit, and Effects on Local Universities." For that project, he worked with Institute graduate students Troy Smith and Jarrett Warshaw in case-study investigations of science policies in Missouri, Texas, and Georgia. Hearn and Warshaw will present some findings from the case-study work at the November 2012 meeting of the Association for the Study of Higher Education (ASHE). For the same project, Hearn has been working with recent Institute graduate Austin Lacy on quantitative analyses of the factors driving the emergence across the fifty states of science policies influencing higher education.

Hearn continued to work in editorial roles for the field, serving as an associate editor for *Educational Researcher* and as a consulting editor for *Research in Higher Education*. Hearn also continued his service as the Institute's associate director.

**Rob Toutkoushian** is working on a number of research projects. He recently completed a study (with Professor William Becker, Indiana University) on how economists conceptualize markets in higher education. The study is scheduled to be published in the 2013 edition of *Higher Education: Handbook of Theory and Research*. In a second study, Dr. Toutkoushian has collaborated with Professor Najeeb Shafiq (University of Pittsburgh) and IHE graduate

IHE was well represented at the 2011 Conference on Higher Education and Research held in Helsinki, Finland. (l-r) Berit Karseth, former IHE visiting scholar from Univ. of Oslo; Charles Mathies, (PhD, 2010); Sheila Slaughter, McBee Professor; Brendan Cantwell, former IHE postdoctoral associate; Ilkka Kauppinen, former IHE visiting scholar from University of Jyväskylä; and IHE student Leasa Weimer.



student Michael Trivette to design an alternative approach to measuring the financial return to students from attending college.

A significant amount of his time this upcoming year will be devoted to working on a \$500,000 research project that was funded by the Spencer Foundation to examine how Indiana's state financial aid program (Twenty-first Century Scholars) affects the postsecondary plans and outcomes for low-income students in the state. The research project involves collaborations with colleagues at both Indiana University and the University of Michigan.

Dr. Toutkoushian is also working with several graduate students at the Institute on collaborative research projects. In one project, he and Kelly Ochs Rosinger will examine how state merit-aid programs affect the admissions processes at public institutions. He is collaborating with Jennifer Rippner on a study to examine how average faculty salaries are influenced by state, institutional, and personal characteristics of faculty. In another study, he and graduate student Jarrett Warshaw will determine whether graduate program characteristics affect the earnings of faculty members. Finally, he and James Byars are teaming up to examine how the excess demand/supply of college students in states affects the pricing decisions of public institutions.

**Erik Ness** continues his work analyzing the use of research evidence in the policymaking process. In 2011, he completed work on a comparative case study project funded by a UGA Faculty Research Grant that investigates research utilization in higher education finance policy in Kansas, Pennsylvania, and Tennessee. Ness and IHE graduate student Mary Milan presented a paper based on this project's findings at the 2012 AERA annual meeting. Ness also presented a paper titled, "State Adoption of Merit Aid Programs: The Research-Policy Connection," at the 2011 ASHE annual conference, which examined the use of information and the role of intermediary organizations. In current and forthcoming projects related to research utilization, Ness is analyzing the impact of state-, regional-, and national-level policy agencies, especially that of state-level ideological think tanks.

Ness, in collaboration with David Tandberg, also completed a study titled, "The Determinants of State Capital Expenditures for Higher Education: How Capital Project Funding Differs from General Fund Appropriations," that they presented at the 2011 ASHE annual conference and is forthcoming in the *Journal of Higher Education*. Ness also presented two other papers at 2011 ASHE conference: "The Effects of a Technology Transfer Office: Toward Causal

Inference with Coarsened Exact Matching” (with Barrett Taylor and Matt Weinstein), and “State Adoption of Merit Scholarship Programs: The Impact of Lotteries on Policy Diffusion” (with Austin Lacy).

Also in 2011-12, Ness began serving as graduate coordinator for IHE graduate programs and was major professor for seven doctoral students who graduated this year. He also continued his roles as an executive committee member of the ASHE Council for Public Policy and Higher Education, as a mentor in the William L. Boyd National Educational Politics Workshop, sponsored by the Politics of Education Association at the 2011 AERA annual meeting, and as a consulting editor for *Research in Higher Education*.

In the 2011-2012 year **Karen Webber** continues her work on faculty productivity, institutional research, and undergraduate research. Of the five peer-reviewed articles she published in 2012, one published in *Higher Education* focused on workload and productivity of U.S.-born vs foreign-born faculty. Two articles were related to faculty use of learner-centered assessment practices; one was published in *Research in Higher Education*, and one (with recent graduate Kyle Tschepikow) on the role of learner-centered assessment in institutional change. Two scholars, M. Li & Y. Zhao, are preparing a book (Springer Press) on faculty and instructional practices. Karen has submitted a chapter for this book on faculty use of assessment.

Karen also published an article in *Research in Higher Education* on the role of institutional research on the assessment of an undergraduate research program. Also related to undergraduate research (UR), Karen (with UGA colleagues Marcus Fechheimer, and Pam Kleiber) published two essays on the growth of UR and the importance of UR definition when examining participation rates over time. Along with Angel Calderon (RMIT University, Australia), Karen is co-editing an NDIR volume on “Global Perspectives on Institutional Research: Relevant Issues for Today and Considerations for the Future.” In this volume she is also co-authoring a chapter on “IR in Light of Internationalization, Growth, and Competition” with Barrett J. Taylor (PhD, 2011) and Professor Gerrie J. Jacobs (University of Johannesburg). Karen presented two scholarly papers at the AIR Forum. One was on faculty and student participation in undergraduate research (with co-presenters Tom Nelson Laird and Allison BrckaLorenz) and a second on graduate student debt with IHE students Michael Trivette and Andrew Belasco.

In July 2012, Karen began work on an AIR/NCES/NSF research grant. She has four IHE colleagues who will assist with the project: Drs. Manuel González Canché and Lijing Yang and doctoral students Drew Pearl and Sharon Johnson. In this grant project entitled “Doctorate Degree Recipients: Equal Benefits for all?” Karen and her team are examining the primary research question of how do human-capital benefits differ for degree earners over a ten-year period. In addition, the team anticipates examining other research questions such as how does completion of postdoctoral study benefit job

acquisition and salary, how do wage trajectories differ across employment sectors, and how does the presence of children affect faculty member employment in tenure vs. tenure-track positions.

**Manuel S. González Canché** continued working as a methodological consultant on a multisite and longitudinal Bill & Melinda Gates grant. The purpose of this three-year study is to analyze whether virtual networks can positively influence the probabilities of success of community college students.

Manuel’s participation in this project has translated into several research reports, four conference presentations currently accepted, and at least four papers in preparation to be submitted to peer-reviewed journals.

In June of 2012 Manuel taught the advanced session of a workshop in Social Networks Theory and Analysis at the International Centre for Higher Education Research at the University of Kassel, Germany. The main goal of the advanced session was to show how researchers can link social network analysis and theory with GIS and with text-mining techniques. Regarding the latter point Manuel is currently collaborating with Dr. Hugo Horta from the Center for Innovation, Technology and Policy Research IN+ at the Technical University of Portugal with the purpose of understanding scientific productivity and scientific network formation and information exchange dynamics.

Continuing with his focus on the study of community colleges, Manuel is co-researcher in a grant called “The College-Career Alignment and Career Capital of Community College Students” that is sponsored by the University of North Carolina at Charlotte. The general purpose of this research is to understand how and if alignment between students’ experiences and their career directions is associated with better academic and career-related outcomes.

**Lijing Yang** is a postdoctoral research associate in the Institute of Higher Education at the University of Georgia. She came from China originally and received a Ph.D. in higher education from University of Michigan. Her research interests include higher education finance, economics of education, faculty issues, organizational studies, and international and comparative higher education. In the last academic year, she collaborated with IHE faculty in co-teaching and guest-teaching in a number of doctoral courses, such as quantitative methods, college finance, and higher education research. At present, she conducts research projects, collaboratively and independently, to examine how higher education finance policy has influenced college access across countries, how institutional financial factors affect faculty employment and college enrollment, and how doctoral and postdoctoral experiences contribute to future career success. ■

# IHE Boosts Croatian Commitment

The IHE continues its longstanding commitment to Croatian higher education with a trip in October to participate in two nationwide scholarship fairs. Sheila Slaughter will present the keynote address and several IHE faculty, including Rob Toutkoushian, will be giving a workshop on funding institutions of higher education and its students. Libby Morris and emeritus faculty member Ed Simpson will introduce the Higher Education Initiative for Southeastern Europe (HEISEE) to researchers, administrators, policy makers, and government officials from Croatia and other regional countries who will be attending the fairs. The HEISEE initiative is an alliance with three organizations: Institute for Social Research in Zagreb and its Centre for Educational Research and Development, the Institute for the Development of Education, and the Agency for Science and Education. They are working cooperatively with the Public Affairs Office of the United States Embassy in Zagreb to advance the project.

The new regional initiative, HEISEE, will operate as an independent entity serving the countries comprising its membership and offering opportunity for networking for regional consultations, communications, conferences and meetings. The IHE will pursue the overarching goal of enhancing post-secondary education throughout the region. Scholars and practitioners will have the opportunity to study the field of higher education in an effort to devise integrated and sustained strategies for regional improvement. A major objective in the near future is the training practitioners and researchers as administrators and policy analysts by offering graduate degree programs under the auspices of the initiative and/or selected international universities. Emphasis will also focus on faculty and curriculum development, facilities management, student life issues and the myriad other tasks associated with operation of a university.

A group of faculty and administrators from Croatia visited the Institute in April to continue discussion on the creation of a regional program for higher education to be based, at least initially, in the Institute for Social Research in Zagreb's Centre for Educational Research and Development. The HEISEE initiative was created during the visit, which offered the delegation the opportunity to view the multi-faceted IHE as a model for the region using a threefold mission of teaching, research, and outreach. Opportunities discussed for collaboration in the partnership between IHE and the new initiative included student recruitment and faculty collaborations. ■



## Graduate Fellow Named

A graduate student working with Dr. Sheila Slaughter, the Louise McBee professor of higher education, **Barrett Taylor** was the recipient 2011-2012 of the Zell and Shirley Miller graduate fellowship. The fellowship, established in 2005, honors former senator and Mrs. Miller for their many contributions to higher education and is awarded to the graduate student who shows great promise for a future career in higher education.

Taylor came to the Institute with a BA from Southwestern University and an MA from the University of Alabama. As a doctoral student, he worked for four years with Professors Sheila Slaughter and Larry Leslie and Penn State Professor Liang Zhang on an NSF grant examining universities as sites of innovation and economic growth. He built datasets and published several articles with IHE faculty members and postdoctoral associate Brendan Cantwell, now an assistant professor at Michigan State University, and presented papers at meetings of the Association for the Study of Higher Education (ASHE) and the American Educational Research Association (AERA).

Taylor is very grateful for his time at the Institute, "It was such a propitious time. Professor and former IHE director, Dr. Tom Dyer, and Dr. Slaughter were great mentors, I could not be more grateful to them for the feedback they gave me and how they contributed to my development as a scholar". He is also full of praise for his fellow students, "In addition to the mentoring from faculty, the very high caliber of students at the Institute meant that I was steeped in an environment of scholarship and analysis."

Taylor, who recently graduated with a Ph.D. from the Institute of Higher Education, has moved to the University of North Texas where he is an assistant professor of higher education in the Department of Counseling and Higher Education. This fall he will be teaching classes in administration and the finance of higher education. ■

*By Elisabeth Hughes*



*Trips like this are critical to helping students understand the variety of ways in which educators around the world approach the task of imparting knowledge.*



# FOSTERING INTERNATIONAL LEADERSHIP

Executive Ed.D. students experienced higher education in a global context in June when the program's second cohort undertook an intensive one-week seminar in Haarlem, the Netherlands, organized by the faculty of the Center for Higher Education Policy Studies (CHEPS) at the University of Twente. The seminar focused on the reform of higher education in the 47 European countries that have signed up as members of the Bologna Process.

Students learned that the Bologna Process was "Europe's response to globalization" and the need to promote mobility for students and faculty, set qualification frameworks, and implement quality assurance across European higher education institutions. David Snow, an assistant professor at the

of Europe's foremost research universities and the oldest university in the Netherlands, founded in 1575 by William, Prince of Orange. They also tested their leadership skills by participating in simulation games that required setting up a higher education system in an imaginary country and leading and managing a European university. The trip also

*Our future successes depend greatly on our capability to adapt in an ever-changing environment, one in which it is vital to understand the role of higher education in a global context.*



National Defense University, summed up how valuable the trip had been, "Our future successes depend greatly on our capability to adapt in an ever-changing environment, one in which it is vital to understand the role of higher education

in a global context." For Julie Staggs, a senior consultant at STAMATS, "The trip was invaluable as a professional development experience".

Seminar topics included research policy, governance, higher education systems, funding, and the changing academic profession in Europe.

Students spent a day at the University of Leiden, one

included a tour of the province of North Holland, canal trips in Amsterdam and Haarlem, and time off to enjoy the museums, flower markets, and the outdoor cafes, as well as lessons in dodging the ever-present bicycles. On their return to the U.S., students gave group presentations comparing the higher education systems in the U.S. and Europe.

Kerr Ramsay, associate director of admissions at Emory University Candler School of Theology, pointed out that "Working in higher education, it is easy to believe the schools and communities in which we live are normative. Trips like this are critical to helping students understand the variety of ways in which educators around the world approach the task of imparting knowledge."

For Ginger Durham from the USG's board of regents, "it was an exceptional learning experience that will continue to inform my understanding of both foreign and U.S. education policy."

"The international curriculum is what makes the IHE's program distinctive" according to Linda Bachman, Franklin College of Arts and Sciences assistant dean for college relations at UGA. "It was fascinating to hear from leading European scholars, university administrators, and doctoral students about the pressing issues facing European higher education. They have arrived, via extraordinarily diverse routes, at many of the same challenges we are confronting in U.S. higher education. We have much to learn from their example, even as they strive to adapt aspects of our system to theirs." ■

*By Elisabeth Hughes*

# OUTSTANDING ALUMNI

## Ron Newcomb (EdD, 2011)



When Dr. Ron Newcomb became president of Chattahoochee Technical College in February of this year, he knew he was taking on a sizeable undertaking. CTC is the largest technical college in Georgia. The college provides classes in more than 70 degree, diploma and certificate areas at its eight campuses and online. Serving six counties and with eight campus locations, the college also provides many other students with learning opportunities

in adult education, continuing education and workforce development training. More than 18,000 students enrolled during the past academic year.

It was helpful that Dr. Newcomb was already serving as provost and executive vice president at CTC while he was obtaining his degree from the IHE. “I assumed that if I were to ever have a shot at being a president of one of the technical colleges, I needed to have a doctorate.”

Like corporations, colleges and universities are taking a financial hit. While there is nothing new about the constant need to streamline budgets and operations, Dr. Newcomb stresses there is a second major challenge in this economic puzzle.

“... do leaders at the national, state and college level need to more actively scrutinize what we’re putting our resources into producing? At my own college, for example, in the face of known skills gaps in the workforce, should Chattahoochee offer programs where enrollment supply is robust but the effect upon the competitiveness of the workforce is average, or should CTC choose to incentivize enrollment into programs where enrollment demand is thin but the affect is to strengthen the workforce in critical areas? If you do the latter, how do you incentivize enrollment and yet also cover the usually higher costs of such programs?”

Regardless of the many challenges a new college president faces on a daily basis, Newcomb receives a great deal of satisfaction out of watching students complete their education. “When I see how their personal resolve leads to graduation — and the joy it brings to them and to their families — then I am most rewarded by what we as a college have collectively

accomplished.”

Looking back on his time at IHE, Dr. Newcomb is extremely positive about his experience. “To anyone currently in or aspiring to be in college leadership, what’s not to love about the IHE? The high academic and intellectual quality of its faculty, the genuine student support offered by both faculty and staff, the national reputation earned by the IHE, and the cogency and relevancy of its courses to actual college leadership are benefits of the program. It isn’t possible for many IHE students, but I strongly recommend to students that they be part of a cohort — even if by their own design — because I found it to be a very important part of my own success.”

And real-world success is the name of the game at nontraditional institutions such as Chattahoochee Technical College.

## Yang Yang (PhD, 2011)



Statistically speaking, not everyone is a “numbers person”. You might call those who struggle with statistics, probabilities and causalities, mathematically challenged.

That description certainly doesn’t apply to Institutional Research Analyst (IR), Dr. Yang Yang. Working in the Office of Institutional Research at the President’s Office of the University of California, Yang spends her days maintaining and updating the database,

analyzing survey data, responding to data requests and assisting with survey administration.

Yang didn’t initially plan on working in institutional research but after her studies at IHE, she felt well prepared for this position.

“IR requires statistical skills and I feel confident in my math abilities,” shares Yang. “Also, IR covers various policy areas such as admissions, enrollment, tuition, graduation, financial aid, faculty salary, accountability, and budgeting, so most of what I learned about higher education can be applied directly to an IR job.” Yang adds, “For an international student like me, it is good to start a career in institutional research to get more practical experience to better understand

higher education in the U.S.”

Dr. Yang shared that the Institute’s ranking was the first thing that caught her attention when she was looking for a doctoral program. “I looked at both university ranking and the program ranking. IHE was ranked 7th nationwide in higher education at that time, and it is a unique inter-disciplinary program that provides various academic and professional opportunities for students to grow in whatever career path they want to pursue.” Yang added, “Another reason was it is a small stand-alone program that provided me with a collegial, English-speaking environment. It also has collaborations and exchanges with Chinese universities.”

Yang also mentions the benefits of the conferences and seminars held by the Institute. “IHE has been very... (helpful to) my career. They hold conferences on various topics and invite speakers from the nation and around the world, which enhanced my understanding ... and broadened my vision.”

Dr. Yang stresses to doctoral students entering the IHE, “The earlier they can figure out their research focus, the better. Then they can take courses that are more tailored. Attending ASHE (Association for the Study of Higher Education) and AIR (Association for Institutional Research) or other national and international conferences definitely helps to build one’s network and increase job opportunities.”

Statistically speaking, the odds are that Dr. Yang has shared some excellent advice.

## Tim Letzring (EdD, 1994)



While acquiring a degree in higher education, we all know it’s wise to map out a career plan. We hope to factor in our interests, where we will succeed and what will give us the most satisfaction. But, even the best-laid plans can change, and the next thing we know, we’re on a different path.

Take Dr. Tim Letzring for example. While obtaining a law

degree Letzring became very interested in education law. He was advised that a doctorate in higher education would help to market himself as a university attorney. That advice led

him to the IHE where he obtained his Ed.D. Then the market changed and, as a result, so did Tim.

Learning that there were higher education programs looking for law specialists as faculty, Tim charted a new career plan for himself when he became an assistant professor of education law at the University of South Carolina College of Education. That path eventually led him to the University of Mississippi. In 2004, Letzring was named chair and professor of the Leadership and Counselor Education Department.

“Our department houses three programs – Educational Leadership (preparing k12 administrators – assistant principals, principals, & superintendents); Counseling (prepares school and community counselors and faculty for other counseling programs); and Higher Education, which is similar to the Institute (IHE) offering a master’s and doctoral degrees,” explains Letzring.

Being responsible for so many areas at work means Letzring is the master of multitasking. Every day can bring a new challenge. “I still teach, do research, and serve at various levels, plus administrative duties as chair. My biggest challenge is managing across three program areas. Connected with the challenge of balance are the reporting requirements associated with many of the programs. Responding to the many levels of accountability, especially for programs connected to k12 schools, remains a challenge.”

When asked if his studies at the IHE continue to help him in his present position, Letzring responded, “I still use many of the concepts from finance and organization courses. And having now served as an administrator for several years, many of those concepts have become more important as I now apply them instead of just teaching about them. In fact, working as an administrator has improved my teaching in higher education with real world examples.”

We all need a well thought-out career path that helps us to know where we are and where we want to be. Paying attention to the signs along the way can lead to a career that may not have been part of the original plan, but the end result can be very rewarding. ■

By Betz Kerley

“IHE is a unique inter-disciplinary program that provides various academic and professional opportunities for students to grow in whatever career path they want to pursue.”

# ACCESS BREEDS SUCCESS FOR DISADVANTAGED STUDENTS



“*Mr. Carty, I just want to go to college. My parents came to this country so I could go to college. It doesn't matter where I go. I just want to go.*”

It was not the first time Georgia College Advising Corps adviser Ryan Carty had heard this plea from a student eager to attend college, but whose family could not afford tuition and who had not been exposed to the college admissions process. Thanks to his training Carty was able to help this student, and he eventually received grants by completing the FAFSA (Free Application for Federal Student Aid) and was accepted into college, where he is pursuing a degree in criminal justice.

The Institute of Higher Education, in partnership with the Watson-Brown Foundation and the National College Advising Corps, began the Georgia College Advising Corps (GCAC), in 2009. Now in its 4th academic year, GCAC continues to generate success stories by working alongside guidance counselors in assisting first generation, underrepresented, and low-income students in applying and enrolling in college.



“Shoving away low expectations and helping her to succeed were goals

I had for a senior girl who was ranked top of her class,” shares GCAC advisor Briane Davis. “She had great stats that any admissions office would love to see: 4.0 GPA, 25 ACT score and community service hours from her four years as lead commander in the school’s ROTC program. Coming from a single-parent home and eligible for fee waivers, I knew I had to get this girl some scholarships!” says Davis. “She has now completed three scholarship applications including the Gates Millennium Scholarship, and has applied to four schools — three of which are in-state public schools that may potentially award her great academic scholarships.”

The National College Advising Corps was founded in 2004. Schools served by the program see an 8-12 percentage-point increase in college-going rates versus control schools in the same area. Advising Corps partner high schools receive an average increase of \$1 million in additional scholarship dollars

per school for their college-going students. Students have reported a greater awareness of higher education and what is required to attend college as a direct result of working with an NCAC advisor.

UGA and 17 other partner institutions that make up the NCAC received the 2012 National Service Impact Award from the Corporation for National and Community Service. The award recognizes the institutions’ commitment to providing disadvantaged high school students with resources and support to pursue higher education opportunities.

GCAC advisor Lauren Rice recalls a story. “One of the first students I met on my job site was immature, unfocused and very dependant. With a 1.8 GPA and a 12 on his first ACT, I knew it was virtually impossible to get this student into a four-year school. I always remembered to check on this student until one day when he gained the maturity to check in with me on his own.

After that I could not get rid of him! He came to my office every other day for one-on-one test prep and filled out so many applications that I lost count. Now he is accepted into two out-of-state schools and his band teacher is working on getting him a band scholarship to the school of his choice. When all things seemed to work against this student, I saw the amazing happen, and I believe that all students who work hard will get into their best-fit school. Seeing is believing!”

Because of the GCAC program, advisors are able to identify students who have potential for succeeding in college. They arrange college tours for students who otherwise would have no opportunity to walk around a campus. These students are learning how to apply to colleges and how to receive financial aid. As a result, more students who deserve the opportunity to further their education are now able to attend college.

The Institute of Higher Education is currently looking for additional funding for the Georgia College Advising Corps to extend this worthwhile program through 2014 and beyond. ■

By Betz Kerley

# Transatlantic Moves

## *to the Market: The United States and the European Union*

Moving beyond its original goal to “make Europe the strongest knowledge-based economy in the world”, the European Commission (EC) has now pledged to create an “Innovation Union” that will “unleash Europe’s innovative capabilities, improving educational outcomes and the quality and outputs of education institutions, and exploiting the economic and societal benefits of a digital society” (European Commission 2010, p. 10). Given that the European Union (EU) sees the United States (US) as its primary competitor in the “smart economy,” it is useful to analyze and compare the ways in which EU and US research universities are moving toward the market, a pre-condition for competition in knowledge-based economies. We are using the theory of academic capitalism (Slaughter and Rhoades 2004) to explore and compare US and EU trajectories (for further details on our work in this area, see Slaughter and Cantwell 2012).

### US and EU Moves Toward the Market

Understanding movement toward the marketplace in the US and the EU requires attention to three dimensions: intermediating organizations, interstitial organizations, and expanded managerial capacity.

### Intermediating Organizations

In neoliberal states, intermediating nongovernmental organizations (NGOs) span public, nonprofit and for-profit organizations, working across them to shape policy and soften and redraw boundaries, reconfiguring these spaces so they are more amenable to the market. In the US, beginning in the late 1970s, such intermediating organizations proliferated and included the Carnegie Commission on Science, Technology and Government (1993), the Council on Competitiveness (1996), and Committee on Science, Engineering, and Public Policy (1993, 1995), the Belfer Center for Science and International Affairs, the Brookings Institution, and the American Enterprise Institute. Notably, the Business-Higher Education Forum deliberately brought together CEOs from industry and academe to craft policy narratives that specified the way tertiary education should contribute to competitiveness. For the forum and its sister organizations, the proper work of government was to create a “climate for competitiveness” (Business-Higher Education Forum 1986), and they each worked on multiple levels to achieve that goal, blurring the boundaries between research, educational and industrial policies (Slaughter 1990). University presidents

and faculty participated in the work of all of these policy organizations. In short, many intermediating NGOs at the federal, state and local level promoted competitiveness and human capital as a way to hold the US position in the global order (Slaughter and Rhoades 1996, 2004, 2005).

The EU competitiveness trajectory exhibited some similarities with the US trajectory. Beginning in the 1980s, groups of European political and business elites began to lobby and operate within European institutions in order to enact neoliberal policies and establish a discourse on European global competitiveness (Bieler and Morton 2001; van Apeldoorn 2000). More recently, the European Union held the first meeting of a newly created Higher Education-Business Forum in 2008 to bring together university administrators, European Commissioners, representatives from chambers of commerce, and business executives, to network and coordinate activities to help Europe’s educational institutions better serve the smart economy (Europa 2008).

EC experts’ committees are another increasingly employed form of intermediating organization. The expert committees are constituted by the commission which bring together experts from the private, public and nonprofit sectors, and can be permanent or temporary (Gornitzka and Sevrdrup 2008). These groups are concentrated around knowledge economy policy areas, intermediating among public, nonprofit and private sectors and EU and national levels of government, promoting policies that follow a competitiveness enterprise program that links universities, research, and corporations, creating the smart economy.

In Europe and the U.S., the professionals who staff intermediating organizations circulate among the various sectors carrying discourse, narratives, and ideologies. Some represent corporate elites, while others are based largely in professional organizations with less direct linkages to the economy, as is the case with the EC’s expert committees and the National Academy of Sciences in the US. Although diverse, participants in intermediating organizations represent high-ranking segments of society and see advantages from rearranging the traditional, distinct sectors of state, nonprofits and for-profits to create new opportunities configured in a neoliberal frame.

### Interstitial Organizations

Groups within universities often intersect intermediating organizations and the opportunities they provide through

interstitial organizations, which then become bearers of the narratives and discourses of human capital and competitiveness. Interstitial organizations emerge from the interstices of existing organizations within the university (Mann 1986), often focusing on research commercialization or technology transfer. Following the passage of the Bayh-Dole Act in 1980 in the US, research universities there established technology transfer offices and supported the process of patenting research discoveries and developing spin-off companies. Technology transfer offices were often staffed by scientists, engineers and lawyers initially lodged in more traditional units, as were the managers of university sponsored business incubators and research parks that followed. These units enjoyed substantial state and institutional investment and their purpose was to produce patentable intellectual property and innovative technologies, generating revenues from university science and technology and building the economy.

In the US, interstitial organizations emerged spontaneously from within universities to intersect with emerging opportunities, but in the EU, states and universities frequently worked together to develop intersecting structures through which innovation and commercialization might occur. There, knowledge transfer units (similar to technology transfer offices in the US) were created and began to develop a dense web of networks across a number of European countries. These networks supported “the transfer of best practice across members, to develop training support and international connections, to influence national and European policy, and to collect data on the performance of its members” (Geuna and Muscio 2009, p. 101). Over time, the European Commission Frameworks programs encouraged university and national efforts to stimulate knowledge transfer by providing “systematic procedure[s]” for setting R&D and technology transfer agendas, policies, and infrastructure.

Beginning with the Third Framework from 1991 to 1994 research, technology and development policy has been placed at the forefront of European innovation and competition. The Seventh Framework and Lisbon agreements amount to a more concerted effort to establish a European Research Area (ERA) in which trans-EU university/industry collaboration and innovation are central to the commission’s stated goal of making the EU the most competitive innovation region in the world (Breschi and Cusmano 2004). The commission incited the development of technology transfer organizations and also promoted a normative agenda through fora, resulting in recommendations and policy guidelines for how universities should handle intellectual property, technology transfer, and collaborative research including recommendations to establish “professional” technology transfer services and set intellectual property and patent policies.

Across both Europe and the U.S., these interstitial organizations create new careers and a host of new rewards. Because these opportunities emerge interstitially, they often build on or relate to activities that were core to the organizations and offices out of which they grew. However,

interstitial organizations act like switching devices, channeling energy, effort and revenues to new entrepreneurial circuits of knowledge, and recruiting energies of faculty and non-academic professionals within universities to academic capitalist knowledge/learning regimes.

## Expanded Managerial Capacity

At the same time that interstitial organizations emerged from the interstices of traditional organizations such as departments, centers, and institutes, the managerial structures of universities were changing rapidly to enable universities to conform with and participate in shaping relations with neoliberal states. Although there are great differences in management modes among and between universities in the US and EU, there is a general trend towards increased corporate-like governance of higher education through three interrelated processes, each relating to expanded managerial capacity: interstitial organizations are being institutionalized, new managers are shifting the human resources profile within higher education institutions, and managers are increasingly acting to monitor, incent and discipline the increasing and highly differentiated numbers of faculty and nonacademic professionals in tertiary education work force.

In the US, expansion of managerial capacity is presided over by boards of trustees or regents working closely with “executive management” (presidents, chancellors, provosts, vice-presidents). These governing boards, whether public or private, are designed to provide universities some autonomy while managing the institutions and their endowments. Many board members are CEOs of prominent corporations (Pusser et al. 2006). Historically, these trustees or regents had fiduciary responsibility, which meant they were held legally to a very high standard of trust in 1998, the Supreme Court declared that trustees of institutions of higher learning would be held to the same (and lower) standard of conduct as trustees of corporations (Kavanaugh 2010), a reform that was in keeping with broader changes in the neoliberal state and that helped make universities a space supporting increased marketization, including establishing claims on faculty intellectual property and recruitment of full-fees paying overseas students.

Trustees often delegate to university executive managers, who in turn have utilized successions of management systems that are similar to New Public Management (NPM), which stressed marketization of state and supranational agencies, including national university systems, to improve economy and efficiency (Deem 2001, 2004; Deem et al. 2008, Bruno 2009). Generally, these management systems privilege management authority over decisions by faculty collegiums, asserting the rights of managers to assess, reward, and regulate academic work. In parallel, a sequential flow of management fads have entered US higher education in response to progressive pressure to increase “effectiveness” and “efficiency” (Birnbaum 2000; Bruno 2009). Like NPM, these fads give administrators the right to define and assess the value of academic work, and draw academic work into customer, or “stakeholder” accountability patterns.

US university managers have changed the human resources profile of universities so they resemble the human resources profile of “smart” economy corporations. Colleges and universities are increasingly moving away from a human resources profile of relatively large numbers of full-time permanent faculty who make decisions through vehicles like faculty senates to a managerial model comprised of increasing numbers of contingent faculty and researchers managed by growing numbers of non-academic professionals and managers (Schuster and Finkelstein 2006). Thirty-five years ago, 75% of faculty were tenurable and only 25% were adjunct or contingent or non-track; today those trends are reversed (Bousquet 2008). In 1987, for all institutions of higher education, part-timers were approximately 52% of full-time faculty. In 2007, with a 58% increase in part-timers, they are approximately 97% of full-time faculty. In other words, there are almost as many part-time as full-time faculty (National Center for Educational Statistics 2009).

However, US university human resources profiles differ from corporate profiles in an important respect. US universities have greatly expanded the number of non-academic professionals, so their management structures are far from lean. Tertiary institutions in the US now have more non-academic professionals than faculty members. In fall 2007, at the national postsecondary level, professional staff (non-academic professionals) without faculty status constituted a greater share (53%) of full-time professional employees than faculty members (47%). These non-academic professionals make approximately the same salaries as faculty, and like faculty, the salaries are highly differentiated (Knapp et al. 2008).

Many European countries are seeking to give universities more autonomy and create stronger executive management, with the goal of making universities more competitive in excellence indicators, more attractive for international student mobility, better able to prepare students for work in the knowledge economy, thus promoting economic development, and better positioned in new funding streams (European University Association 2009). Eliminating employee civil service status facilitates expanded autonomy, for example, as does establishing “satellite” legal entities (similar to US universities’ “arms-length” foundations and boards) that can engage in a wide variety of market transactions. European universities are also beginning to shift toward “CEO type leaders” with executive management groups that exercise enhanced decision-making power. Increasingly, boards include external “stakeholders,” who sometimes take a full role in decision making (Estermann and Nokkala 2009).

Some European universities have gone further. Finland, for example has initiated reforms that terminate universities’ status as state organizations and professors’ status as civil servants (Välilä 2011). Other European nations—Denmark, Sweden—are considering autonomy similar to Finland’s. However, many faculty and students are protesting these changes.

As European executive institutional managers have focused on market opportunities, full-time faculty numbers have decreased relative to the numbers of contingent faculty

(Ackers and Gill 2005; Rhoades and Sporn 2002; Eurostat Eurostat 2010a, b) and studies from individual countries suggest that numbers of non-academic professionals are also increasing. For example, in Norway the number of non-academic middle management professionals has increased substantially (Gornitzka and Larsen 2004).

At the EC level, national efforts toward competition and “excellence” are promoted through “soft law” and efforts to use social technologies such as framework implementation and various rating systems as well as grants competitions to steer national systems in the directions outlined above. System-wide university management is now able to act in public, non-profit, and for-profit venues, deploying activities among these sectors for strategic advantage.

Similar patterns hold in the US. For example, relatively “autonomous” universities can often borrow in private bond markets for building loans and direct their students toward student aid loans from private corporations, while nonprofits like Harvard or Yale can draw on the resources of the state to guarantee bonds, receive aid for their students from state and federal governments, and of course compete for federal research funds, all without paying taxes. Similarly, both public and nonprofit universities can create arms-length appendages, both nonprofit and for-profit, to facilitate external ties and generate revenue. Both public and non-profit universities have endowments to which private citizens and corporations can make donations, greatly reducing their income tax. As the Finnish case demonstrates, European universities are moving in these same directions (Välilä 2011).

In short, universities are increasingly managed as neoliberal institutions. As NGOs with industrial interconnections, universities have access to public funds that can be used to generate commercializable knowledge. Public support for universities can act as inverse redistribution when public funds are channeled through universities in the service of commercial interests.

## Implications and Conclusion

The US and EU are following very different paths to bring higher education closer to the market. The US move to the market was incremental and frequently led by a wide variety of NGOs, often with strong ties to the for-profit sector and participation by segments of universities prior to federal legislation or mandates. This lengthy, unplanned process has made American research universities the most heavily marketized in the world. The EC is reverse engineering Anglo-American models to reconstruct governance technologies for uniquely European contexts that embed competition in nation/state initiatives. Although the discourse surrounding university marketization promises growth of high-paying jobs and prosperity, evidence to date suggests very uneven results for both the US and EU.

The implications of these transatlantic moves are many, and to be fully understood require situated case studies that tease out consequences. Nonetheless, our analysis is suggestive of three broad implications for states, intuitions, and academic disciplines.

*Endless competition* in academic outputs, with consequent ratcheting-up of rhetoric, costs, and governance technologies, is a likely outcome of policies that place universities at center of national competition to be the top smart economy. Given that there is no finish line, competitors are compelled to maintain a drive to excellence. And resources are needed to keep the throttle down. High expenditures can be rationalized by the need to maintain excellence and global competitiveness. In the US, a result is high debt burdens among workers and questionable long-term economy impacts (Chaker 2009). In Europe, the commission has generated new streams of funding, yet calls to EU nations to increase the share of GDP for higher education have not been fully met. Substantially increasing government higher education expenditures seems unlikely given the fiscal restraints many EU countries are experiencing, and it is unclear to what extent students and their families will tolerate increased tuition fees.

*Uneven development* is a hallmark of the neoliberal economic organization. The US has experienced growing income inequality since the 1980s (Saez 2009), and the gap between the rich and poor in European countries appears to have been expanding since the 1990s (Harjes 2007). Academic moves to the market are also associated with patterns of uneven development. Individual institutions and academics, as well as individual fields of study, have entered new circuits of knowledge and tapped into new funding streams, but others have been left behind. At the institutional level this gap is most apparent in the US with the growing inequality of resources and faculty salaries between well-to-do nonprofit universities (which receive substantial public support) and public universities (Alexander 2000). In the EU, institutional stratification is occurring through differential state funding structures including performance-based funding models that over the longer term may concentrate resources in relatively few institutions (Geuna and Martin 2003).

Uneven development will perhaps be most apparent between fields. Applied science and engineering and some social sciences with market applicability will likely continue to receive support and status, while other social sciences, the arts and humanities will languish. Research funding patterns in both the EU and US demonstrate that this pattern of uneven development between disciplines and within universities is well underway — faculty in innovative STEM fields on average make substantially more than faculty in the fine arts and/or humanities. The decline of the arts, humanities, and social sciences appears to be clearly associated with moving towards the market. The arts, humanities, and social sciences are historically the fields that offered social critique, including critiques of neoliberalism and the academic capitalist knowledge/learning regime.

*Increased exposure to market failure* is another likely implication of the market moves we have described. Exposure to market failure can be understood in at least three ways. First, increased managerial capacity, targeted funding streams, and exclusive knowledge circuits, all nested within narratives that extol the value of science and engineering in knowledge economies, have led to heightened investment and managerial

focus on a limited array of academic pursuits. Moreover, these few and privileged academic activities are increasingly reliant on private markets through industry-academy collaborations, commercialized knowledge, and spin-off firm development. If the markets connected to these activities — biotechnology, energy, information technology, for example — were to collapse like the dot-com industry in the 2000s, many universities may be exposed to limited returns on their investments and erosion of legitimacy, with few other assets to fall back upon.

Second, there is no guarantee that efforts to compete in academic enterprise will be successful, either in traditional academic measures such as publication output, or in market measures including patent and technology transfer income. As institutions increasingly concentrate their efforts in a narrow array of academic markets, the chances of any individual competitor to experience success would appear to decline. We suspect that a likely outcome of moves to the market is those institutions already most successful in knowledge economies will extend their advantage over institutions less well positioned to compete. Substantial investment in market activities is a losing proposition for many universities.

Third, the neoliberal state and deregulated market economy may pose the largest risk of market failure for universities. As long as the economy was expanding, universities were able to compete for increased funds for innovation, but the large bank and corporate failures that set off the deep market crisis of 2009 have slowed universities. The boom and bust cycles of neoliberal capitalism have clearly contributed to the financial calamity. Despite the market rhetoric, public funds (whether from regional, local, federal or supranational state agencies) provide the greatest revenue source for research universities. Ironically, those institutions may have to tap their largest clientele—undergraduate students—with prices close to the real cost of higher education to keep meeting classes.

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This article draws upon recent work by McBee Professor Sheila Slaughter and former IHE postdoctoral associate Brendan Cantwell, currently assistant professor at Michigan State University.



**Sheila Slaughter** is the first occupant of the McBee Professorship of Higher Education and during the last fifteen years she has focused on topics such as intellectual property and statutes, commercialization of academic science and technology, market mechanisms in higher education, and academic capitalism.

Dr. Slaughter has worked with the European Universities Project, HeDDA - the European association of research centres, institutes and groups with expertise in higher education research, the Salzburg Seminar, and various groups in Mexico and Argentina on issues related to marketization and commercialization of science and curricula. She was named an Erasmus Mundi Fellow in 2009 by HeDDA, which is funded by the European Union. In 2012, she was honored by being named an AERA Fellow.

# OUTSTANDING ALUMNI

## Matt Thompson (PhD, 2008)

Funds for institutional support are crucial to help maintain the growth of colleges and universities, regardless of their status. The Greek philanthropist, Cimon donated funds to The Academy of Socrates. Plato and Alexander the Great gave financial assistance to Aristotle's Lyceum. Fundraising for higher education began at Harvard College in 1641. By the mid twentieth century, most colleges and universities had established a department of advancement. By the twenty-first century, some top-tier universities have fundraising drives of over \$1 billion.



As vice president for advancement at Florida Southern College, Matt Thompson spends his days developing strategies to find the resources needed to meet the financial goals of the college. "I am responsible for overseeing all money raised at the college through the annual fund, planned giving, and the capital campaign," says Thompson. Fundraising is under pressure like never before, but that hasn't slowed down Thompson in his efforts to raise money. "We have a \$3.35 million annual fund goal," states Thompson. "These funds are necessary to undergird the operating budget, but it doesn't stop there. We are currently in a capital campaign focused on facilities and infrastructure to enhance the academic reputation and support a vibrant student development program."

"In the last eight years, we have become a regionally known institution that is now ranked #2 in our category by *U.S. News and World Report*," states Thompson. "I know first-hand the life-changing effect that donors have when they invest in our students."

Dr. Thompson feels very strongly about his association with the Institute. "I do not think you could find a better group of faculty, doing such important research while remaining focused on their students."

Fundraising is a never-ending job requiring special talents, authenticity, passion, motivation and a strong vision for the future. All attributes that one Cimon of Athens would no doubt have appreciated. ■

By Betz Kerley



Left to Right: UGA President Michael Adams, McBee Professor Sheila Slaughter, Louise McBee, and speaker Robert Bruininks

# 2011

## McBEE LECTURE DR. ROBERT BRUININKS

Dr. Robert Bruininks, president of the University of Minnesota (2002-2011), gave the 23rd Louise McBee Lecture in higher education in early November 2011. In introducing the speaker, President Michael Adams stated, “He has done it all, [and] he has made considerable and lasting contributions along the way.” Bruininks was professor, dean, administrator and president and served academia for over 40 years.

Dr. Bruininks began his lecture by declaring that “we as a nation need a serious discussion and a serious plan to develop our human capital and to establish a culture of innovation.” He presented what he termed six new realities for higher education’s future:

1. The power of demography and the changing demography in the U.S. An aging population will cause a labor shortage and an increasing demand for entitlement programs.
2. A sharp decline in public funding for higher education. A growing demand for entitlement programs and growing anti-tax sentiment mean public disinvestment in our universities will likely continue for the foreseeable future. Public funding for higher education increased by 6% in the 1980s, by 5% in the 1990s, and decreased by 25% in the last decade.
3. Increasing demands for accountability. There will continue to be increased reporting requirements for higher education institutions.
4. Increased global competition. As institutions more aggressively compete for students and resources the quality of some programs is questionable.
5. Increased scrutiny on cost and productivity. Less public support and increased competition have resulted in institutions operating like businesses, concerned with the bottom line.
6. Revisiting core values of our public institutions of higher education. Many requirements seem less central to the mission of public institutions.

Bruininks finished by stating, “If we act today with urgency, I believe we can outpace the gathering storm, overtake our destinies, and begin to set our own course again as universities, as states, and as a nation.”

A podcast of the entire lecture can be found at [ihe.uga.edu/events/louise-mcbee-lectures](http://ihe.uga.edu/events/louise-mcbee-lectures). ■

# 2012 McBEE LECTURE PROFESSOR JOHN THELIN

*Mahler Auditorium  
Georgia Center for Continuing Education  
11 a.m. November 1, 2012*



John Thelin, university research professor at the University of Kentucky, will present the 24th annual Louise McBee Lecture on November 1. The title of his presentation will be “Academic Procession: President and Professor from Past to Present.” His teaching and research interests focus on the history of higher education and public policy. His latest book, *A History of American Higher Education*, emphasizes the history of colleges and universities – especially campus life – as part of American popular culture. He is author of six books including *Games Colleges Play* and a historical study of how research universities developed in the South since 1890. In addition to writing for scholarly journals, he has had essays published in the *Wall Street Journal*, the *Washington Post*, and the *Chronicle of Higher Education*. He received the University Provost’s Award for Teaching Excellence in 2006. In April 2007 the American Educational Research Association conferred on him the Exemplary Research Award for Division J: Postsecondary and Higher Education Research. In November 2011 John received the Outstanding Research Achievement Award from the Association for the Study of Higher Education. His most recent research project is a book contract to write on rising college costs and the economics of higher education.

## Governor’s Teaching Fellows Reunite

Representing 24 colleges from across the state of Georgia, 63 alumni of the Governor’s Teaching Fellows (GTF) program gathered together at Meigs Hall for a one-day reunion conference on January 20, 2012. Dr. Marguerite Koepke, director of the Institute’s GTF program led the group in a lively discussion about the latest topics concerning the higher education professors.

Established in 1995, the GTF provides Georgia’s higher education faculty with expanded opportunities for developing important teaching skills. Participants of the three-day seminars or the two-week summer symposiums are selected based on their teaching experience, their interest in continuing instructional and professional development, and their ability to make a positive impact on their own campus.

*By Betz Kerley*



# teaching leadership from the top down



Erin Hames



Hank Huckaby



Veronica Biggins



Tom Jackson



Casy Cagel



Nancy McDuff

The Executive Ed.D. Program in Higher Education is a two-year program taught in Atlanta to senior managers looking to gain a competitive advantage, learn new leadership skills, and achieve a global perspective on higher education. Dr. Charles B. Knapp (director, Executive Ed.D. Program and president emeritus of the University of Georgia), hosts

a leadership series that brings a speaker with a vast range of experience to each meeting to give lectures about their own leadership styles, along with their vision of what it takes to be an effective leader in the 21st century.

This year's speakers included Veronica Biggins, Managing Director of Diversified Search and former Director of Presidential Personnel for President Clinton; Erin

Hames, Deputy Chief of Staff for Policy for Georgia Governor Nathan Deal;

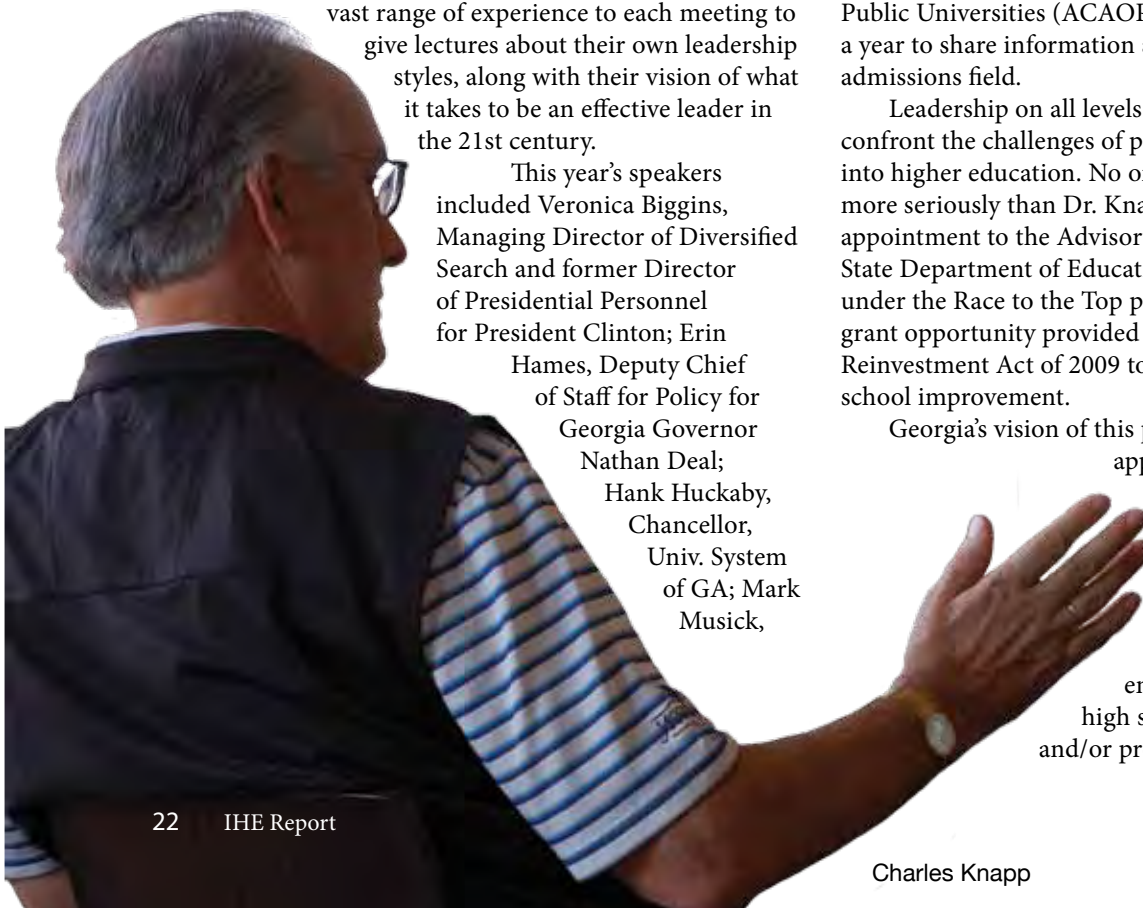
Hank Huckaby, Chancellor, Univ. System of GA; Mark Musick,

Chairman, Board of Directors of ACT and past president of SREB; and Casy Cagel, Lt. Governor of Georgia.

Other notables who participated in this year's series were: Tom Jackson (PhD, 2008), Vice President for Public Affairs, UGA and Nancy McDuff, Associate Vice President for Admissions and Enrollment Management at UGA. McDuff is also chair of the Association of Chief Admission Officers of Public Universities (ACAOPU). This group meets three times a year to share information and discuss issues that impact the admissions field.

Leadership on all levels of education is evolving as we confront the challenges of preparing students to move forward into higher education. No one has taken this challenge more seriously than Dr. Knapp, currently a gubernatorial appointment to the Advisory Committee to the Georgia State Department of Education on Innovation Grants under the Race to the Top program. This is a \$4 billion grant opportunity provided in the American Recovery and Reinvestment Act of 2009 to support new approaches to school improvement.

Georgia's vision of this program as written in the application: "To equip all Georgia students, through effective teachers and leaders and through creating the right conditions in Georgia's schools and classrooms, with the knowledge and skills to empower them to 1) graduate from high school, 2) be successful in college and/or professional careers, and 3) be



Charles Knapp

competitive with their peers throughout the United States and the world.”

Dr. Knapp is also a member of the Board of Directors of both GEEARS (Georgia Early Education Alliance for Ready Students) and NCTAF (National Commission on Teaching and America’s Future). Knapp explains, “Since I was president of The University of Georgia I have spent a good bit of time on the issue of improving the quality of early, primary, and secondary education. The future of higher education rests to

a significant degree on our ability as a country to improve the quality of education before students get to college. These boards have worked diligently to develop policies to implement new approaches to school improvement and education reform.”

Doing what it takes to ensure students receive every opportunity to excel in school and beyond is in everyone’s best interest. Who knows which one of these students will one day be lecturing about leadership in the year 2040? ■

*By Betz Kerley*

# OUTSTANDING ALUMNI

## Tracey Ford (EdD, 2002)

How many professional hats can one person wear? If you’re Tracey Ford – the answer is 18. As director of the Center for Academic Excellence at North Carolina A&T State University, this go-getter must never sleep.

“As the director, I provide leadership for several programs including: new student success courses, academic advising, tutorial programs, supplemental instruction, student athlete academic enhancement, Project MARCH and SISTERS learning communities for males and females respectively, and developmental instruction,” explains Ford.

In her spare time, Ford serves on and chairs numerous committees including General Education Task Force, Enrollment Management, and Chancellors Council on Intercollegiate Athletics and Provost’s Council on Athletics. She was also recently appointed to serve on a committee to develop partnerships with the Guilford Technical Community College, and she is the co-chairperson for the Chancellor’s Commission for the Review of Student Success.

When Ford was asked why she decided to choose a career in higher education, she responded, “I always wanted to be an educator, but I wasn’t sure how I would get there. My initial idea of education was being a teacher in K-12 or faculty at the college level.”

After Ford completed a fellowship at the National Cancer Institute, her focus expanded when she saw a need to increase the number of underrepresented minority students in the STEM (Science, Technology, Engineering & Mathematics) fields. Ford further explains, “As I began my studies at IHE, my interest broadened to access, retention and graduation for low-income and minority students regardless of discipline. From that point on, I strategically took positions that allowed me to learn as much as I could about this area.” She adds, “This position at A&T affords me the opportunity to do just that. I even get to utilize my STEM experience, because NC A&T State University is a leader in the area of educating and graduating STEM students and STEM research.”

Dr. Ford applies what she learned at the Institute to her many demanding roles at the Center for Academic Excellence. “What I

learned about the history, organization, finance, and leadership of higher education helps me every day.” She also credits the IHE for the opportunity to study institutional research. “More and more, administrators are needing to analyze and make sense of data,” explains Ford.

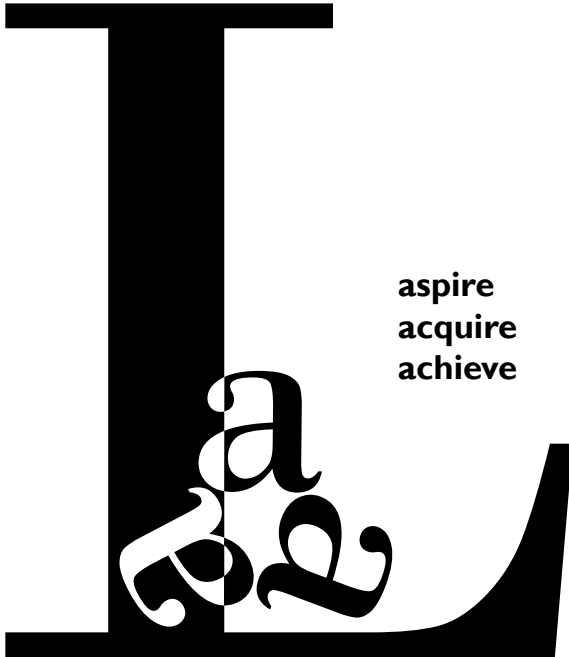
“We can’t improve student success without having a strong sense of what the data is telling us. In addition, program assessment is critical, so data collection, analysis and utilization are paramount to the continuous improvement of programs.” Ford gives high marks to her major professor.

“Dr. Libby Morris taught me so much about being a professional. In particular, she met with me before I took this position and gave me solid advice on being an effective leader. I wrote down everything she said and implemented every piece of that information and credit her for helping me in my growth as a leader.”

Dr. Ford encourages the students beginning their studies at the Institute to “expect to be both student and teacher. Your expertise and life experiences add so much to the learning environment. You must share with your classmates because this networking can be just as valuable as what you learn in the class.” ■



*By Betz Kerley*



aspire  
acquire  
achieve

**"Leadership** should be about *creating a vision, communicating a policy, and implementing a strategy*" – Program Director and Professor Charles Knapp

The Institute of Higher Education's **Executive Ed.D. program** offers a demanding two-year cohort-based program focused on policy, strategy, and leadership, with international experiences in Europe and Asia, for senior administrators at universities, colleges, and related educational agencies and organizations. Applications may be submitted in summer 2013 for the cohort beginning in January 2014.

<http://ihe.uga.edu/graduate-programs/edd>

## 2012

### IHE FELLOWS

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

**Christopher Cornwell**  
*Professor of Economics*

**Houston Davis**  
*Executive Vice Chancellor, University System of Georgia*

**Jerry S. Davis**  
*Education Research and Policy Analysis Consultant*

**Elizabeth DeBray-Pelot**  
*Associate Professor  
Program of Educational Administration and Policy*

**Delmer Dunn**  
*Vice President for Instruction Emeritus and Regents Professor Emeritus*

**Catherine L. Finnegan**  
*Assistant Vice Chancellor  
Academic Services and Research  
Virginia Community College System*

**Mary Lou Frank**  
*Interim Vice President  
Academic Affairs  
Middle Georgia College*

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

**Denise Gardner**  
*Director of Institutional Research  
University of Tennessee*

**Joseph C. Hermanowicz**  
*Professor of Sociology*

**Edward J. Larson**  
*Hugh & Hazel Darling Prof. of Law  
Pepperdine University*

**Larry L. Leslie**  
*Distinguished Visiting Professor of  
Higher Education*

**James Minor**  
*Sr. Programs Officer and Director  
Higher Education Programs  
Southern Education Foundation*

**David Morgan**  
*University System of Georgia*

**David Mustard**  
*Associate Professor of Economics  
College of Business*

**Brian Noland**  
*President, East Tennessee State  
University*

**Kenneth E. Redd**  
*Director of Research and Policy  
Analysis  
Council of Graduate Schools*

**Linda A. Renzulli**  
*Associate Professor of Sociology*

**Edward G. Simpson, Jr.**  
*Distinguished Public Service Fellow  
Emeritus*

**Dave Spence**  
*President  
Southern Regional Education Board*

**Randy L. Swing**  
*Executive Director  
Association for Institutional Research*

“... people tend to ignore the problems of debt taken on by graduate students...”



Photo by Pouya Dianat

# STUDENTS BEYOND THE CLASSROOM

Andrew S. Belasco (left) has researched student borrowing with fellow Ph.D. student Michael Trivette (right). Belasco says that people tend to ignore the problems of debt taken on by graduate students because advanced studies are seen as a privilege. They compiled data from the 2000 and 2008 National Postsecondary Student Aid Study, which was used as the basis of a paper presented at the 2012 AIR Conference in New Orleans. Their findings were the subject of a *Chronicle of Higher Education* article entitled “Federal-Loan Changes may Curb Graduate Study: End to Federal Subsidy is Likely to Increase Students’ Debt Burden.”

The Institute enrolled a total of 30 new students this year in the Ph.D., executive Ed.D., and new M.Ed. programs. It was a very productive year for students who submitted manuscripts and reports, gave lectures and presented papers at conferences ranging from those at universities in Finland to the annual meetings of the Education Law Association, ASHE, AIR, AERA, the Department of Education’s Federal Student Aid, and the International Association for Research on Service-Learning and Community Engagement. Several students continued to work with the Institute’s internationally renowned faculty on prestigious NSF grants and state commissions. For third year Ph.D. student and research assistant Kelly Ochs Rosinger, “the biggest benefit from the program has been the relationships I have built and the mentorship I have received from the IHE faculty. I work closely with several faculty members on research projects and have learned so much from them about how to approach and study higher education policy issues.”

# BEYOND THE CLASSROOM

■ **Leasa Weimer** spent the 2011-2012 academic year on a Fulbright grant and an American-Scandinavian Foundation grant collecting data in Finland for her dissertation. Her study explores the tuition fee pilot program in a traditionally tuition-free Nordic country. During her time in Finland, she was invited to present preliminary findings at two conferences, and three Finnish research institutes. In addition, she was invited

as a guest lecturer at the University of Tampere for the Finnish Master's Program in Higher Education Policy and taught a class on "Global Competition in the International Student Market" for the University of Jyväskylä's Sociology Department. In the spring of 2012, Weimer was hired as a research fellow for the Finnish Higher Education Evaluation Council project evaluating the international degree programs in Finland. In December, Weimer was elected as president of the North American Chapter for the Erasmus Mundus Association (a European scholarship program) and was recently named as a member on the Fulbright Finland Alumni Board.



■ **Lauren Collier** is a recipient of the 2012 Louise McBee Scholarship awarded by the Georgia Association for Women in Higher Education (GAWHE). She has also received a 2012 Chi Omega Alumnae Education Award to further her education "for the purpose of career qualification or advancement". Lauren co-presented a paper, "Academic Capitalism, Community Engagement, and the Public Good," with Sarah Brackmann at the 2011 annual ASHE Conference. Her graduate assistantship is in the UGA Office of the President.

■ In spring 2012, **Jarrett Warshaw** co-wrote and submitted with Drs. Jim Hearn and Austin Lacey an invited manuscript for publication in a special issue of the *Economic Development Quarterly*. They examined state-level adoptions of research and development tax credits and implications for state, higher education, and industry relationships in support of regional economic development. Jarrett and Jim Hearn continue to work on comparative case studies for a National Science Foundation-funded project on state science and technology

proposals with co-authors at Bucknell University based on his master's thesis on undergraduate legacy students. Mr. Warshaw continues to hold the Presidential Fellowship, which is awarded through the UGA Graduate School.

■ **Jennifer Rippner** is chairing Governor Nathan Deal's Race to the Top Innovation Fund Advisory Commission. Dr. Charles Knapp is also a member of this Commission. Jennifer has three conference presentations accepted for fall 2012: "Bridging the Sectors – Understanding the Impact of New Federal K-12 Law and Policy on Higher Education" at the Education Law Association annual meeting; and two presentations at the 2012 ASHE Conference, "An Alternative Approach to Examining Faculty Salary – Analyzing Differences Across Institutions" (with Rob Toutkoushian) and "Sweezy v. New Hampshire and Academic Freedom – Murky Boundaries and a Proactive Court". Jennifer is currently a graduate research assistant with Dr. Libby Morris, working in the Provost's Office on performance funding and faculty workload issues.

■ **Andrew Belasco** was awarded a Scholarship for Education Research to participate in the 2012 InterUniversity Consortium for Political and Social Research (ICPSR) Summer Program in Quantitative Methods of Social Research. The scholarship covers enrollment fees for him as a program Scholar, which enables him to attend either one or both of the Summer Program's four-week sessions in Ann Arbor, MI. The Scholarship for Education Research was established by the ICPSR Council to support methodological training among graduate students who are conducting quantitative research in the field of education. The application process is

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highly competitive, so Andrew's selection recognizes him as an outstanding student with a hopeful future as an education research professional. Andrew also participated in the Summer Internship Program at the University of Chicago's National Opinion Research Center (NORC). NORC's competitive internship program recruits doctoral students in statistics and the social sciences, and aims to develop their skills in

Student Financial Assistance in Washington, DC. In his role as director of Policy Research for the Advisory Committee, he designed and directed the regulations study, which was mandated by Congress in the Higher Education Opportunity Act of 2008. The three-year study drew upon the feedback from more than 2000 representatives from the higher education community. Anthony and his colleagues delivered the study's



survey methodology and design. Regarded as one of the premier academic research organizations in the U.S., NORC provides research support to organizations like the MacArthur Foundation, the City of New York, and the World Bank—as well as to national governments in Spain, Qatar, and the United Kingdom. In his second year of doctoral studies, Andrew's research focuses on how K-12 institutions facilitate college readiness and transition.

■ **Sarah Brackmann** will be attending the 2012 International Association for Research on Service-Learning and Community Engagement (IARSLCE) Conference to present a paper titled “Project FOCUS: Assessing Long-Term Impact of Service Learning on Post-Graduation Civic Behaviors” (co-authored with Shannon Wilder, David Knauff, and David Berle). “Promoting Civic Engagement to Educate Institutionally for Personal and Social Responsibility” is the title of a chapter in the monograph, *Facilitating the Moral Growth of College Students* (co-authored with Karen Boyd), which is in press and scheduled for release in 2012. Sarah has also submitted two journal articles for review in the *Michigan Journal for CS-L*: “Investigating the Impact of Time in Service-Learning on Moral Reasoning Outcomes,” (with Paul Matthews) and “Reciprocity Diversified and Explicitly Examined: A Concept Review” (with several colleagues nationally and abroad). She is currently director of civic engagement at Southwestern University.

■ **Anthony Jones** oversaw the completion of the Higher Education Regulations Study this past year. The final report was released in November 2011 by the Advisory Committee on

findings and recommendations to Congress and the Secretary of Education, as well as at the U.S. Department of Education's 2011 Federal Student Aid conference in Las Vegas and at the 2012 annual forum of the Association for Institutional Research (AIR) in New Orleans. In addition, he presented sessions on methodological barriers encountered during the study at the AIR forum, and at the 2012 Student Financial Aid Research Network conference in Memphis. In April 2012, he also delivered at IHE an educational policy seminar titled *Access Matters: How Financial Barriers will Undermine Bachelor's Degree Completion in America*. Anthony is co-editing a book with Dr. Laura Perna on the state of college access, persistence, and completion; the book is scheduled for publication in 2013. He continues his work on the editorial board of the *Journal of Student Financial Aid*.

■ **Patrick Crane** serves as the director of policy and Strategic initiatives for the West Virginia Higher Education Policy Commission. He first joined the commission staff in October 2009 as a research and planning analyst. In 2009 and 2010, Mr. Crane served as education policy advisor to Governor Manchin. During that time, he assisted in the development of the National Governors Association Chairman's Initiative, Complete to Compete, which focused on increasing college completion around the country. The state's successful \$1 million grant application to Complete College America, which was awarded in August 2011, was co-written by Patrick. He presented a paper entitled “Using State Policy to Promote the Commercialization of University Research: An Analysis of the West Virginia Research Trust Fund” at the 2011 ASHE Conference. During 2012, he staffed the West Virginia College

Completion Task Force and was lead author on their final report, which was released in May. He also co-authored a roundtable presentation that has been accepted for the 2012 ASHE conference entitled “Accelerating to What? An Evaluation of Developmental Education Reform in West Virginia”.

- **Drew Pearl** works for UGA’s Office of the Vice President for Public Service and Outreach, where he primarily manages the publication of the *Journal of Higher Education Outreach and Engagement*. With Michael Trivette and James Byars, he presented at the annual forum of the Association for Institutional Research, and they have been accepted to present at the annual meeting of the Association for the Study of Higher Education. He was also accepted to present his research at the annual National Outreach Scholarship Conference. Drew has served as a guest reviewer for the *Journal of Community Engagement in Higher Education*.

- **Mary C. Milan** works on a research team with McBee Professor Sheila Slaughter who is engaged in a project entitled Stratification, Segmentation and Fragmentation: After Mass Higher Education, which will culminate in a book. She is also involved in projects with other faculty at the Institute. Mary has worked on a TIAA CREF-sponsored project with Dr. Jim Hearn since August 2010, researching emerging changes in faculty career contexts. Together they have submitted two policy reports to the TIAA CREF Foundation and presented a paper at the 2012 AERA meeting in Vancouver entitled “The Contingency Movement: A Longitudinal Analysis of Changing Hiring Patterns in U.S. Higher Education”. Mary also continues to work with Dr. Erik Ness on projects concerning research utilization in state policy contexts. The pair presented a paper at the 2012 AERA meeting, titled “Research-Policy Connection in the Statehouse: Understanding the Impact of Information in Higher Education Finance Policy”, and will co-present another paper on the topic at the 2012 ASHE annual meeting in Las Vegas this November.

- **Kelly Ochs Rosinger** co-presented a paper with Dr. Jim Hearn at the 2012 AERA meeting in Vancouver, British Columbia, titled “Selective private colleges as factors in the reproduction of inequality: A longitudinal analysis”. Kelly has worked as a graduate assistant on an NSF-sponsored project for Dr. Sheila Slaughter since August 2011, researching the processes by which research universities produce patents and publications. She is also working with Dr. Slaughter and a team of graduate students on a project that examines how faculty construct careers in high- and low-resource departments at research universities. She continues to work with Dr. Rob Toutkoushian examining changes in student demand for higher education that result from the adoption of state broad-based merit-aid programs.

- **Michael Trivette** (with Andrew Belasco) presented a paper at the 2012 AERA Conference in Vancouver, BC titled “Navigating College Opportunity: The Impact of School-Based Counseling on Postsecondary Enrollment.” Michael presented several papers at the 2012 AIR Forum in New Orleans, LA titled “Graduate Student Debt: A Comparison for 2000 and 2008” (with Andrew Belasco and Dr. Karen Webber), “On the Move: Is Athletic Conference Realignment an Opportunity for Academic Gain?” (with Dennis Kramer), and “Comparing Apples to Oranges: Strategies and Policies for Effective Peer Group Comparisons” (with James Byars and Drew Pearl). Michael (with James Byars and Drew Pearl) will present a paper at the 2012 ASHE Conference in Las Vegas, NV titled “A Necessary Evil? A Fixed-Effect Study of the Determinants Behind Public Tuition and Fee Rates,” as well as a poster session (with Andrew Belasco and Dr. Karen Webber) titled “Graduate Student Debt: Evidence from NPSAS 2000 and 2008.” Michael, Andrew, and Dr. Webber’s research was recently noted in *The Chronicle of Higher Education* July 6 issue, titled “Federal-Loan Changes May Curb Graduate Study.” ■

By Elisabeth Hughes

## INSTITUTE GRADUATES

2011

### Ph.D.

- F. Mauricio Saavedra
- Christine Miller
- Khoi D. To
- Theresa Wright
- Austin Lacy
- Jaynefrances Nabawanka
- Corey Dortch
- Yang Yang
- Adam Wyatt

### Ed.D.

- Larry Christenson
- Jeffery Delaney
- Adam Sterritt
- Vince Miller
- Marilyn De LaRoche
- Timothy Doyle
- Lisa Fowler
- Kathy Pharr
- Rodney A. Ellis
- Stuart Evans
- James Morrison
- Daniel Sniff
- Wendy Hoffman
- Robert Hoover
- John Mitchell
- Ronald Newcomb
- Christine LaCola
- Caroline Brooks Seay

2012

### Ph.D.

- Barrett Jay Taylor
- David Hombs Dial, Jr.
- Wesley Ray Fugate
- Jennifer Rebecca Olson
- Stephanie Lynn Hazel
- Sarah Brackmann
- Yarbrah Peebles
- Kyle Tschepikow

# OUTSTANDING ALUMNI

## Jennifer Frum (PhD, 2009)

2012 has been quite a year for Dr. Jennifer Frum. It all began in January when, after a national search, UGA named her vice president for public service and outreach (PSO). She is the first female vice president to lead the university's service mission.



In June, Dr. Frum was named one of *Georgia Trend Magazine's* 2012 Power Women – one of four women in the state to make this list. The magazine reports that these are the women “who thrive on challenge and hard work. In achieving their successes, they are changing their worlds and making a difference.” Frum, having dedicated 17 years in public outreach administration at UGA, was an obvious choice to receive the honor and to take the helm of the PSO.

The PSO represents UGA in all 159 counties and 400 cities in the state of Georgia. Their mission is to enhance quality of life in the state by addressing economic, social and community needs. Dr. Frum is in charge of university resources extended statewide including: the Archway Partnership, Carl Vinson Institute of Government, Fanning Institute, Center for Continuing Education, Marine Extension Service, Office of Service-Learning, Small Business Development Center and The State Botanical Garden of Georgia. There is no typical workday in this VP's life. “Ideally every day would involve meetings and work that includes both attending to the ever-present administrative details of the job and moving the “big rocks” — the big-picture strategic goals

we're trying to accomplish,” Jennifer explains.

With her drive, abilities and enthusiasm, it's no wonder that Dr. Frum was selected to be on an elite list of Georgia women making a difference. “The absolute best part of what I do is when I'm out in the state and someone tells me that

the University of Georgia, through our outreach programs, helped them in some way. It could be that we helped an individual start a small business or we helped a community create jobs or attract an industry,” explains Frum.

Frum then adds, “We happen to think that UGA's public service and outreach programs are a great value to the state — we generate \$2.50 for every dollar we receive from the state and our total economic impact on the state last year was \$333 million. This is a message that resonates outside the institution.”

Dr. Frum's advice to students beginning their studies at the IHE: “I would encourage students to take advantage of the extraordinary talent among the faculty and seek out joint research/writing opportunities. Also, IHE directs significant resources to ensuring that students have numerous and diverse professional development opportunities, from international

experiences to national conferences. These are tremendous opportunities for students.”

In regards to our on-going examination of effective leadership, Dr. Frum weighed in on the subject. “For me, really great leaders know how to assemble a great team — I find that I am at my best with energetic ‘ideas’ people around me — and then enabling that team to act. I definitely think that the best leaders are the ones who can anticipate and plan for the future, who search for opportunities, and who aren't afraid to take reasonable risks and fail.”

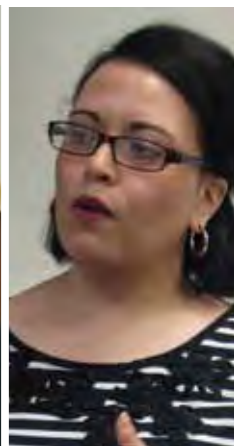
Dr. Frum's accomplishments in 2012 are proof that she too has what it takes to become an effective leader. We congratulate Frum on her stellar year, and look forward to reporting on the many achievements we are confident will be in her future. ■

By Betz Kerley

“IHE directs significant resources to ensuring that students have numerous and diverse professional development opportunities, from international experiences to national conferences.”

# 2011-2012 EDUCATION POLICY SEMINARS

*The Education Policy Seminars bring distinguished scholars to the Institute to address critical issues and cutting-edge research in higher education.*



## “Understanding and Measuring How College Faculty Include Diversity into Their Courses”

**Tom Nelson Laird** teaches in the Higher Education and Student Affairs program of the Indiana University School of Education. Since 2003, Dr. Nelson Laird has worked on the National Survey of Student Engagement (NSSE) and its related surveys. Currently, he is the Project Manager for the Faculty Survey of Student Engagement (FSSE) and studies teaching and learning issues using data from both NSSE and FSSE. Dr. Nelson Laird’s research focuses on effective teaching practices, student experiences with diversity, and deep approaches to learning.

## “The Privatization of Public Higher Education? Diversity, Change Over Time and the Role of Services”

**Sondra Barringer** is currently a Ph.D. candidate in sociology at the University of Arizona. Her dissertation focuses on the funding and expenditure strategies of higher education organizations and the extent to which they are shaped by organizational and environmental factors including multifaceted competition, stakeholder influence and governance differences.

Her other current research projects focus on the impact of competition on cross-subsidization in colleges and universities, the privatization of public higher education, the generation of social categories and their consequences for organizations, social enterprises and nonprofit organizations, and the history of causal inference in the social sciences. She has a M.A. in Sociology from the University of Arizona and a B.A. in Economics and Sociology from Baylor University.

## “Access Matters: How Financial Barriers Will Undermine Bachelor’s Degree Completion in America”

**Anthony Jones** has over 20 years of experience in higher education. He currently directs the policy and research efforts at the Advisory Committee on Student Financial Assistance, a nonpartisan, independent committee created by

Congress in 1986 to provide expert advice and counsel to Congress and the Secretary of Education on student aid and higher education matters. Anthony has been with the Committee since 2010. Prior work experience includes serving as the Grants & Campus-Based Section Chief in the U.S. Department of Education’s Office of Federal Student Aid, a policy analyst for the Department’s Office of Postsecondary Education, Assistant Director of Financial Aid at NC State University, and Director of Financial Aid at Tusculum College. Anthony holds a B.A. in Speech Communication Studies from UNC-Greensboro, an M.A. in Adult Education from Tusculum College, and is pursuing a Ph.D. in Higher Education at the Institute of Higher Education.

## “Whose Capital do I Study? Analyzing Community Cultural Wealth and Cultural Capital in Graduate Education”

**Michelle Espino** is an assistant professor in the Student Affairs Administration Program in the Counseling and Human Services Department at the University of Georgia. Dr. Espino’s research interests include Latina/o educational pathways, public policy pertaining to minority-serving institutions, member experiences in culture-based fraternities and sororities, and the intersections of race, social class, and gender in higher education. Prior to her graduate study, Dr. Espino served as the coordinator of Student Programs at Southern Methodist University in Dallas, Texas. She earned her master’s degree in College Student Personnel at Bowling Green State University in Ohio and her bachelor’s degree in International Relations from St. Mary’s University in San Antonio.

# At Home at IHE:

## 2012 International Scholars

In 2012, International scholars from China, Croatia, Finland, Lebanon, and South Korea made themselves at home at the IHE.

Dr. Lijing Yang, a graduate of the University of Michigan, is in her second year as a postdoctoral researcher focusing on higher education access, institutional finance, faculty issues, and international and comparative higher education. Yang, who “loves Athens’ weather and southern culture,” believes that “the prestigious opportunity the Institute has afforded her to research and teach will advance her career development and her future goal as a faculty member or researcher.”

Dr. Zhaohui Yin, an associate professor in the School of Education at Wuhan University, is another Chinese scholar who is spending a year as a visiting research scholar at the Institute, after receiving an award from the China Scholarship Council. Her research project is a comparative study of undergraduates’ entrepreneurial activities and university/industry relations at American and Chinese research universities.

Qian He, a student of Professor Baocun Liu in Beijing Normal University’s doctoral program, is just finishing up a year of research at the Institute and will return to China in September.



Zhaohui Yin

During her time in Athens, He learned that she had received three awards, the New Scholar Award, Excellent Dissertation Fund Award and the Joint Universities Dissertation Award, the only student at Beijing Normal to receive all three awards. Qian He said she will miss her time at the IHE and all the help she has

received, “I feel so lucky to have had this opportunity. I have made progress with my English and there are so many valuable materials here for my research.”

Another of Professor Liu’s doctoral students, Hanying Li, who was the guide and translator when the first Ed.D. cohort visited Beijing in summer 2011, will be joining the Institute for the next year. Professor Liu, director of the Institute of International and Comparative Education at BNU, who has visited the Institute a couple of times, has also applied for a Chinese Council Scholarship and plans to spend a month at the Institute this winter.

The Institute also welcomed two Fulbright Scholars, Dr. Ilkka Kauppinen, a sociologist and senior assistant researcher at the University of Jyväskylä, Finland, who had spent the previous year at the Institute, returned for two weeks in the summer to do additional research on the restructuring of European higher education and how this reflects the interests of an emerging transnational economic elite, and also to revise his article on the different meanings of “knowledge as commodity” in the context of higher education. Dr. Hana El-Ghali, a senior program coordinator at the Institute for Public Policy & International Affairs at American University of Beirut, is joining the Institute in September on a Fulbright to research higher education policy and management issues focusing on the Middle East and North Africa.

The international reputation of the Institute is further demonstrated in the new student body with Lucia Brajkovic, a masters student from Croatia, and doctoral students Hyejin Choi from South Korea and Xuelai Qui from China. ■



Qian He

By Elisabeth Hughes

# It takes you to fill in the blanks



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Students from the Institute's Executive Ed.D. program studied European higher education this summer in Haarlem, the Netherlands, as part of their comparative higher education class. In 2013, they will study in China.

Applications for the next cohort, to start in January 2014, will open in summer 2013.

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