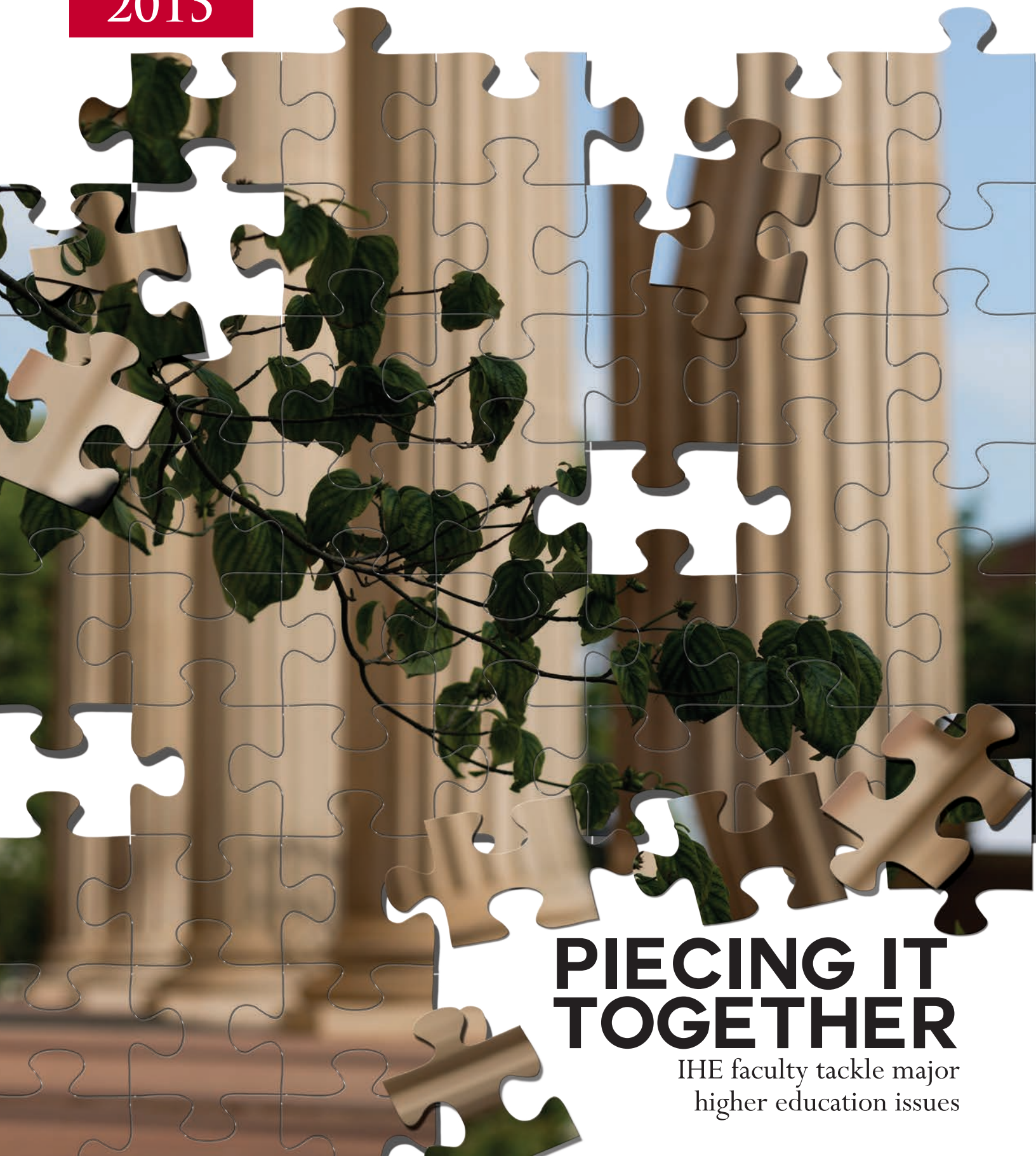
IHE report 2015

Institute of Higher Education
THE UNIVERSITY OF GEORGIA



PIECING IT TOGETHER

IHE faculty tackle major higher education issues

IHE

The Institute of Higher Education, founded in 1964, is noted for its multidisciplinary approach to teaching, research, and outreach, with particular emphasis on organization, governance, policy, finance, and faculty development.

The Institute offers the Ph.D., Ed.D., and M.Ed. degrees and collaborates in a Masters of Public Administration degree through UGA's School of Public and International Affairs. The Institute also collaborates on projects and programs with several other academic units at UGA, state agencies, and both national and international universities.

Visit IHE at ihe.uga.edu and on Facebook at facebook.com/UGAIHE

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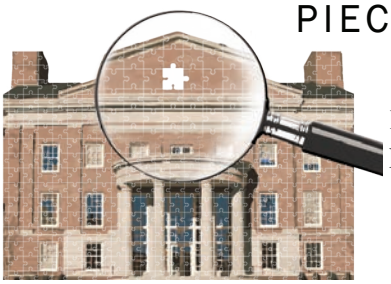

PIECING IT TOGETHER

IHE faculty tackle major higher education issues.

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The IHE celebrated the 50th anniversary of its founding during the 2014-15 academic year.

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EDUCATING LEADERS

Students in the Institute's Executive Ed.D. program learn from experienced leaders.

FROM THE

DIRECTOR

This past academic year was a particularly busy one, as the Institute of Higher Education marked the 50th anniversary of its founding. Events held throughout the year brought distinguished scholars to campus–including our own alumni–to interact with current IHE faculty, staff and students. Please enjoy the photos on pages 16-17.

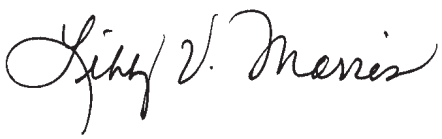
Over the course of the past 50 years, the Institute has steadfastly supported the land-grant missions of outreach, education, and applied and basic research. This issue of the *IHE Report* highlights recent research efforts by six of our core faculty, whose investigations help piece together a better understanding of current issues in higher education. Their topics range from examining measures of faculty satisfaction to understanding how students make decisions about college attendance to positing the fate of the liberal arts… and more.

Our instructional efforts are equally strong, and as we noted in celebrating our 50th anniversary, more than 200 graduates from our Ph.D. and executive doctoral programs have served or are currently serving in leadership positions across postsecondary education as presidents, vice presidents, researchers, directors, and faculty in colleges, foundations and agencies nationwide. This issue of the *IHE Report* provides a glimpse into the ways leadership is promoted in the executive doctoral program under the direction of former UGA President Charles Knapp, a much admired and respected national leader in higher education.

In addition to graduate education, IHE continues its commitment to public service and outreach through our oldest program, Faculty Development in Georgia, and its spin-off, the Governor's Teaching Fellows program, which celebrated its 20th anniversary this past January. More recently, we added to our research and outreach efforts the Georgia College Advising Corps, a college access program that assists underserved students with the complex college-going process. I hope you will enjoy reading about our instruction, research, and outreach in this issue and that you will return to the Institute for one of our many activities in the upcoming year.

On a poignant note, this issue also includes a salute to Sheila Slaughter (page 4) as she enters retirement and steps back from daily involvement with the Institute she has served for the past decade as the Louise McBee Professor of Higher Education. Her contributions both to the Institute and to the field of higher education are immeasurable. We are so grateful to have her as a colleague. We are especially pleased that Professor Slaughter has agreed to continue working with us, even though in a more limited scope, throughout this academic year.

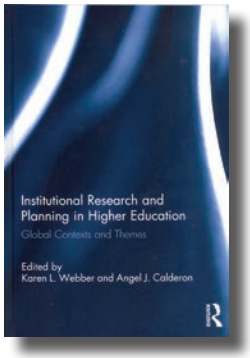
Please visit IHE soon, or at least make a call or send an email. We want to stay in touch.



LIBBY V. MORRIS
Director, Institute of Higher Education

Reading list

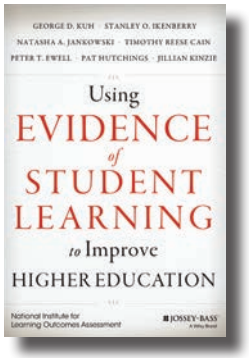
New books by IHE faculty



Institutional Research and Planning in Higher Education: Global Contexts and Themes

Routledge (2015)

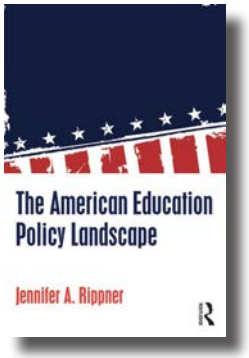
Karen Webber collaborates with her Australian co-editor and a diverse set of contributors from around the world to explore institutional research and planning practices from a global perspective. They examine the impact of globalization, changes in student demographics, new technologies, and market forces on strategic planning and the nature of institutional research and decision support in higher education. The book sheds light on the past, present and future of institutional research, along with implications for higher education in general.



Using Evidence of Student Learning to Improve Higher Education

Jossey-Bass (2015)

Tim Cain is one of seven scholars who collaborated on this book to present a reframed conception and approach to student learning outcomes assessment. The authors explain why it is counterproductive to view collecting and using evidence of student accomplishment as primarily a compliance activity, and offer practical advice for making student learning outcomes assessment more effective and efficient. The book is published in partnership with the National Institute for Learning Outcomes and Assessment, whose mission is to disseminate promising practices that enable academic institutions to productively use assessment data to inform and strengthen undergraduate education.



The American Education Policy Landscape

Routledge (2016)

Jennifer Rippner, who recently served as an IHE postdoctoral research and teaching associate, used much of her time at the Institute to produce this book, based on her dissertation research. Rippner provides a comprehensive overview of early childhood, K-12, and higher education policy issues—examining governance structures at the local, state, and national levels; the process of policymaking; issues of educational finance; and the impact of stakeholders. The book provides aspiring and practicing educators, analysts, researchers and policymakers with foundational knowledge and context for understanding education policy.

Economics of Higher Education: Background, Concepts, and Applications

Springer (2016)

Robert Toutkoushian and co-author Michael B. Paulsen (Univ. of Iowa), both trained as economists, have produced a book that is meant to explain to non-economists how economic theories and principles can be applied to understanding higher education problems and issues. The authors intend for the book to serve as an accessible resource for those who teach graduate-level courses in higher education programs. Among the topics covered are student investment, private and social returns, demand and supply, revenues and expenditures, and labor economics.

Salute to one of higher education's top scholars

MAJOR ACCOMPLISHMENTS

- **Louise McBee Professor of Higher Education (2005-15)**
- **Co-/authored books = 7 (2 translated into foreign languages)**
- **11 edited books & journal issues**
- **Published articles in 23 different peer-reviewed journals**
- **Presented papers in over 15 different countries outside the U.S.**
- **Major professor for approximately 50 doctoral degrees (numerous awards won by students)**
- **ASHE awards & honors:**
  - **» Howard Bowen Distinguished Career Award**
  - **» Research Achievement Award**
  - **» Served as president and VP**
- **AERA Fellow**
- **AERA Lifetime Research Achievement Award**
- **Erasmus Mundi Fellow, HeDDA, European Union**
- **Erasmus Mundus Scholarship, Danube University Krems**
- **Research Fulbright: Australia**

SHEILA SLAUGHTER, the inaugural Louise McBee Professor of Higher Education, is retiring this year. Attempting to capture what she has meant to the study of higher education worldwide is an impossible task. Attempting to capture what she has meant to the Institute of Higher Education is similarly challenging.

Sheila has been a scholar, mentor, colleague, friend, provocateur, and partner since joining us from the University of Arizona in 2005. She has forced us to ask challenging questions about the field and about our own work, never shying from an opportunity to challenge accepted practice when there was a chance that that practice could be differently understood or improved upon.

When Sheila gives talks or publishes books and articles, people pay attention. Her perspectives on the most fundamental issues in our field are wrestled with, appreciated, and used across the globe. Indeed, when the Association for the Study of Higher Education (ASHE) gave her the 2014 Howard R. Bowen Distinguished Career Award—"presented to an individual whose professional life has been devoted in substantial part to the study of higher education and whose career has significantly advanced the field through extraordinary scholarship, leadership and service"—the committee emphasized the global impact of her scholarship, noting that one nominator called her "perhaps the best known and most influential American scholar of higher education in the rest of the world."

Sheila's work spanning four decades has examined numerous issues, including faculty professionalization, academic freedom, intellectual property and technology transfer, the commercialization of research, and gender in higher education. Her on-going work funded by the National Science Foundation is charting and examining the implications of the networks of university trustees that link universities to corporations. Many of these issues are implicated in one large strand of Sheila's work that stands especially tall. Sheila and her colleagues, first at the University of Arizona and then at the University of Georgia, identified and explored the outlines of "academic capitalism" by conceptually tying together seemingly disparate developments in universities and societies worldwide. Those pioneering insights spawned a truly remarkable ongoing research program for Sheila, and helped launch research careers of those who have followed and built on her work. They have changed the ways we think and talk about higher education in the modern world; opened up new areas of inquiry; and shined spotlights on problematic, entrenched

relationships and trends affecting higher education around the world. Contemporary researchers on the university's role in the economy and society universally acknowledge Sheila's many scholarly contributions in these and other areas (see sidebar).

But focusing solely on Sheila's research would not do her career justice. Sheila has served in numerous institutional and national roles, dating at least to her efforts on behalf of the Teaching Assistants Association as a graduate student at the University of Wisconsin. Indeed, it was as a steward for that first graduate student union to successfully bargain a contract in American higher education that Sheila learned fundamental and valuable lessons about corporate higher education in a capitalist state. In the years since, she has continued to make significant contributions by sharing her unique insights and abilities with professional, disciplinary, and scholarly associations. She has served in multiple editorial capacities, on the American Association of University Professors' Committee T on Governance, as a consultant to the National Science Foundation, and as a collaborator with numerous international initiatives. From 1995-1996, she was the president of ASHE, the leading scholarly and professional association in our field.

Of course, Sheila has played crucial roles in the Institute, as well. As a senior faculty member, she has been intimately involved with shaping the culture and the future direction of the Institute. She has consistently helped us consider strategic ideas from all perspectives, and her emphases on ensuring quality, attending to the public good, and seeing things straight have been essential to our successes.

The course Social Theory and Higher Education, which she created and taught, has constituted a formidable but cherished piece of our core curriculum for doctoral students. Students taking it inevitably come out of it with deepened and widened understanding of the societal role played by colleges and universities. In the course and more broadly, she has been fully committed to the Institute's teaching mission of building students' knowledge of social-science theory and research. She has pushed students to be rigorous, theoretical, disciplined, and bold. Benefitting especially from Sheila's extraordinary guidance and support have been the many IHE students she has advised and employed as research assistants, as well as the postdoctoral associates whom she has funded and mentored. In every respect, she has filled our highest expectations for the Institute's Louise McBee professorship.

Sheila's retirement will surely expand her opportunities to pursue her many interests, including hiking, travelling, and knitting. We all understand the numerous good things awaiting her. Yet she will also maintain her close ties to and interaction with the Institute, continuing to lead her trustees research project and continuing to mentor her graduate students. While we will appreciate the intellectual spark that she will still bring to the Institute, we will certainly miss her regular presence in Meigs Hall.

—Libby Morris & James Hearn

IHE faculty receive ASHE awards

Sheila Slaughter and **James Hearn** were recipients of prestigious awards at the 2014 ASHE conference held in Washington, D.C. last November.

Slaughter received the Howard R. Bowen Distinguished Career Award, which is the highest honor presented to an individual by ASHE. The award is presented to "an individual whose professional life has been devoted in substantial part to the study of higher education and whose career has significantly advanced the field through extraordinary scholarship, leadership and service," according to the ASHE website.

"I am honored to have received the Howard Bowen award," said Slaughter. "It is the capstone of my career. I would not have received this award without participating in the intellectual community created by my ASHE colleagues and my graduate students. Advances in the field depend on many people generously sharing ideas."

Slaughter is a past president and vice president of ASHE and a recipient of lifetime research awards from both ASHE and the American Educational Research Association (AERA).

James Hearn received the Excellence in Public Policy in Higher Education Award. The award, given by the ASHE Council on Public Policy in Higher Education (CPPHE) is intended to "recognize excellence in work at the nexus of academic scholarship and policy practice in the field of public policy and higher education," according to the CPPHE award guidelines.

"I was surprised and deeply honored to learn that I had won this research award," said Hearn. "Receiving this recognition from national and international peers was immensely gratifying. I've been very fortunate to work in the rich scholarly environment provided by the Institute and the University of Georgia. I believe the honor should be shared with the many valued colleagues and students with whom I've worked over the years."

Hearn is a past recipient of the Distinguished Research Award of Division J of the American Educational Research Association. In 2005, he was named a TIAA-CREF Institute Fellow.

IHE visiting scholars

Thurston Domina, associate professor of education and sociology at the University of California-Irvine, was an IHE visiting scholar for the 2014-2015 academic year. Domina's research pairs demographic and econometric empirical methods with sociological theory to better understand the relationship between education and social inequality in the contemporary U.S. "I'm committing more time and energy to researching undergraduate education lately as I take the lead on an NSF-funded project that's dedicated to documenting instructional practices in large STEM lecture courses and tracing their link to student persistence," he said. "IHE was an ideal place to work on the data analysis stage of this project."

While at UGA, Domina collected data related to placement practices and instruction in secondary and postsecondary mathematics and science classes and used these data to investigate the links between institutional practices and student achievement and attainment. Upon completion of his year with IHE, Domina began fall semester at the University of North Carolina-Chapel Hill as associate professor of educational policy and sociology.

Sedat Gumus, associate professor of Education at Necmettin Erbakan University, in Konya, Turkey will be in residence for academic year 2015-16. He also works as the director of international relations at the Council of Higher Education,Turkey's national higher education planning and coordination body. His research interests include issues such as finance, coordination and governance of higher education. His primary research at UGA will focus on state-level higher education coordination and accreditation bodies in the U.S.

"The Institute is a good fit for me because there are many professors who are nationally known experts in higher education research, specifically in the governance of higher education," he says. "Also, having graduate programs is very important, as I plan to visit classes to learn more about the U.S. higher education system and to share my knowledge on Turkish and European higher education systems with the students. Later in the year, I have been asked to give a presentation on Turkish higher education, which is a very centralized system compared to the U.S."

Ilkka Kauppinen, senior lecturer in the Department of Social Sciences and Philosophy at the University of Jyväskylä (Finland), spent summer 2015 at IHE. During his visit. he coauthored and completed a manuscript with Sheila Slaughter and Brendan Cantwell (Michigan State) on the emergence of the European Research Area (ERA). He also prepared a research proposal to the Academy of Finland. "Visiting the IHE is always a pleasure and a privilege," said Kauppinen. "During the years my research has benefited significantly from these visits and hopefully I am able to give something back in return."

Kauppinen is also a fellow at the IHE and began his scholarly visits in 2010 when he spent a year as a Fulbright Scholar.

FELLOWS

IHE Fellows hold renewable, three-year appointments to the Institute of Higher Education and contribute to the Institute's programs and intellectual community.

James Soto Antony
Senior Lecturer, Graduate School of Education
Harvard University

Christopher Cornwell
Professor of Economics
University of Georgia

Angela Bell
Senior Executive Director for Reseach, Policy and Analysis
University System of Georgia

Houston Davis
Executive Vice Chancellor and Chief Academic Officer
University System of Georgia

Elizabeth H. DeBray
Professor of Lifelong Education, Administration, and Policy
University of Georgia

Catherine Finnegan
Assistant Vice Chancellor for Academic Services and Research
Virginia Community College System

Mary Lou Frank
Educational Consultant, Adjunct Professor
Brenau University

Ilkka Kauppinen
Senior Lecturer, Department of Social Sciences and Philosophy
University of Jyväskylä, Finland

Barringer continues NSF work

It's been two years since Sondra N. Barringer joined the Institute as a postdoctoral research and teaching associate. With a background in sociology and economics, Barringer has focused her research on the relationships within and between higher education organizations, and their consequences.

In August, she embarked on a multi-year research project on interdisciplinary research within large research universities with a recently awarded NSF grant (with Co-PI Erin Leahey, University of Arizona) entitled "University Commitment to Interdisciplinary Research: Scope, Causes, and Consequences." The project will develop the first measure of university commitment to interdisciplinary research, and assess both its precursors (e.g., environmental factors and institutional plans) and its impact on scholarly output, commercialization and university rankings.

"This project is built around the intersection of Erin's research on how the specialization and interdisciplinary nature of scholars' research helps or hinders their careers and my research on how relationships between and within higher education organizations affect their organizational behaviors," Berringer explains. "Our combined expertise allows us to evaluate the extent to which universities are committing to interdisciplinary research, what factors explain different levels of commitment across universities, and how this affects university outputs."

With the help of a team of graduate and undergraduate students and preliminary research already in hand, she hopes to start writing papers within the first year of the grant.

Barringer also continues her work as project manager for the NSF-funded grant titled "The Executive Science Network: University Trustees and the Organization of University/Industry Exchanges" with Co-PIs Sheila Slaughter and Barrett Taylor. The project is focused on mapping out the ties between AAU universities, trustees and firms, and evaluating the nature and consequences of those ties for universities.

"We presented three papers from the grant at ASHE last November and are presenting some of our initial qualitative findings at the Atlanta Conference on Science and Innovation Policy in September," she says. "These presentations allow us to get valuable feedback from colleagues as we finish the data collection and continue to write papers this year."

One such paper, which Barringer co-authored with Slaughter, is forthcoming. "University Trustees and the Entrepreneurial University: Inner Circles, Interlocks, and Exchanges" is currently in press in *Higher Education, Stratification, and Workforce Development: Competitive Advantage in Europe, the US, and Canada* published by Springer.

Barringer is grateful for her time at IHE. "It's been great to be part of such an interdisciplinary department with such a wide range of research interests," she says. "I also enjoyed teaching classes the last two years. The students were wonderful and I continue to enjoy collaborating with a number of them on research papers."

—Margaret Blanchard

Larry L. Leslie
Distinguished Visiting Professor of Higher Education, Institute of Higher Education

David Mustard
Professor of Economics
University of Georgia

Michael K. McLendon
Dean of the College of Education
Baylor University

Brian Noland
President
East Tennessee State University

Kenneth E. Redd
Director of Research and Policy Analysis
National Association of College and University Business Officers (NACUBO)

Linda Renzulli
Professor of Sociology
University of Georgia

Lorilee Sandmann
Professor Emerita of Lifelong Education, Administration, and Policy
University of Georgia

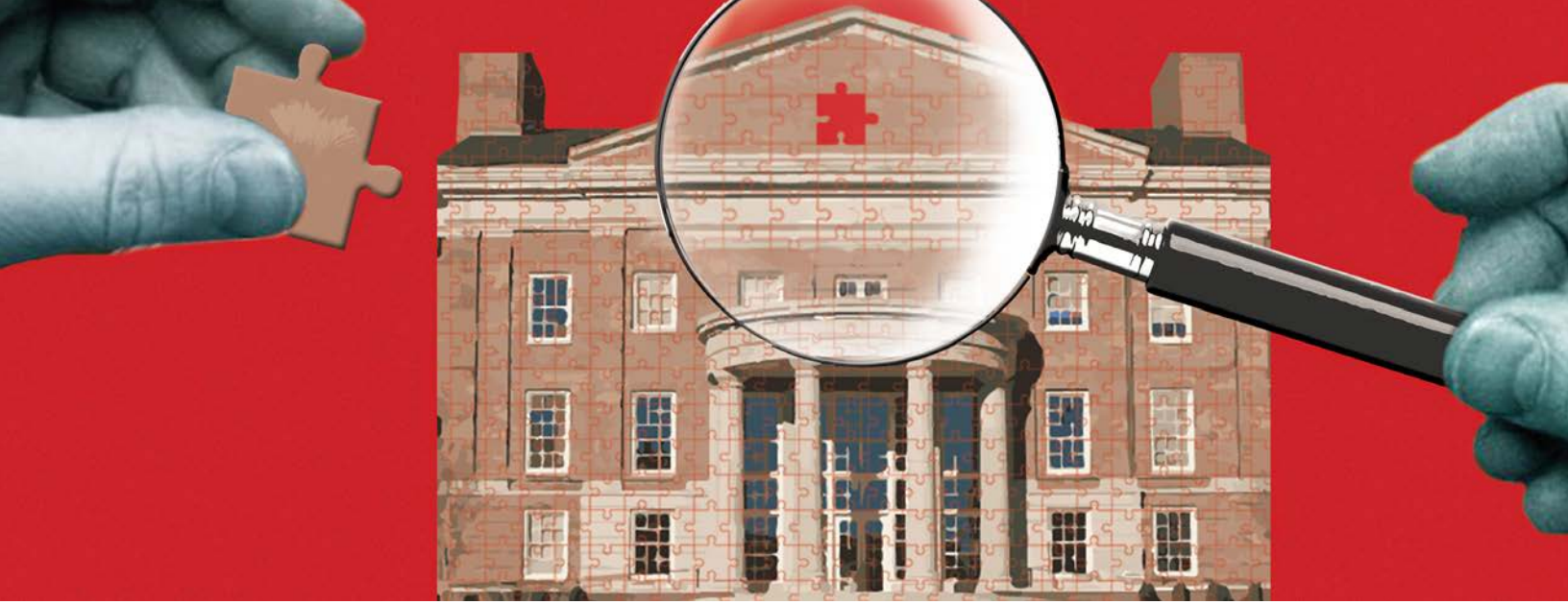
Edward G. Simpson Jr.
Distinguished Public Service Fellow Emeritus
University of Georgia

Dave Spence
President
Southern Regional Education Board

Randy L. Swing
Executive Director
Association for Institutional Research

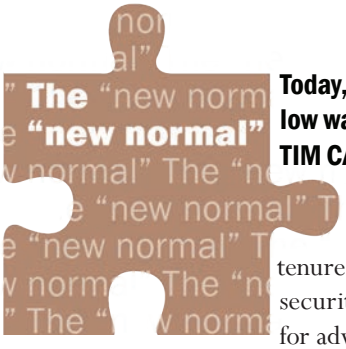
C. Edward Watson
Director
Center for Teaching and Learning
University of Georgia

Meihua Zhai
Director
Office of Institutional Research
University of Georgia



PIECING IT TOGETHER

Faculty in the Institute of Higher Education are examining major issues confronting postsecondary education. And their findings are often surprising.



Today, more than three-quarters of college teachers work off the tenure track, often with no job security, low wages and few prospects for advancement. Taking a closer look at the history of higher education, TIM CAIN suggests it was always so.

Roughly three quarters of college teachers work off the tenure track, often with little job security, low wages, and few prospects for advancement. The contingent labor force is highly diversified, but many struggle to make a living wage and lack the support necessary to fully serve their students, much less undertake robust scholarly careers. Graduate students are likewise key academic laborers, though ones who are often mistreated and devoid of adequate job opportunities for the future. This pattern of academic staffing is often decried as the "new normal," but it is not new. As I recently argued in *Thought & Action* (http://www.nea.org/assets/docs/e-Cain_SF.pdf), it is the normal state of the American faculty.

These issues date to the beginning of American higher education, when Harvard College's first master nearly beat to death his assistant teacher on the latter's third day of work. Things, of course, improved for college educators, but remained quite challenging. For much of the next 200 years, the typical instructor was a tutor, usually a transient position with little power.

The creation of professorships in the 18th century improved conditions for some, but further diminished those of tutors, who remained in the majority into the 1800s. The position lingered for another half century as one of limited opportunity and degraded status. And, while the new professors held a more advantageous place, retrenchment was common and salaries were both low and often withheld altogether. Moreover, no modern notion of academic freedom existed. Faculty could be and were dismissed for their views on politics, slavery, religion, and other controverted issues. Even those who were not suspect were in precarious positions as most worked on yearly contracts with no guarantee of continuation.

We think of the post-bellum years as a time of change and expansion in higher education, though historians recognize that the change was not as sweeping or rapid as earlier scholars claimed. By the end of the century, though, faculty had developed new professional identities, some of it earned through conflicts over academic freedom, especially in the social sciences. This is often viewed triumphantly as the beginning of the creation of the modern professoriate, but there remained significant challenges for faculty. The process was fraught, as the professoriate agreed to police itself, removing the most troublesome in exchange for greater freedom for those with the "right" tone and temper.

Just as importantly, by the turn of the century a highly stratified faculty had returned. Part of this was tied to an early disinclination to having more than one professor in a department, leading to the creation of assistant and associate professorships as positions that prefigured the current ladder faculty, although with greater limits to advancement. Yet the ladder system was not merely a means for efficient organization. It was also a way to disenfranchise what would soon become the bulk of the faculty, locating significant power in the hands of the few—power that could be used to make or forestall careers.

More problematic was the substantial increase in assistants and

instructors. In the May 4, 1909 edition of *Science*, Stanford University professor Hugo Marx reported that they made up between 50 and 65 percent of the staffs at leading institutions, with low status and few opportunities for long-term positions. Marx was also concerned about graduate students. In a paper published in the proceedings of the Association of American Universities' 1910 conference, he highlighted "the deplorable effect of the system of scholarships, etc., which do not entirely support the recipient, but act as bait and encourage him to go on with graduate study, while piling up an indebtedness which, under prevailing conditions, will ride his shoulders like a veritable old man of the sea." He continued, "The manipulation of fellowships for the purpose of 'building up a strong graduate department' lies dangerously near the immoral; and this is doubly true when the fellowship carries with it burdensome teaching duties which make of it but a disguised underpaid instructorship" (p. 19).

The 1915 formation of the American Association of University Professors was a significant step for college faculty, but not at first for all faculty. At its founding, its membership was restricted to elite faculty at leading institutions and its early efforts were disproportionately for that constituency. And, of course, the sub-faculty—sometimes derisively referred to as the "scrub-faculty"—remained and, at some institutions, expanded. At the University of Washington in 1925, for example, more than half of the instructional staff was on the sub-faculty, including more than 80 percent of the women. At the University of Wisconsin, assistants and instructors composed 80 percent of the staff in some departments, although some departments had none.

The Great Depression only worsened the situation for many of these instructors, even though some institutions did keep them around at cut rates so as not to cast them adrift. As Walter P. Metzger wrote in the Summer 1990 issue of *Law and Contemporary Problems*, "the competition for nontenure positions tended to turn new PhD's into scramblers for openings that demanded heavy workloads at cut-rate pay, and turned the currently employed into supplicants for continued favor" (p. 69). Indeed, the "plight of the academic underclass" (p. 71) informed the 1940 Statement on Academic Freedom and Tenure, its claims for academic freedom, and the creation of an up-or-out tenure system.

The several decades after World War II are often considered a "golden age" for college faculty. The acceptance of a tenure system, expansive job opportunities, and significant salary increases are often recalled. Yet the "golden age" was tarnished. The faculty workforce remained highly differentiated with one-third of college instructors working part-time in the early 1960s, not including the roughly 15 percent who were graduate students. The widespread discrimination based on gender, race, sexuality, religion, and politics necessarily further undercuts this notion of a triumphant and glorious era for the faculty. And as the turn toward unionization in the late 1960s highlights, to whatever extent it existed, the "golden age" was short-lived.

The modern situation is dire for many who are training or have trained to be faculty members, with real consequences for those who work and learn in colleges and universities. What is often missing from considerations of mass contingency, though, is that the current conditions would seem too familiar to the generations of teachers who preceded them. The new normal is, in fact, just the normal.

Timothy Cain's work explores modern and historical issues involving faculty and students in American higher education. He has written about academic freedom, unionization, student protest, and learning outcomes assessment. He is the author of Establishing Academic Freedom *(Palgrave Macmillan, 2012) and, along with colleagues at the National Institute for Learning Outcomes Assessment,* Using Evidence of Student Learning to Improve Higher Education *(Jossey-Bass, 2015). He is currently writing a book on the history of faculty unions.*

KAREN WEBBER'S analysis of job satisfaction expressed by today's postsecondary faculty reveals some gender differences, but she believes further exploration is needed to understand the underlying causes.

Although job satisfaction is a well studied topic in organizational literature, understanding satisfaction for today's postsecondary faculty members presents uncharted territory. Spurred by my previous work on faculty roles and productivity, I am beginning an examination of faculty satisfaction using restricted-level data from the Collaborative on Academic Careers in Higher Education (COACHE). So far, I've found two interesting results: 1) the work environment seems to be a more important contributor to satisfaction for women; and 2) in general, women are more neutral in their reported level of satisfaction—they are less likely to be highly satisfied or highly dissatisfied than male peers. Is this because women have traditionally been socialized to not ask for or expect too much? Are they hesitant to speak up? Or do they have a better outlook on the balance of work and avocation?

Academic professionals are drawn to the professoriate for their desire to produce new knowledge and to share that knowledge with others through instruction, collaborative research, and/or community engagement. Recent economic constrictions resulting in workforce reductions, little or no cost of living salary increases, and/or work furloughs have contributed to low morale and reduced satisfaction for faculty members. Understanding satisfaction for nontenure-track and women faculty is especially important in light of their disproportionate representation in today's professoriate, continued leaks in the pipeline, and limited options for job mobility.

My initial exploration is guided by Linda Serra Hagedorn's framework for job satisfaction, and makes use of 2011 and 2012 data for over 22,000 full-time faculty members in nearly 100 U.S. colleges and universities.

A number of factors contribute to faculty member satisfaction,

including relationships within the department, salary, success in achieving tenure, and work-family balance. Although male and female faculty report similar levels of satisfaction in select areas, some previous studies found women faculty to report lower satisfaction than male peers. Part of the reason for women's lower satisfaction may be due to feeling less informed about time and performance expectations, having fewer mentors, and feeling stress for work-family balance more so than male peers. In addition, women are traditionally reinforced for not speaking out and for not asserting their opinions. According to long-lasting stereotypes, married women who work outside the home are perceived to be secondary workers, not needing the same salary nor promotion as male spouses.

As a signal of achievement and future potential, salary serves as a perception of fairness and a factor in job-related satisfaction. In some of my previous work, I found that on average, doctoral recipients who are employed in the education sector earn about 20 percent less than peers in business and industry, and there is much literature showing a wage gap in academia by gender (e.g., scholars such as Ron Ehrenberg, Laura Perna, Jack Schuster, Martin Finkelstein, Rob Toutkoushian, and Paul Umbach). Studies by these authors report that average faculty salaries for females fall short of male peers by 15 to 22 percent.

According to Hagedorn, job satisfaction has complex nuances. Significant life events such as changes in life stage, family, rank or tenure, or emotional state serve as triggers that affect or are affected by personal characteristics, achievement, recognition, salary, collegial relationships, and perceptions of the work climate and culture. Life stage and change in family, work roles, or personal circumstances guide satisfaction along a continuum, and subsequent triggers may prompt the individual to cycle back to different points on the satisfaction continuum.

We also know that complexities of social structures, labor markets, and individual choice are important factors that help provide a more comprehensive explanation of satisfaction, career opportunities, and salary differentials. Ted Youn's work on structural theory suggests that salary inequities are caused, in part, by the way in which employment positions are structured in an organization. Youn believes that academic labor markets are unique because they are segmented by academic discipline, institution type, job task (teaching, research or administration), and job status (academic rank and time status).

Because current market conditions have decreased tenure-track faculty appointments, there is greater competition to earn a position. Women in dual-career couples face additional challenges resulting from limited mobility, which may result in acceptance of nonpreferred employment positions offering lower salaries and fewer benefits. Together, these events and structures perpetuate gender inequality, as women receive lower pay than male counterparts. As women hit this glass ceiling, it seems logical that they would become less satisfied with their employment.

The majority of respondents in this preliminary study were tenured faculty members (66 percent) or tenure-track (25 percent). Two-thirds were employed at public institutions. About the same number of males and females were on tenure-track, but twice as many men were tenured. In the preliminary analyses, women reported lower satisfaction with the time they spent on teaching, research and service, and were less satisfied with how equitably committee assignments were distributed across all faculty members in their department.

Women reported lower annual salaries; however, there was no significant difference in satisfaction with salary. In fact, proportionally more women said they were "highly satisfied" with their annual salary than male peers. Furthermore, overall satisfaction was not different by marital status, age, nor when having children under age six. Is it that women are less willing to speak up or do they have a more positive outlook on their faculty role and satisfaction? I need to delve further into the data.

Along with differences in satisfaction with salary, a second finding is also interesting. For both male and female faculty, environmental factors (e.g., perception of fit in the department, good communication from the department head) positively contributed to satisfaction. Preliminary analyses found the beta coefficients for women higher than those for men, indicating that environmental factors contribute to female faculty satisfaction more so than for male peers. This finding affirms previous studies that support the value of providing clear and detailed information to young faculty on expectations held for promotion and tenure. Perhaps this finding also indicates that women achieve satisfaction through conditions and events beyond salary alone.

In some instances, my findings parallel previous literature (e.g., satisfaction is correlated with salary), but in other instances they depart (women with young children did not report lower overall satisfaction). It is noteworthy that environmental factors were strongly related to satisfaction for both men and women, but more so for women. What is it about the environment that is so important for women? This finding will push me to deeper inquiry.

My findings of limited difference by gender may indicate that women are being seen and treated more equitably, or that they have a more positive outlook on their employment. However, it could also mean that women are less willing to speak up and/or are willing to accept lower income and roles, perhaps with lesser status. I look forward to exploring this topic further.

Karen Webber is working on projects broadly related to institutional effectiveness that include faculty satisfaction and productivity, institutional research, assessment of learning outcomes, and student outcomes through undergraduate research. Recent publications include an analysis of graduate student educational debt, gender differences in doctorate recipients' salaries, career effects of postdoctoral research, and the globalization of institutional research and planning in higher education.

ROB TOUTKOUSHIAN revisits human capital theory as a framework for understanding how students make decisions about whether to go to college/where to enroll and argues for modifications of this concept.

Countless studies in our field have tried to examine how students make decisions about whether to go to college, and if so, where to enroll. Academics frequently rely on human capital theory as a theoretical framework to guide these studies. In fact, it is nearly impossible to find a study that looks at issues such as access to college or college choice that does not use human capital theory as an explanation for how students make these decisions. In some work that I have been doing, however, I call into question whether human capital theory is sufficient to explain these types of decisions by students, and if it isn't enough, then how it could be modified.

Human capital theory originates in the field of economics. The phrase "human capital" refers to the skills and attributes possessed by a person that enables him or her to be productive in the labor market. Education is seen as a way for individuals to gain human capital because students presumably acquire skills and knowledge when they are in college that help them after graduation. Accordingly, academics frequently talk about going to college as being an investment in a person's human capital. In this model, going to college is an investment much like purchasing a stock or bond because the costs are paid upfront and the benefits are received in the future.

Drawing on this theory, academics frequently assert that students compare the financial benefits that they expect from going to college with the costs they would have to incur, and then decide whether and where to go to college based on whether the financial benefits exceed the costs. Many studies–including my own work–have tried to measure these financial costs and benefits, and in general they have found that on average the financial benefits greatly exceed the financial costs. Human capital theory would therefore predict that most students would opt to go to college, and would select institutions and majors where the expected financial payoff is the largest.

The problem, however, is that when we look around at students, we see them making postsecondary decisions that seem to contrast with the predictions of human capital theory. Many students end up not going to college even though the expected financial payoff is positive. Even among those who go to college, some choose to attend less prestigious institutions than they could attend (see the recent discussions about "college under- matching," for example), or they decide to major in subjects where the average financial payoffs are low relative to fields such as business, engineering, and some of the hard sciences. Is human capital theory wrong? Does this mean that students are irrational? Or is there something else at work here?

These are the types of questions that I have been exploring with a colleague (Mike Paulsen at the University of Iowa) as part of a book that we are writing titled *Economics of Higher Education: Background, Concepts, and Applications*. In the book, we reconsider the model of how students make decisions about postsecondary education, and have found a number of ways of enhancing the model beyond the human capital framework.

First, we note that the model of student choice is actually based on the happiness (or utility) students receive from their choices and not simply the excess money that they can earn from going to college. Each choice that students make–such as whether to go to college, whether to apply to the University of Georgia, and whether to major in economics–brings with it not only expected financial costs and benefits, but also utility. Although utility is a component of the human capital model, it is frequently overlooked, and researchers tend to focus solely on the expected financial gain from student decisions.

Second, although going to college is an investment, it can perhaps be thought of as being more similar to investing in a rare painting than it is to investing in a stock or bond. When people purchase a mutual fund, the only benefit that they get out of it is in terms of how much they can sell it for later. Actually possessing the mutual fund gives the purchaser no enjoyment, and in fact the person who buys a mutual fund rarely gets to even see it–it is a pure investment good. In contrast, if a person invests in a painting, he or she not only gets value from selling it later at a higher price, they also get value from looking at the painting as it (hopefully) appreciates in value. Economists refer to this extra value as a "consumptive benefit." Rare paintings, therefore, give the purchaser both an investment and a consumptive benefit.

There are many ways in which students receive consumptive benefits as well as investment benefits when they go to college. These benefits may include the enjoyment that they get from attending sports events on campus, taking part in extracurricular activities, eating at various food establishments on campus, living in nice residence halls, and visiting places within the vicinity of the campus. In addition, consumptive benefits from college may be obtained from simply making friends and learning to live independently.

Expanding the student choice model to include consumptive benefits also may help explain some of the anomalies that we observe in the real world. For example, if these consumptive benefits are much larger at College A than they are at a more prestigious (and financially lucrative) College B, the student may rationally choose to attend College A.

Our hope is that our book will help the field of higher education add to human capital theory and develop a better understanding of how students make choices about postsecondary education. Human capital theory isn't wrong, and students are not irrational–but there is more at work here.

Robert Toutkoushian is an economist whose work focuses on the ways in which economics can be applied to problems and issues in higher education. Recent studies of his include the economic returns to college, and the costs and effects of state policies (such as state appropriations and financial aid programs) on higher education enrollments. He is a recipient of AIR's Sidney Suslow Award.

JIM HEARN investigates the assertion that the liberal arts and small liberal arts colleges are in danger of extinction, and reports on how some institutions are responding.

Sometimes the conventional wisdom gets it wrong. In the early 1980s, the higher education press was filled with dire predictions on the fate of small liberal arts colleges. After all, the reasoning went, the aging of the "Baby Boomer" generation would surely mean declining college enrollments. In the context of the demographic shifts, the enrollment-sensitive small liberal arts college sector could be decimated.

Many of those colleges, however, adopted data-driven strategic enrollment management techniques to help them to more effectively and efficiently target their academic programming and recruitment. Those efforts contributed to rising college-going rates across all age groups and, as it turned out, surprisingly few small colleges failed in the 1980s and 1990s. The forecast crisis never arrived.

Now, however, several decades later, the conventional wisdom once again questions the future of those same colleges. Need-based student-aid funding has stagnated, threatening to put college financially out of reach for many. The associated rise of student loans has encouraged students to pursue "real world" studies perceived to have superior financial payoffs compared to the traditional curricular offerings of liberal arts colleges. Some policymakers have even argued for cutting governmental funding for students in the humanities and social sciences. This past year, the announcement by Sweet Briar College trustees that the historic Virginia institution would be closing brought matters to a boil, prompting a frenzy of media commentary.

Certainly, there are troubling current signs for the liberal arts, and for the colleges most closely associated with them. But should we buy into the conventional wisdom? My sister, my cousins, and I were the first in our families to earn college degrees, and all of us focused on the humanities and social sciences. Some of us attended liberal arts colleges. So, following my contrarian instincts, I've initiated some research aimed at getting beneath the surface of the "impending death" meme.

Immediately, I've discovered that there are some problems with the familiar storyline. In recent years, humanities enrollments in the U.S. have stabilized in proportional terms and actually grown in raw terms. What is more, not all small colleges are threatened, and not all are abandoning their curricular roots. It's certainly true that the proportion maintaining a strong liberal arts focus has fallen notably, but many have stayed "committed to the core." As Alexander Astin, David Breneman, and others have observed, private baccalaureate colleges closely resembled one another a century ago, but they now arguably constitute the most diverse sector of U.S. higher education.

For a *Journal of Higher Education* article, IHE doctoral student Andrew Belasco and I set out to investigate changes in the curricular heart of the traditional liberal arts college: the humanities. We asked what factors appear to be driving some institutions to abandon their traditional academic focus, while others stay the course. We found that the variations in humanities production among institutions are not random: older schools, more selective schools, and schools with stronger financial resources were more likely than others to stay true to their historic humanities orientation. What is more, over recent decades, religiously oriented schools have moved from being positively to negatively associated with humanities-degree production, and colleges' proportional female enrollments went from being a neutral to a negative factor in humanities production. Thus, contrary to traditional patterns, a religiously affiliated school with high women's enrollment in the 2000s was likely to grant an especially high proportion of nonhumanities degrees.

In another project funded by the Council for Independent Colleges, I've worked with IHE doctoral student Jarrett Warshaw to explore more directly the nature of adaptation and innovation in small independent colleges. Our survey of CIC institutions' presidents revealed strikingly frequent and varied innovative activity.

Nearly every responding CIC president reported to us that their institutions were pursuing some form of cost containment and reduction or some form of revenue enhancement and diversification, and 92 percent of respondents reported pursuing both. Specifically, notable majorities reported leaving faculty positions unfilled, freezing salaries, and restructuring academic programs. Strikingly, 83 percent reported creating new undergraduate programs, 74 percent reported creating new graduate programs, and 64 percent reported creating new online programming. Substantial majorities also reported revamping their admission standards, financial-aid policies, and fundraising approaches, as well as expanding athletic investments and international recruitment efforts. The typical small-college president, at any one time, appears to oversee a wide variety of initiatives in the cost and revenue arenas.

Presidents predominantly viewed these innovations as congruent with their institutions' existing missions, and reported largely favorable acceptance of their change efforts among different constituencies. Clearly, the heightened marketplace vulnerability of many of these institutions is creating powerful incentives for change. Leaders are not merely waiting passively for an inevitable tide to wash over them and their colleges. Whether they'll be able to steer clear of the looming dangers remains unclear, but our project findings suggest that few will be blamed for a lack of trying.

Of course, larger questions remain. Many observers worry about the sparse enrollments of lower-income students in high-priced selective private colleges. Enrollment patterns increasingly suggest growing stratification in our higher education system. Observers also wonder about the future of religious higher education, as we see widespread movement of religiously affiliated colleges away from their historically dominant commitments

to the humanities and other liberal arts. Further, to the extent one values the liberal arts for nurturing intellectual and social development, critical thinking, and the consideration of moral and ethical issues, it is hard not to be troubled by some current trends. There are no guarantees that the ongoing adaptations will serve the larger public good.

Still, I've been pleased by the empirical support for my initial contrarian instincts about the conventional wisdom. The liberal arts and their most closely associated institutions are not as sickly and moribund as some popular commentators would have us believe. I look forward to further explorations in this arena.

James Hearn examines organization, governance, and policy in higher education. Most recently, he has focused on organizational change in colleges and universities, policies influencing college affordability and access, and the development of state higher education policies. Hearn received the 2014 Excellence in Public Policy in Higher Education award given by the ASHE Council on Public Policy in Higher Education. He also serves as associate director for IHE.

ERIK NESS examines the connections—or lack thereof—between policy scholars and policy makers, and argues that "suppliers" may need to be more assertive in delivering information to those who could use it.

A year ago this summer, I arrived early to interview a state legislator in the South Carolina statehouse. The main lobby was abustle as high school football championship teams, nurse practitioners and midwives, and shrimp and grits cook-off organizers were guided to the well of the House chamber as resolutions passed recognizing their accomplishments. Although the legislature was in session, our research team was assured that the legislator would have time for an interview about the use of information in state higher education policy.

After waiting for more than an hour, I conducted an often-interrupted, audio-recorder-in-hand, 11-minute interview just steps outside the House floor. I asked about the role of various policy organizations on college completion efforts in South Carolina, such as the Southern Regional Education Board, to which he replied, "they are more into K-12 than higher ed." Are you familiar with Complete College America, I asked? "No, I'm not." Then about halfway through our interview, he interjected, "Well, you keep asking me about information, and I told you when we started talking that we are focused on doing action."

This scene seems to come straight from Robert Birnbaum's classic, "Policy Scholars Are from Venus; Policy Makers Are from Mars." Indeed, at the mid-point now of a Grant Foundation-funded project to examine the role of research in state-level college completion, our research team, including Jim Hearn and IHE graduate students, has identified much more evidence of the gulf between policy makers and researchers.

Following the work of others analyzing research utilization, we have focused on the supply of information and the demand for information. Most often researchers consider the noun forms of this classic two-way relationship. That is, "the supply" of information: the inventory or stock of research on a given topic. For higher education completion policy, this stock would include scholarly journal articles and books, reports by policy organizations and foundations, raw data by campuses and state systems of higher education, and so on. "The demand," on the other hand, would include the collective and individual preferences of policy makers for the various types of information available.

The crux of the research-policy divide is that there is a surplus of "the supply" of information that researchers deem relevant and that we still know far less about "the demand" for information. Our research has been framed with this dilemma in mind and we have collected data with the express purpose of understanding better "the demand" for information and the connections between "policy scholars and policy makers."

In my South Carolina interview, for example, when I asked about a half-dozen information sources from the supply-side, the legislator responded that these either were not relevant or that he didn't have the time to consider them. As he reminded me, "higher education is 1/20 of our job, not even."

Given the lack of time and attention policy makers can pay to any given issue, it seems that suppliers of information need to be more active. Perhaps the noun forms of supply and demand do not tell the whole story. The verb forms may be far more interesting and offer more insights into the research-policy connection. For example, leaders of policy organizations and state higher education agencies commented on their efforts "to supply" information to policy makers. This included not only distributing information through outlets ranging from websites, printed and mailed reports, and social media, but also holding workshops, symposia, conferences, and small-group consultations with key policy makers. These boundary-spanning efforts serve to bring together policy makers and researchers. And, we have found that many of these intermediary organizations are far from meek in doing so.

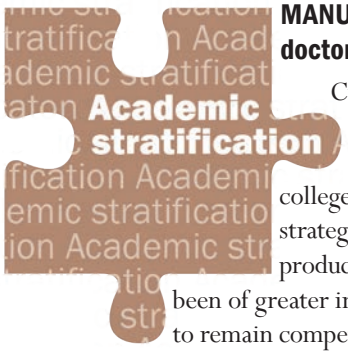
One Complete College America leader said in an interview, "we're not a think tank, we're a do tank." This jibed with what we observed at various CCA events in Georgia during which the supplying of information could be seen in the form of testimonials, best practice recommendations, and vendor booths offering various analytic services. This supply activity goes well beyond contributing to "the supply," which may or may not reach the policy-making community. A campus leader in Texas compared CCA's active approach to "a burr in the saddle, but in a way that causes us to take a look at our policies and our processes and make change. So while they are somewhat confrontational and to a certain extent adversarial in their approach, they cause us to reflect and

to refine what we're doing, which is a good thing."

Our interviews with government officials and state higher education leaders in Georgia and Tennessee reveal similar impressions of CCA's supply approach. We also learned that this led governor's offices "to demand" more information and more guidance in crafting their states' completion efforts. This is not to say that Georgia and Tennessee are implementing each of CCA's five "game changer" solutions—or any of them exactly as CCA recommends. The point is that CCA is actively engaging with elected officials and higher education leaders. Regardless of whether CCA leans more heavily toward policy makers than policy scholars, we think that examining the dynamic role of organizations like CCA, SREB, and many other organizations will reveal much more about the supply-demand relationship of research use.

In closing, consider another statement from my interview with the South Carolina legislator, "I don't go to the XYZ think tank in Omaha, Nebraska and say let me do some studying on this issue, per se. I mean, if there's information available to me, I'll get it and use it, but we're more in the action mode versus the professorial mode." Our project suggests that many XYZ think tanks are playing a much more active role. As a result, the use of information is not dependent on an elected official "demanding" information. Instead, the calculated and assertive "supplying" of information by intermediary organizations may ultimately merge the action and professorial modes.

Erik Ness continues focus on the use of research evidence in the policy-making process. This essay draws on his current project funded by the Grant Foundation, which examines how various organizations influence college completion policies across several states. He recently concluded a Ford Foundation-funded project with the Tennessee Higher Education Commission that analyzed four public campus responses to Tennessee's new outcomes-based funding formula.



MANUEL GONZÁLEZ CANCHÉ looks closely at the role community colleges play in the production of doctorate recipients in STEM fields and argues the federal initiatives can unintendedly weaken this role.

Current federal initiatives have aligned to strengthen the community college sector's role in the college completion agenda. Is this a wise strategy for the U.S. considering that the production of college graduates has never been of greater importance to any country aspiring to remain competitive in scientific production worldwide? The answer to this question is, "It depends...."

An analysis of over 50 years of literature and research on the sector effects of community colleges on educational and labor-market outcomes indicates that if the federal emphasis is placed on producing short-term credentials and vocational careers, then this increased presence of the community college sector is not problematic. Research has to a great extent shown a positive effect of this sector on employment outcomes and wages. Conversely, emphasizing the public two-year sector as "the gateway" to a baccalaureate degree could be problematic if no other structural changes are implemented. The literature indicates a lower likelihood of attaining a four-year degree for students starting in the two-year sector. The question then is: Are community colleges truly thwarting students' educational attainment beyond the two-year degree, as higher education research over several decades seems to suggest, or are their effects on further educational attainment somewhat less dire?

In a recent study, I relied on data gathered by the National Science Foundation's Survey of Doctorate Recipients (SDR) and observed that about 10 percent of doctorate recipients in STEM fields reported beginning their post-secondary education in the two-year sector. This finding is interesting as it makes problematic more than 50 years of research that depicts the community college sector as an engine designed to maintain the status quo in this country. The next step for me was to ask who these scientists are and to what extent they are similar to or different from their counterparts who started college in the four-year sector.

Research has consistently shown that community college entrants tend to be minority students and come from lower income backgrounds compared to their four-year counterparts. Thus one can say that if the two-year sector successfully closed the achievement gap, then "CC scientists"—Ph.D. holders in STEM sciences who formally enrolled in the two-year sector—should also be more ethnically diverse and of lower socioeconomic status than their non-CC counterparts (who started college in the four-year sector).

To my surprise, the results were mixed. The vast majority of CC scientists across samples were White (85 percent compared to 72 percent of non-CC scientists). Nonetheless, compared to non-CC scientists, CC scientists were more likely to be first-generation in college and tended to rely more heavily on student loans to finance their education, which indicates that they indeed came from lower income backgrounds than non-CC scientists. Considering these two pieces of information, can we claim that the two-year sector helped to perpetuate the system of privilege based on ethnicity while at the same time helped to close the socioeconomic status gap across CC and non-CC scientists?

I argue that neither of the two claims would be correct. The samples analyzed are configured by professionals who navigated the entire postsecondary system to achieve a Ph.D. in STEM fields. Although it is true that CC scientists had a longer and less direct path, we cannot attribute the success or the blame to this sector alone. Students who transferred to a four-year degree were immediately exposed to that four-year institution and from the moment they attained a four-year degree and started their journey to grad school, isolating the effect of the two-year sector on this journey would be practically impossible.

This fact is important because almost all studies reviewed comparing two- and four-year entrants faced a common issue (referred to as confoundedness): the effect of the two-year sector was also influenced by the control condition (four-year sector). Consequently, the outcome of community college participants is subjected to the effect of the two conditions, rather than just one. Going back to CC scientists then, the right conclusion would be "the lack of a more diverse CC scientist body in terms of ethnicity is the result of both the two- and four-year sectors." A similar logic can then be applied to the finding related to disparities in socioeconomic status.

This discussion does not mean that nothing can be done to boost the stepping-stone role of the two-year sector. On the contrary, it is evident that we need more research on the paths and experiences followed by CC-scientists in an attempt to make this route more structured and hopefully reproducible. It is also worth highlighting that an institution or sector can only do so much in closing gaps that result from the ways in which society as a whole is currently structured. Underrepresented students in higher education tend to face additional challenges that are not only based on academic performance, but also stem from issues that extend well beyond classroom activities and that existed long before students experienced college.

Regardless, I do believe that CC scientists' stories of success should not be isolated events based on "luck." Rather, more concerted efforts should be placed on normalizing these paths. Considering the increased competition in science and technology production, the country cannot afford to miss the contributions of potential scientists who for a variety of reasons started in the two-year sector.

Current federal policies and initiatives like Complete College America, however, may potentially limit the function the two-year sector has served in this process by primarily focusing on its role as a producer of credentials and terminal or two-year degrees rather than on its ability to encourage transfer and continuation to a four-year degree. Common sense suggests that in the society of knowledge and information, producing scientists would have greater rates of return than short-term degree production if America is to retain its competitive edge in scientific production. A sound investment then would be to promote initiatives that strengthen the two-year sector's stepping-stone function by improving two-and four-year articulation agreements, as their existence and efficiency have so far been supported more by mythical beliefs than by empirical evidence. In conclusion, I do not believe that community colleges are perpetuating stratification of opportunities, but they do face challenges in regard to providing the means for upward academic mobility.

Manuel González Canché is employing advanced methods from geography, statistics, and information sciences to study college attendance patterns, academic networks, student loan debt, language issues in education, and the utility of geostatistical analysis in studying influences on institutional and student behaviors. He is also examining alternative approaches to improving the academic achievements of second-language speakers.

The Institute of Higher Education was established in 1964 to "study the rapidly changing environment of higher education." From the beginning, the Institute's research efforts have been informed by work in core fields such as policy studies, management, history, economics, political science, and sociology. This expansive disciplinary "toolkit" helps build greater understanding of colleges and universities and greater effectiveness, efficiency, and equity in their operations.

As a result, research here often brings novel disciplinary perspectives to familiar educational concerns. While each Institute faculty member has distinctive disciplinary and methodological expertise, we work hard to look beyond boundaries and maintain open minds about new ideas to examine and new connections to be made.

Celebrating the past,

The Institute of Higher Education celebrated the 50th anniversary of its founding with a series of events throughout the 2014-2015 academic year. Highlights included a roundtable discussion of contemporary higher education research in September that brought noted scholars from across the country to campus, and a three-day closing conference in March. Keynoters at the conference were Houston Davis, executive vice chancellor and chief academic officer of the University System of Georgia, who addressed higher education issues at the state level, and Richard Rhoda, executive director emeritus of the Tennessee Higher Education Commission, who discussed challenges at the national level.

The 50th anniversary events drew IHE alumni, students, former faculty, fellows and friends, who gathered with current faculty and staff to celebrate the Institute's history and chart a path for the future.

charting the future

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Opposite page: Keynote speaker Houston Davis (top) opened the 50th anniversary conference.

This page: 1. IHE Director Libby Morris welcomes participants to the Higher Education Roundtable, the inaugural program celebrating the 50th anniversary. 2. Rob Toutkoushian and Chris Morphew, current and former IHE faculty, were part of a 50th anniversary conference panel. 3. Alumni Wes Fugate and Corey Dortch enjoyed reconnecting at the conference. 4. Current Ph.D. students Erin Ciarimboli and Tiffanie Spencer chat with Lindsay Coco and Yarbrah Peeples, alumnae of the program. 5. Executive Ed.D. Director Charles Knapp (back row) visits with Ed.D. alumni at reception. 6. Chuck Ambrose, Catherine Finnegan and Tracey Ford share thoughts during alumni panel discussion. 7. UGA President Jere Morehead extended greetings at the March conference.

EDUCATING LEADERS

Executive Ed.D. program stresses leadership, steps up recruitment

The fast-track executive doctoral program in higher education management, launched by the Institute of Higher Education in 2010, is recruiting students for its fourth cohort, which will begin classes in January 2016.

The program schedule accommodates busy professionals, with eight meetings yearly in Atlanta (Thursday afternoon through Sunday afternoon) and two eight-day international trips (currently to the Netherlands and China) during summer sessions. Participants in the program typically have significant responsibilities at universities and colleges and elsewhere in higher education—and have earned recognition for their career potential.

The program is directed by Charles Knapp, whose distinguished career in higher education includes a decade as president of the University of Georgia and, more recently, a year as interim dean of UGA's Terry College of Business. He currently chairs Georgia Gov. Nathan Deal's K-12 Education Reform Commission.

"Leadership in higher education has become vastly more complex over the last few decades," says Knapp, who also directs the leadership module within the program. "I want the students in the executive Ed.D. program to have direct exposure to individuals who have been effective leaders and to learn how they approach difficult problems."

During each two-year cohort, Knapp brings in diverse leaders from academic, political and corporate worlds to share their experiences. Past speakers have included Michael Cassidy, president and CEO of the Georgia Research Alliance; Ron Jackson, former commissioner of the Technical College System of Georgia; Hank Huckaby, chancellor of the University System of Georgia; and Georgia Lt. Governor Casey Cagle.

Providing such opportunities is critical for success after graduation, according to Knapp. "I believe that effective leadership is the most important skill higher education administrators can have," he says. "The students also need to have technical skills and understand the background and context of contemporary higher education, but if they aren't leaders, their careers will be limited."

Graduates of the program agree that the focus on leadership is one of its greatest strengths. "Dr. Knapp's leadership roundtables exposed us to leaders not only in the education sector, but also from a variety of industries to discuss their perspectives on managing complex organizations," says Stu Evans, a 2011 graduate who is now executive director at the McIntire School of Commerce Foundation and assistant dean of strategic initiatives at UVA's McIntire School of Commerce.

Tim Doyle, who also received his Ed.D. in 2011, credits the program with helping advance his career. Doyle is associate vice president for student life at Christian Brothers University in Memphis, Tenn. Previously he served as director of enrollment management and as a faculty member at The American University of Iraq-Sulaimani.

"I owe so much to the UGA experience," he says. "I literally wouldn't have been considered for this job without the degree, and my responses to questions were informed by knowledge gleaned from the IHE faculty and fellow students alike."

Because word-of-mouth from alumni has proven to be a strong recruitment tool, the Ed.D. program hosted a recruitment open house last February that brought alumni together with current and prospective students. The event–billed as "Bring a Friend to Ed.D."–was timed to coincide with a regular session of the program so that the prospective students could observe classroom presentations.

"The conversations were stimulating," said one attendee. "It's apparent the students are passionate about the program, as well as the distinguished faculty."

The open house served as a mini-reunion for Atlanta alumni, who met with Cohort 3 students just embarking on the dissertation process.

"It was great to connect with members of my cohort and get to know some of the current students," said Kara Robinson, who graduated in 2013 and has agreed to serve as an alumni ambassador for the program. "Having been in their shoes, I know the intensity of the program–especially getting through the dissertation–and was happy to provide moral support."

—Margaret Blanchard

Applications for Cohort 4 of the executive doctorate program will be accepted through the fall. Information about the program and the application process can be found on the IHE website.

> "I believe that effective leadership is the most important skill higher education administrators can have. The students also need to have technical skills and understand the background and context of contemporary higher education, but if they aren't leaders, their careers will be limited." **—CHARLES KNAPP**

McBEE LECTURE SERIES

The McBee Lecture honors Louise McBee (above), who held leadership positions for more than 25 years at the University of Georgia before serving for more than a decade as a champion for higher education in the Georgia General Assembly. A video archive of past lectures, all focused on key directions and themes in higher education, can be found on the IHE website: www.ihe.uga.edu

An attentive audience packed the UGA Chapel last December to hear Mary Sue Coleman, president emerita of the University of Michigan, deliver the 26th annual Louise McBee Lecture. Her topic was "Public Higher Education in the 21st Century: Can America Continue to Lead?" and the lecture was featured in the February 2015 issue of *Vital Speeches of the Day*.

Coleman began by affirming the strength of the U.S. higher education system, which leads the world with 15 of the top 20 institutions worldwide. This system, she noted, is responsible for the country's intellectual security, health and well-being, as well as other areas of our culture.

"But we are threatened by shrinking financial support from federal and state governments, and we are threatened by waning public confidence," she said. "We face unprecedented challenges."

In almost every state across the U.S., state support has dropped by 50 percent or more since the 1970s. "This compromises the mission of universities to move America forward," she said. "Earlier, our nation rallied around science, education and advanced learning."

Coleman believes these are no longer priorities for most Americans, who she said "confuse the prevalence of modern technology with national strength in science."

"Recognizing the complexity of the problems we face augers the capacity to solve them as a nation and as global citizens," she said, noting that these challenges are the reason she accepted her role as co-chair of the Lincoln Project: Excellence and Access in Public Higher Education. Supported by the American Academy of Arts and Sciences, the Lincoln Project has a three-fold mission: to examine the implications of reduced state investments in public higher education, to assess the role of the federal government in funding public research universities, and to make recommendations to ensure that public universities continue to serve the nation.

Coleman asserted that supporting the future of public higher education is crucial because "the progress of knowledge remains so central to the progress of civilization."

27th McBee Lecture Earl Lewis March 24, 2016

Earl Lewis is the sixth president of The Andrew W. Mellon Foundation. Under his guidance, the foundation has reaffirmed its commitment to the humanities, the arts and higher education by emphasizing the importance of continuity and change.

A noted social historian, Lewis has held faculty appointments at the University of California at Berkeley and the University of Michigan. He has championed the importance of diversifying the academy, enhancing graduate education, re-visioning the liberal arts, exploring the role of digital tools for learning, and connecting universities to their communities.

Prior to joining the Mellon Foundation, Lewis served as provost and executive vice president for academic affairs and the Asa Griggs Candler Professor of History and African American Studies at Emory University.

Governor's Teaching Fellows Program marks 20th anniversary

The Governor's Teaching Fellows Program, established by Zell Miller when he was governor of Georgia, celebrated its 20th anniversary with a day-long conference in January 2015. Offered through the IHE and currently funded by UGA, the program provides higher education faculty from public and private institutions across Georgia with expanded opportunities for developing important teaching skills. Former GTF participants returned to the Institute to discuss ways in which the program had benefitted them beyond their GTF experience. Participants from 14 different cohorts presented papers to a crowd of nearly 70 former fellows on how they have used and implemented what was learned during their time in the program.

Here are a few quotes from program participants:

"GTF revived me when I had reached a place in my teaching that felt a little flat, mundane and less invigorating for me than it had been. I love my students and want to give them my best! GTF gave me the opportunity to do that by equipping me with new and innovative ways to connect with them and help them learn. #IloveGTF!"

—Paul Dixon
Emmanuel College

"The GTF program was a wonderful opportunity for me as a new faculty member to learn how to improve my pedagogy and to be more effective as an academic. I enjoyed the opportunity to meet faculty from different universities and disciplines and to form a learning community where we could explore new ideas. The program covered many different aspects beyond teaching and I repeatedly find myself going back to the resources I was given during the program."

— Seema Shrikhande
Oglethorpe University

"GTF introduced me to many new and innovative techniques in teaching, including incorporating technology. As a result, I continued this work to develop hybrid and online courses at my college. In addition, this encouraged me to go back to school and complete my Ph.D., with an emphasis in online learning. I learned so much and I am honored I was able to participate in the program."

— Kimberly Bennekin
Georgia Perimeter College

"My year as a GTF fellow was professionally rewarding and reinvigorating–and attending the 20th anniversary reunion helped me reconnect with colleagues while learning about new student-centered approaches."

— Laura Regassa
Georgia Southern University

Georgia College Adivising Corps helps underserved students get into college

GCAC numbers 2014-2015:

12,669
Total 1-on-1 meetings with students

Students received
$36.9 MILLION
in institutional scholarships

Advised **1,969**
seniors who were admitted into college

The Georgia College Advising Corps—a college-access program sponsored by the Institute of Higher Education—continues to expand its reach and pile up impressive statistics in its efforts to assist low-income and underrepresented students get to college. In 2015-2016, GCAC will serve 14 high schools in six school districts with a total of 17,230 students.

Launched in 2008, the program sends recent college graduates to high schools in targeted Georgia communities to advise students on preparing for college. Since many of the advisers were first-generation college students themselves, they have a unique understanding of the challenges facing the students they work with and they are trained to offer help with college searches and completing admissions and financial-aid applications. GCAC advisers understand that it's not necessarily a lack of effort in school that keeps students from pursuing a college degree. Often, it's a lack of information and guidance on how to prepare for and apply to college.

"Increasing the proportion of Georgians who attend and complete college is vital to the prosperity of this state," says IHE Director Libby V. Morris. "The support of donors to the GCAC program, the dedication of our advisers, and the determination of the students they serve is helping us realize that goal."

In Georgia, the average ratio of high school students to guidance counselors is more than 400 students for every counselor. In some low-income areas, the student-to-counselor ratio is even higher. The American School Counselor Association recommends one counselor for every 250 students, and the advising corps can help schools get closer to that benchmark, says Yarbrah Peeples, GCAC program director.

While guidance counselors are trained to deal with the mental and emotional health of students, the advisers are trained to deal exclusively with preparing students for college. This can include anything from helping them register for the SAT and ACT to finding scholarships and advising them on what colleges look for in an application essay. By providing this assistance, the advisers help free up time for guidance counselors to focus on their students' well-being.

GCAC relies on support from foundations, corporations, community organizations and individual donors. For information on how to support GCAC and other IHE programs, see the inside back cover of the IHE Report.

Students served by the College Advising Corps are:

30% more likely to apply to college/university

24% more likely to be accepted to a college/university

Source: Evaluation and Assessment Systems of Education

Miller graduate fellows

Kelly Ochs Rosinger

Lucia Brajkovic

The Institute of Higher Education named two students, Lucia Brajkovic and Kelly Ochs Rosinger, as Zell and Shirley Miller Graduate Fellows for 2014-15. The annual award is given to students with outstanding scholarly potential, academic record and professional achievements to support their doctoral study relating to current issues in higher education.

"The high caliber of our current students made it difficult to select just one recipient," said IHE Director Libby Morris. "Lucia and Kelly both exemplify the traits of a great Miller Fellow and we were pleased to honor their hard work and dedication to the study of higher education."

Rosinger, who completed her degree in May, has joined the professional research staff in EdPolicyWorks at the University of Virginia as a postdoctoral fellow. Her dissertation research, funded by a fellowship from the Jack Kent Cooke Foundation, used a randomized control trial to examine how federal policy efforts to simplify information about college costs and financial aid affect enrollment and borrowing decisions. She also collaborates on quantitative and qualitative projects that consider the equity and efficiency outcomes of higher education policy at the federal, state and institutional level. Her research is in the areas of higher education policy, finance and economics.

Brajkovic is a Fulbright student from Croatia. Her dissertation research focuses on higher education systems in post-transition countries of Central and Eastern Europe. She is also interested in exploring the connections of elite U.S. universities with the industry and corporate world, particularly with transnational corporations. Brajkovic is currently serving as a senior research associate at the American Council on Education, where she will collaborate on research projects at the Center for Policy Research and Strategy and the Center for Internationalization and Global Engagement. In summer 2014, she also worked at ACE on similar projects, and during the past academic year, Brajkovic worked as a graduate research assistant at UGA's Carl Vinson Institute of Government.

Thank you!

The IHE faculty would like to express their appreciation to every unit who helps sponsor an IHE doctoral student through an assistantship. Your support is invaluable to our recruitment efforts at IHE.

Georgia College Advising Corps
Governor's Teaching Fellows Program
Louise McBee Professorship
UGA Career Center
UGA Carl Vinson Institute of Government
UGA Graduate School
UGA Honors Program, and Center for Undergraduate Research Opportunities
UGA Latin American and Caribbean Studies Institute
UGA Office of Academic Planning
UGA Office of Institutional Research
UGA Office of Service Learning
UGA Office of the President
UGA Small Business Development Center
University System of Georgia, Board of Regents

Higher Education Student Society

The Higher Education Student Society (HESS) provides academic, professional, and social opportunities for IHE graduate students. The Institute faculty would like to express their appreciation to the HESS officers who provide leadership in a number of ways throughout the year. Among their duties they act as liaisons with visitors and prospective students, attend all IHE events, advocate for student interests and needs, and serve on standing committees.

Officers for 2015-16
President: Karley Riffe
Secretary: Noble Jones
Treasurer: Greer Helms

IHE students present at ASHE 2015

14 IHE students are scheduled to participate in a total of 22 presentations, poster sessions and roundtables at the 2015 conference of the Association for the Study of Higher Education (ASHE) to be held in Denver in November. Their topics relate to the theme of the 40th annual conference: Inequality & Higher Education.

Denisa Gándara has been awarded a Ford Foundation Dissertation Fellowship. The award is given to individuals who have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students. Gándara's dissertation research is on representation and under-representation of various stakeholders in the process of designing performance-funding policies at the state level. She recently completed her term as AERA Division J Graduate Student Representative, presented six papers at the 2015 AERA conference, received an AERA Minority Dissertation Travel Award (to attend the 2016 conference), and has begun a clinical assistant professor position in the Department of Education and Leadership at SMU while fulfilling the terms of the Ford fellowship.

Over the past year, **Jarrett Warshaw** has worked as a consultant with Professor Jim Hearn on a two-phase research project with the Council of Independent Colleges (CIC). Through survey and case-study analyses, they are examining mission-driven strategic change and innovation in the liberal arts sector as part of CIC's Lumina Foundation and TIAA-CREF Institute-funded work. A report from the first phase of the project was released in July, and a follow-up report, which includes research collaboration with Erin Ciarimboli, is due later in the fall. In February, Warshaw received the Outstanding Doctoral Student Award from the Standing Committee for Graduate Students and New Professionals at ACPA's annual meeting in Tampa Bay, FL. He participated in the Emerging Scholars' Workshop for Division J at AERA in Chicago in April. Jim Hearn presented their conference paper in April at the Arizona State University Institutional Design Frontiers: Higher Education conference. At the ASHE meeting in November, Warshaw will present two papers: one based on his dissertation research on emerging organizational forms in STEM in research universities, and the other on work related to organizational adaptation of independent colleges. Several co-authors along with Warshaw have manuscripts under review for publication. This academic year he plans to defend his dissertation, which focuses on research policy and organizational change. He holds a presidential fellowship from the UGA Graduate School.

Lucia Brajkovic currently serves as a consultant at the American Council on Education (ACE). She is also a recipient of the 2014-15 IHE Miller Graduate Fellowship. Brajkovic presented a paper at the 2014 ASHE annual meeting on academic marginalism in Croatia, and two papers at the 2015 AERA annual meeting—on academic marginalism in post-transition European countries and on transnational corporations and their connections with the elite AAU universities. She has a forthcoming co-authored book chapter in *Stratification, Privatization and Vocationalization of Higher Education in the US and EU: Competitive Advantage*, (Springer Series: Higher Education Dynamics, Sheila Slaughter and Barrett Taylor, Eds.) and two forthcoming ACE research reports: "Internationalizing Higher Education Worldwide: National Policies and Programs" and "Internationalizing U.S. Higher Education: Toward a National Policy?" For the past year Brajkovic has worked as a graduate research assistant at UGA's Carl Vinson Institute of Government collaborating on a state-funded 12-month research project conducting analysis of declining undergraduate enrollments, as well as analyzing the potential impacts of policy changes, economic conditions, and demographic changes within the University System of Georgia. She accepted a senior research associate position with the ACE's Center for Internationalization and Global Engagement starting this fall.

Lori Prince Hagood recently started a graduate research assistantship in the University System of Georgia's Office of Research and Policy Analysis. Last spring she joined a grant-funded research project on the role of intermediary organizations and research utilization in college completion policy activity in five states (PI: Erik Ness, Co-PI: James Hearn). This past fall she presented a paper at ASHE, which investigated issues related to undergraduate degree completion. Hagood will present three papers at ASHE this coming November: an examination of outcomes-based funding policies using a quasi-experimental method; a qualitative analysis of Georgia's college completion efforts, with fellow IHE student Kristen Linthicum; and a team paper on the role of state cultures in college completion policy debates (a part of the grant-funded project mentioned above).

Erin Ciarimboli presented papers on both net price calculators and gender and trusteeship at the ASHE and AERA annual conferences in 2014-15. She assisted Angela Bell of the University System of Georgia in a recent project estimating aggregate student unmet need at public institutions in Georgia. Ciarimboli has also co-authored an ASHE-CIC white paper on strategy and adaptation in independent colleges with Jim Hearn, and is partnering with Hearn and IHE colleague Jarrett Warshaw in a case study analysis of mission-driven innovation in the CIC sector.

Jason Lee published an article, "Student Loan Debt Literacy: A Comparison of First-generation and Continuing-generation Students," based upon the work done for his master's thesis in the October issue of the *Journal of College Student Development*. He also presented at ASHE and AERA this past year on the institutional responses to federal mandates that were passed into law as part of the HEOA in 2008. Finally, Lee had two papers accepted for the upcoming ASHE conference, both of which attempt to measure the impact of various federal, state, and institutional policies on student borrowing utilizing quasi-experimental methods.

After completing a yearlong fellowship as a graduate research associate with the Center for Policy Research and Strategy at the American Council on Education (ACE) in Washington, D.C., **Jonathan Turk** accepted a permanent appointment at ACE as a policy research analyst. In his new role, Turk is responsible for managing independent research projects, providing research support to ACE's federal relations team, and presenting reports to outside stakeholders in support of ACE's mission. In addition to presenting at multiple professional conferences during the 2014-2015 school year, Turk was the lead author of a Lumina Foundation-funded study exploring the application of state policy as a tool for postsecondary curricular change, particularly around developmental education. To coincide with the release of this study, Turk will moderate a panel discussion on the dynamics of state policy surrounding developmental education reform, at release convening to be held in Washington, D.C., later this fall. He and his co-authors will also be presenting this work at the ASHE 2015 annual meeting.

Jeremy Daniel served as a cluster facilitator at the LeaderShape Institute at the National Boston session from May 17-22, 2015. He will conduct a roundtable presentation at the Educational Law Association in Cleveland, OH in November, and he was also nominated for the Leadership Georgia Class of 2016. The purpose of Leadership Georgia is to prepare strong and effective leaders for the future development of the state.

Paul Rubin is working on a five-state W.T. Grant-funded project investigating the role of intermediary organizations in fostering the use of research in the college completion policy process (PI: Erik Ness, Co-PI: James Hearn), which is now entering its second year. Findings from this study were presented at a conference held by Arizona State University's Center for Organization Research and Design, and were part of an AERA symposium in the spring. He also contributed to two research papers that will be presented at ASHE this November, and completed his coursework during AY14-15.

OUTSTANDING

JOY BLANCHARD (PhD, 2008) is an assistant professor of higher education at Louisiana State University. Prior to joining the LSU faculty in August 2015, she spent five years on the faculty at Florida International University. Joy's research focuses mainly on the intersection of higher education and the law, particularly as it relates to negligence liability for student welfare and safety, intercollegiate athletics, and academic freedom and faculty rights. In addition to her doctorate from IHE, she has a master's in higher education from Florida State University, and a bachelor's with honors from the University of Louisiana-Lafayette. She currently serves on the board of directors of the Education Law Association.

What are you currently working on (i.e. research, major projects, etc.)?
I have turned my attention most recently to intercollegiate athletics, considering the many important and historical changes occurring both organizationally and legally within the NCAA. Right now I am wrapping up data collection for a study examining whether "athletic culture" impacts rates of alcohol and sexual assault on college campuses. Prior to that, I wrote a piece arguing that the College Football Playoff violates antitrust law. The dissertation I conducted at IHE examined institutional liability for substance abuse and mental health issues. I still study liability, but have expanded my focus to include sexual assault.

In what ways does your IHE training apply to your work?
For me the adage "the more you know, the more you know you don't know" definitely applies. Graduation was just the beginning of my academic maturation, and I am constantly trying to expand my knowledge of research methods. My training at IHE encouraged me to draw connections within higher education as well as across disciplines, exposed me to the key players in higher education research, and cultivated my ability to think globally and strategically about problems facing contemporary colleges and universities.

What's your favorite memory of IHE and/or your experience as a student?
One thing I really missed about IHE, which is something that I think drew me to LSU, was the community of scholars. I am motivated and inspired by engaged students and, likewise, hope that their graduate experience is enriched by interacting with faculty and administrators. I particularly enjoyed such events as the annual McBee Lecture and educational policy lecture series. On a personal note, I spent some of the best years of my life in Athens and changed in so many ways. Of particular note were many wonderful lunches at The Globe with IHE buddies Jennifer Frum, Jennifer Nabors and Christine Miller.

What do you think is IHE's best asset?
The IHE curriculum is unique in its flexibility and the ability students have to enroll in courses across the entire campus. I was able to take several courses at the UGA Law School, which was a huge advantage and a source of enjoyment in my graduate training. Also, the reputation of the faculty is stellar. When people see IHE on my CV, they instantly equate that with quality education. So many proverbial doors have opened because of the connections I made with and through students, faculty and affiliates of IHE.

If you could sum up your IHE experience in three words, what would you say?
Interdisciplinary, transformational, supportive.

Alumni News

Linda Bachman (EdD, 2013) was named UGA's inaugural director of university experiential learning in the Office of the Vice President for Instruction, effective May 1. Bachman, who chaired a university-wide committee convened by Provost Pamela Whitten in 2014 to explore an experiential learning requirement for undergraduate students, will provide leadership for this groundbreaking academic initiative. Bachman is quoted in an article titled "Colleges Strive to Meet Demand for a More Hands-On Education," which appeared in the May 15 *Chronicle of Higher Education,* highlighting the new UGA initiative.

Andrew Belasco (PhD, 2014) was mentioned in both the Washington Post and in Forbes magazine in reference to research he co-authored with Jim Hearn and Kelly Ochs Rosinger on test-optional admissions policies and their effects on improving college diversity and access. He was also interviewed recently by National Public Radio to discuss this reseach in a segment titled "Why Are Colleges Really Going Test-Optional?"

Douglas R. Chadwick (PhD, 2015) was one of 18 graduating student veterans presented with military honor cords by UGA President Jere W. Morehead during the Student Veterans Resource Center's Honor Cord Ceremony. Chadwick, an active duty Army major, returned to West Point after graduation in May.

Lauren Collier (PhD, 2013) is the new executive assistant to the president at Volunteer State Community College in TN. She provides direct assistance and advice to the president in achieving goals and objectives regarding matters of institutional operations, and facilitates communication between the president and internal and external constituencies.

Marilyn De LaRoche (EdD, 2011) was named senior director for University Housing and Auxiliary Services at the University of Michigan, effective August 4. De LaRoche previously served as director of University Housing at Georgia State University, an institution with more than 32,000 students–5,000 of which are housed on campus.

Jeff Delaney (EdD, 2011) was named interim chief information officer beginning June 1 for the University System of Georgia, Board of Regents. Delaney has served in the University System of Georgia for over 15 years at four of its member institutions and now at the University System Office. Jeff has served as deputy chief information officer at the USG office in Athens since 2011.

Mary Milan Deupree's (PhD, 2013) dissertation "'Policy Be Damned, Research Be Damned': A Multiple Case Study of Research Use in Undocumented Student Policy Decisions," was selected as the runner-up (semi-finalist) for the Politics of Education Association Outstanding Dissertation of the Year Award at the 2015 American Educational Research Association (AERA) annual meeting in Chicago in April.

Ginger Durham (EdD, 2015) assumed the role of assistant vice chancellor for faculty development at the University System of Georgia on August 1. Durham has worked in the USG Office of Faculty Development for the past 10 years, recently serving as director of faculty development.

Dina McDade Hewett (PhD, 1999) was appointed as director of Brenau University's School of Nursing on July 15, 2014. Hewett's appointment comes at a pivotal time in the growth and evolution of the nursing program at Brenau, which produced its first five Doctor of Nursing Practice degree recipients in 2014.

MAKEBA MORGAN HILL (EdD, 2013) serves as the deputy to the president and chief planner of The Andrew W. Mellon Foundation in New York City, supporting the efforts of the president and overseeing the foundation's multiple planning efforts. Prior to joining the foundation, she spent 14 years in strategic planning roles at Emory Healthcare and Emory University. Most recently, she served as assistant vice provost for planning and accreditation at Emory in the Office of Institutional Research, Planning and Effectiveness. In addition to her doctorate from UGA, she holds a master's degree in health services administration with a concentration in strategic planning and marketing from The George Washington University and a bachelor's degree in health care management from Florida A&M University.

What are you currently working on (i.e. research, major projects, etc.)?

The Mellon Foundation completed a programmatic strategic plan entitled "Continuity and Change" in the fall of 2014. As with many plans, the "change" component tends to be a source of stress for internal and external constituents. Most recently, I have been working with senior staff to facilitate the implementation of portions of the strategic plan for programs, especially in several of the "change" areas. Critical components of the plan with which I am involved include: new program development, organization-wide assessment and evaluation, and facility planning to support future growth, accessibility, and sustainability.

In what ways does your IHE training apply to your work?

Through my IHE training, I have a clearer understanding of the history and challenges facing institutions of higher education today. The Mellon Foundation supports institutions of higher education and works with grantees to address some of the major issues facing institutions, particularly with regards to preserving the humanities and the arts. I attribute my confidence as a solid contributor in the conversation about needs, trends, and areas worthy of support in higher education to the training and exposure I received through IHE. I also find that I use the research and analytical skills that were honed through my training in the Ed.D. program in my everyday work. Long-term, I think the program has given me a platform to make a contribution, whether it is in higher education, in private philanthropy, or in other relevant fields. I've found the skills and knowledge gained through IHE to be highly useful and transferable.

What's your favorite memory of IHE and/or your experience as a student?

My favorite and most memorable experiences in the executive Ed.D. program were the international visits to the Netherlands and China. The visits provided an opportunity to bond with my cohort while learning about the similarities and differences in higher education abroad compared to the U.S., and experiencing these very different environments.

What do you think is IHE's best asset?

I think the best asset of IHE is the faculty. I found the faculty to be knowledgeable, accessible, and supportive. My major professor, Dr. James Hearn, was all of those things and more. As I developed my dissertation, there were many times when I doubted whether or not I could do it. It was a challenge balancing full-time work, family obligations, and school. He reassured me, often, that I could do it and embedded in my mind a "can do" attitude. He would say, "Get 'er done," and that is exactly what I did. I am forever grateful.

If you could sum up your IHE experience in three words, what would you say?

Time well spent.

KANGJOO LEE (PhD, 2010) is a research fellow with the Korean Educational Development Institute in Seoul. KEDI is a public institution funded fully by the Korean national government for educational policy research and planning, guiding the national agenda. In addition to his doctorate from UGA, Lee earned a master's in educational psychology and a bachelor's in education from Seoul National University.

What are you currently working on (i.e. research, major projects, etc.)?

I currently participate in a national project to evaluate educational quality of all higher education institutions in South Korea. Though Korean Constitutional Law protects institutional autonomy of universities and colleges, the Korean population is so rapidly aging that the national government has initiated a top-down policy to reform the higher education system by eliminating several marginal institutions. My main role is to design every process and protocol of the evaluation and to coordinate the work of colleagues and staff. As this project is unprecedented in Korea and the other countries, I am facing serious challenges with various legal issues and measurement limitations in finishing this evaluation project successfully.

In what ways does your IHE training apply to your work?

The IHE curriculum was so different from others in terms of methodology and theoretical frame; each class every semester was challenging to me. Working through the multidisciplinary coursework, I managed to acquire multiple viewpoints useful for working with experts from diverse backgrounds. I learned tacit knowledge not only in the classroom, but also out of the classroom. My assistantship allowed me to understand American research culture and the way to manage a higher education institution. As Johann Wolfgang von Goethe said, "Those who know nothing of foreign languages know nothing of their own." I understand higher education in my country, South Korea, more deeply based on my working experience at UGA and the University System of Georgia.

What are your favorite memories of IHE as a student?

Since I returned to my country and started working full-time the day after my dissertation defense, I have not had a chance to see again my dear classmates, especially cohorts entering IHE's doctoral program in 2004 and 2005. But I am getting their news via Facebook and LinkedIn. I hope to see some of them again at international conferences in Korea or in the U.S.

What do you think is IHE's best asset?

The best asset of IHE might be the doctoral program that consists of well-made coursework and various assistantships. As I am getting to a higher position, I admire the sustainable leadership of IHE to recruit the best professors and promising students.

If you could sum up your IHE experience in three words, what would you say?

Diversity (students from diverse backgrounds, multidisciplinary faculty)–Challenge (striving to get multiple viewpoints and professional methodology)–Balance (between theory and work, between teacher and student).

Tom Jackson (PhD, 2008), UGA's vice president for public affairs since 1988, was appointed heritage communications executive August 1 to lead a new initiative for the University System of Georgia. In his new role, Jackson will work on the next edition of the book *Historical Development of the University System of Georgia*, which was written by the late Cameron Fincher. Jackson will also spearhead efforts for the state of Georgia's observation of the centennial of World War I.

Samaad Wes Keys (PhD, 2014) joins Achieving the Dream as associate director of programs and policy. He will work on community college programs that effect institutional change, advance knowledge, and public engagement. Conceived as an initiative in 2004 by Lumina Foundation and seven founding partner organizations, Achieving the Dream now leads the most comprehensive nongovernmental reform movement for student success in higher education history.

Drew Pearl (PhD, 2015) became director of academic engagement at the University of North Georgia, effective July 1. He accepted the job less than one week after graduation.

Danny Pugh (PhD, 2000), has been named vice president for student affairs at Texas A&M University and began his new duties on Aug. 1. He previously served as vice provost for student affairs at the University of Arkansas.

Chad Puls (EdD, 2013) took the position of deputy assistant commissioner for student financial aid programs at the Texas Higher Education Coordinating Board in Austin on March 16. He previously served as associate dean of college enrollment and director of financial aid at the University of Rochester.

Jennifer Rippner (PhD, 2013) joined the University System of Georgia team as executive director of Education Policy & Partnership and coordinator of the

Georgia Alliance of Education Agency Heads (AEAH) on May 1. Rippner most recently served as a postdoctoral research and teaching associate at UGA's Institute of Higher Education. Her book, *The American Education Policy Landscape*, will be published December 30, 2015 by Routledge. (See Books on page 3 of this issue.)

Kelly Ochs Rosinger (PhD, 2015) has accepted an Institute of Education Sciences-funded postdoctoral fellowship in EdPolicyWorks at the University of Virginia. EdPolicyWorks is a joint collaboration between the Curry School of Education and the Frank Batten School of Leadership and Public Policy. As a member of the research team, Rosinger will collaborate on projects examining large-scale field experiments that leverage behavioral insights to help low-income and first-generation college-going students access and succeed in higher education.

Brooks Seay (EdD, 2011) is the new CFO and vice president of finance and operations at Young Harris College in North Georgia. She will guide the strategic direction of a college that has experienced significant recent growth. In her role at Young Harris, Seay will provide leadership and oversight for all aspects of the institution's financial administration and non-academic operations. Previously, she was chief business and lead administrative officer at Emory University's Law School.

Jennifer Stephens (PhD, 2013) has been named as an ACE Fellow for academic year 2015-16 by the American Council on Education. Through her fellowship, she will be mentored by the president and other senior leaders at Georgia State University. Stephens currently holds the position of associate vice president of public affairs at Georgia Gwinnett College. She also had an article published in NACUBO's Business Officer (June 2015) that is based on her dissertation research, titled "A Primer on Public-Private Ventures."

JENNIFER OLSON (PhD, 2012) is a postdoctoral research fellow in the Faculty of Education, University of Oslo, Norway. Her research focuses on the governance of coordinating internationalization processes, employability and research-based education policy. She is working within the Norwegian Research Council project, Horizontal Governance and Learning Dynamics in Higher Education. She previously worked as a lecturer at the University of Osnabrueck, Germany. While at IHE, Olson was awarded a Fulbright research scholarship to Germany. Her research was the basis for her dissertation, "From Student Mobility to Market Success: The Changing Logic of Internationalization in German Universities," which analyzed how three German universities of different size, location and history are engaging internationalization efforts to become more competitive and attractive destinations for international students.

What are you currently working on (i.e. research, major projects, etc.)?

My current research is primarily focused on two aspects of Norwegian higher education: The first reflects on how changes in the governance and organization of quality assurance and internationalization are impacting higher education institutions. The second looks at how two Norwegian government agencies—one focused on quality assurance and the other on internationalization—are adapting to new conditions in the public sector and their respective fields to understand how the agencies are impacting higher education governance. These research areas contribute to the overall project I am engaged in, which aims to contribute an improved understanding of major change dynamics in Norwegian higher education with respect to governance and learning processes in higher education institutions, as well as the way these two are connected.

In what ways does your IHE training apply to your work?

IHE, through the teaching and mentorship of the professors and interactions with fellow students, provided learning opportunities that I draw on each day. From understanding key areas of higher education research to how independent research takes place, to how to support students in their academic work, the professors at IHE modeled the work I am expected to carry out as a postdoctoral researcher. And the interactions with fellow students demonstrated the importance—and enjoyment—of having good colleagues to engage with academically and socially.

What's your favorite memory of IHE and/or your experience as a student?

One of my favorite experiences was the opportunity to meet Louise McBee. My dissertation supervisor, Sheila Slaughter, arranged an informal gathering where a fellow student and I had the chance to sit and talk with Dr. McBee about her life, work and engagement with UGA and higher education in general. Her life experiences are well-documented, but having the time to ask questions, hear stories and just talk about the everyday made for a very special and inspiring evening.

What do you think is IHE's best asset?

I would have to say IHE has two best assets: the students and the professors. I feel fortunate to have learned from and with some of the finest scholars in our field.

If you could sum up your IHE experience in three words, what would you say?

Be your best.

DAVID SNOW (EdD, 2013) is the director of military affairs for the Board of Regents of the University System of Georgia. He promotes higher education awareness, access, collaboration and achievement for all current and past members of the military community and their families. Previously, Snow was associate professor at National Defense University's Joint Forces Staff College. Prior to joining National Defense University, he was a human resources policy manager for the U.S. Navy. In addition to his doctorate from UGA, he earned an MBA from Auburn University, a master's in military history from Norwich University, and a bachelor's in marketing from Georgia College and State University.

What are you currently working on (i.e. research, major projects, etc.)?
I work with USG institutions, military installations, service organizations and community leaders to address any issue related to military and veteran students and their families. I also represent USG on the Governor's Returning Veterans Task Force. Military and veteran student issues can vary widely and may involve affordability, access or student support services. A major effort during my first year on the job was to address affordability issues related to fees paid by military members and expanding in-state rates to recently separated military. In both instances, the BOR approved policy revisions making our public institutions a more affordable option for these students. Additionally, the number of Veterans Centers on USG campuses more than doubled in the last year, and more institutions are offering priority registration to veteran students utilizing GI Bill benefits. These all represent the commitment of both USG and individual institutions to serve this segment of the student population.

In what ways does your IHE training apply to your work?
Everything I learned via IHE applies directly to my current position. Issues relating to policy formulation and implementation, financial aid, student affairs and academic affairs all comprise a significant portion of my work responsibilities.

What's your favorite memory of IHE and/or your experience as a student?
Interaction with professionals—both cohort members and IHE faculty—across all areas of higher education. Their experiences and knowledge added greatly to the dialogue and supported learning objectives with relevant and timely real-world examples. Of course, the speakers provided for the Leadership Series were also outstanding and covered very important topics that perhaps we would not have had the opportunity to explore otherwise.

What do you think is IHE's best asset?
Aside from the outstanding faculty and support staff, I would say the overall quality of the academic programs and the superb reputation of the Institute. When I was looking into doctoral programs the top two factors I considered were academic quality and reputation of the institution. Though I resided in Virginia, the more I researched options it became clear that both the Institute of Higher Education and the University of Georgia were outstanding! I could not be more pleased with my experiences and the great value IHE and UGA provided me both personally and professionally.

If you could sum up your IHE experience in three words, what would you say?
Center of Excellence. It is difficult to summarize in just three words as the IHE offers so much. However, in the military we often had "Centers of Excellence" and IHE certainly meets that criteria! IHE is a true Center of Excellence for research, teaching and professional success.

CONGRATULATIONS TO OUR GRADUATES 2014-2015

DOCTORAL

Robert Anderson
Douglas Chadwick
Lindsay Coco
Andrew Pearl
Kelly Ochs Rosinger
Rebecca Sandidge
Michael Trivette
Virginia Szabo-Durham

MASTERS

Rolf Brothen
Laura Dawson
Heather Marshall
Angie Royer
Justin Stewart

Educational Policy Seminars

MICHELLE ASHA COOPER, President
Institute for Higher Education Policy
Washington, D.C.

In September 2008, Michelle Asha Cooper, Ph.D., became the second president of the Institute for Higher Education Policy (IHEP)—one of the nation's most effective voices in championing access and success for all students in postsecondary education. Cooper is recognized as a well respected practitioner, researcher, and policy advocate helping to reaffirm IHEP's role of ensuring equal educational opportunities for all students.

An expert on various higher education issues, Cooper is well versed in higher education access and success (domestic and international), with special emphasis on equitable reform of higher education, financial aid simplification and policy, student success outcomes, institutional accountability, diversity and equity, and other national higher education trends and policies.

DAVID A. LONGANECKER, President
Western Interstate Commission for Higher Education
Boulder, CO

Previously he served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education, developing and implementing national policy and programs that provided more than $40 billion annually in student aid and $1 billion to institutions. Prior to serving with the Department of Education, he was the state higher education executive officer (SHEEO) in Colorado and Minnesota.

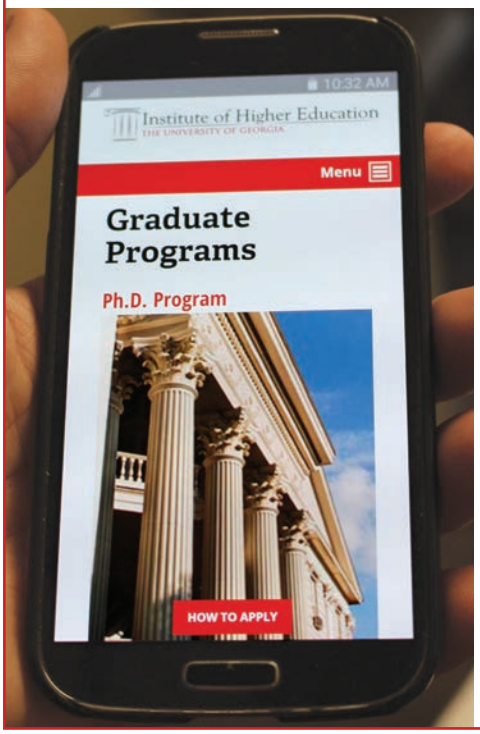
His primary interests in higher education are: access and equity; promoting student and institutional performance; finance; the efficient use of educational technologies; and internationalizing American higher education.

BRIAN NOLAND, President
East Tennessee State University
Johnson City, TN

President Noland presented on the "Privatization of Higher Education: The Balance of the Public Good." During his visit at IHE, President Noland met with Erik Ness and Jim Hearn to discuss their current research (funded by the WT Grant Foundation) on the role of intermediaries in conveying research evidence in support of college completion, ways research evidence is used, and the extent to which policymakers rely on intermediaries.

Noland became the ninth president of East Tennessee State University on January 15, 2012. Prior to his arrival at East Tennessee, Noland spent five years as chancellor of the West Virginia Higher Education Policy Commission, a ten-person board that oversees the state's postsecondary education system. From 1998-2006, he worked for the Tennessee Higher Education Commission and was promoted to associate executive director.

CHECK OUT OUR NEW WEBSITE!



We hope you'll find it even easier to stay connected to the IHE through our new calendar of events and news stories about IHE people and programs.

The redesigned site offers optimal viewing on mobile phones and other devices, so you can check in wherever you are and whenever you want. Let us know what you think.

ihe.uga.edu

The Institute of Higher Education is proud to sponsor the pre-conference reception at the

ASHE 2015 Annual Conference

Wednesday, November 4
7:00 - 8:30 p.m.
Capitol Foyer, Hyatt Regency, Denver, CO

Institute of Higher Education
THE UNIVERSITY OF GEORGIA
ASHE

BY THE

NUMBERS

TOP 10

For eight consecutive years, the Institute of Higher Education has been ranked in the Top 10 of higher education programs by *U.S. News and World Report*.

>90%

Percent of Ph.D. graduates from the last five years obtaining a job within six months of graduation

2.1 MILLION

Total grants awarded to IHE faculty for the 2014 academic year. Grantors include the National Science Foundation; William T. Grant Foundation; Institute of Education Sciences, U.S. Department of Education; Robert W. Woodruff Foundation and the Association for Institutional Research.

>2/3rds GRADUATES

Number of Executive Ed.D. graduates since 2011 who have received career advancements, plus 47% of current students with advancement offers.

95%

Completion rate of all IHE doctoral programs over the last 10 years

IHE alumni work internationally and across the U.S. in a variety of areas within the field of higher education. However, as the map below indicates, the southeastern U.S. is benefiting greatly from their talents and abilities.

We're Golden!

Over the course of 50 years, the Institute of Higher Education has become known nationally and internationally for its cutting-edge research, outstanding graduate education programs, and significant public service and outreach activities. Financial support from alumni and friends is vital to continue our record of sustained excellence in the field of higher education.

Please consider making a contribution today to help us build the future! Gifts to IHE are used to enhance our educational, outreach and research missions and to deliver programs and activities that would not be possible without your generosity.

Visit ihe.uga.edu/giving

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In celebration of the 50th anniversary of the founding of the Institute of Higher Education, scholars from across the country came to UGA to participate in a roundtable discussion of contemporary issues in higher education. The participants were: (left to right, top row) John Cheslock, Pennsylvania State University; Donald Hossler, Indiana University; Stephen DesJardins, University of Michigan; (middle row) Ann Austin, Michigan State University; Amaury Nora, University of Texas at San Antonio; Shaun Harper, University of Pennsylvania; (bottom row) Walter Allen, UCLA; Anna Neumann, Columbia University; Alicia Dowd, University of Southern California.

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