

IHE 2021 REPORT

INSTITUTE OF HIGHER EDUCATION | UNIVERSITY OF GEORGIA

A group of approximately 12 people, including students and staff, are sitting on a green lawn in front of a large, multi-story brick building. Some are sitting on the grass, while others are in folding chairs. They are dressed in casual summer attire. Some individuals are wearing face masks. The scene is set outdoors with many trees and a clear sky in the background.

Finding Innovative Solutions Together

The IHE community demonstrates a commitment to excellence and the power of collaboration

Put **ideas** into action *here.*



On August 2, GCAC advisers entered their school sites ready to assist students and families at 17 high schools across Georgia.

AS PART OF OUR CORE BELIEF that broad participation in postsecondary education improves individual lives and benefits society, the Institute of Higher Education supports the Georgia College Advising Corps (GCAC). Our advisers meet a critical need. Although postsecondary education is essential to economic security, many students do not have the support needed to chart a path to success after graduation. This is especially true in Georgia's high schools, where the average student-to-counselor ratio is 432:1.

Our advisers work in underserved high schools across Georgia. The near-peer advising strategy of GCAC provides one-on-one guidance and encouragement to high school seniors as they navigate the complex college application and financial aid processes.

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



**Institute of
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UNIVERSITY OF GEORGIA

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On the cover: IHE adapted and innovated to bring the community together. Greg Wolniak hosted the Quant II class on the lawn in April 2021.



**Institute of
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University of Georgia: Jere W. Morehead, *president*; Jack S. Hu, *senior vice president for academic affairs and provost*; Marisa Anne Pagnattaro, *vice provost for academic affairs*. **Institute of Higher Education:** Libby V. Morris, *director*; James C. Hearn, *associate director*. **IHE Report 2021:** Suzanne Graham, *editor*; Rick Fiala, *graphic designer*; Tim Cain, Christina Carter, Suzanne Graham, Megan Holloway, Brionna Johnson, Christina Justice, Karen Webber, Gregory Wolniak; *contributing writers*; Christina Cater, Peter Frey, Suzanne Graham, Christina Justice, Susan Sheffield, Marisu Whrenberg (Zoomworks), *contributing photographers*. Copyright©2021.

From the Director



Dear IHE Friends,

FALL SEMESTER 2021 is now underway, and Meigs hall is filled with faculty, staff, and students who are busy balancing courses, research, and outreach activities. I am often asked how IHE fared during the past academic year and how we are doing now. I have thought a lot about these questions. Finally, the foundation of the answer came: it's all about the people. The IHE community is creative, collegial, and resilient. Each person brought a professional approach to the challenges. We did not shut down—we went hybrid, online, and face-to-face as the situation demanded to deliver high quality courses and programs. This *IHE Report* recounts our successes.

Notable activities of the past year include high levels of research productivity. As we enter fall 2021, every faculty member holds a grant or contract. Examples of awarded projects include pre-college access programs, geographic locale and experiential activities, COVID-19 and private colleges, state authorization practices, loss of financial aid, and a longitudinal analysis of educational pathways. AERA, NSF, TIAA Institute, Russell Sage, Horatio Alger, SHEEO, Spencer, Robert Wood Johnson, and the U.S. Department of State are among the sponsors.

Patience combined with hybrid instructional approaches and innovative technologies was instrumental in teaching and learning. The PhD and master's students persevered to fulfill graduate assistantships, complete courses, conduct research, and, for some, to graduate! Likewise, cohort 6 of the Executive EdD program exhibited composure and persistence in transitioning between face-to-face and online learning as the year unfolded; these students, hailing from six states and one international site, continue to demonstrate mettle as they progress toward graduation in December 2021.

The Georgia College Advising Corps, our near-peer college access program, transitioned to online advising as needed during the year and in early 2022 will bring three more high schools into our partnership. GCAC advisers make a difference everyday with research-informed practice.

Never standing still, in 2020 IHE launched a new virtual speaker series focused on critical issues in higher education. Outstanding national scholars spoke to us via Zoom, and they helped to inform our goals and programs with their insights. We look forward to hosting on-campus lectures soon and expanding these conversations.

In closing, we were saddened this year by the loss of two dear friends and mentors, Dr. Louise McBee and Dr. Del Dunn. Their examples of leadership, service, and achievement were inspirational. They made an impact.

So, how did we fare? We set and achieved goals, overcame challenges, and excelled on many fronts. Our students, faculty, and staff—people with vision, tenacity, and commitment—made the difference. I am thankful for each of them, and I am in debt to those of you who called, sent emails, and gave generously to help us succeed.

A handwritten signature in dark ink, reading "Libby V. Morris". The signature is fluid and cursive, with a large initial "L".

LIBBY V. MORRIS | *Director, Institute of Higher Education*
Zell Miller Distinguished Professor of Higher Education

IHE TRIBUTES

In Memoriam: M. Louise McBee and Delmer Dunn



Dunn and McBee converse in Meigs Hall at the unveiling of a plaque honoring McBee in 2011 [Photo: Susan Sheffield]

■ LOUISE McBEE (1924-2021) was a champion of higher education for nearly 60 years, and her legacy continues. Among her many roles at the University of Georgia, she served as dean of women, dean of student affairs, assistant vice president for instruction, and as vice president for academic affairs. She retired in 1988, and three years later won the first of six elections to represent the Athens area in the Georgia General Assembly. As a legislator, she continued to voice the needs of higher education.

Throughout her tenure at the university, McBee won the high regard of students, faculty, alumni, and friends of UGA for her candor, insightfulness, and integrity as well as for her consummate skill as a leader and a university administrator. As a Fulbright scholar and as author or co-author of four books and numerous scholarly articles, she also enjoyed the approbation of the scholarly world.

McBee was a leader and role model for women in higher education. "Across her career, she was widely regarded as one of the most effective and influential women in Georgia politics and higher education," said IHE director Libby V. Morris. "She led with integrity and challenged all whom she met to make a difference and give back."

In 1988, she received the Abraham Baldwin Award from The University of Georgia Alumni Society for distinguished service to the university. In 2014, UGA President Jere W. Morehead presented McBee with the inaugural President's Medal for her extraordinary lifelong contributions to UGA.

Her positive example continues to impact the community at the

Institute of Higher Education, where McBee served as a member of the faculty. IHE holds a professorship in higher education created in her honor, and it has coordinated and supported the Louise McBee Lecture series since 1981. McBee consistently attended the annual event that brings other notable and innovative higher education leaders from across the country to campus.

■ DEL DUNN (1941-2021) served as the director of the Institute of Higher Education in the 1990s and remained actively engaged in IHE events. In addition to his leadership at the Institute, he was a strong advocate for applied learning and making college more accessible. "His curiosity about multidisciplinary problems, his respect for faculty and his commitment to students informed his leadership roles," said current director Libby V. Morris. "He was not only the Institute's director; he was also a university citizen."

Dunn joined the faculty at the University of Georgia in 1967 and went on to serve as director of the Carl Vinson Institute of Government, vice president for instruction, and associate vice president for academic affairs. He received the President's Medal in 2018.

Throughout his service, he was committed to expanding access to higher education and experiential learning opportunities in the surrounding community. He worked to launch and improve the Federal Pell Grant Program and later sought ways to reinforce classroom instruction through the university's first service-learning programs. ■

THE PEOPLE KUDOS

FACULTY TRANSITIONS

Peers Select Webber as AIR President-Elect

■ THE MEMBERSHIP of the Association for Institutional Research (AIR) has elected Professor **Karen Webber** to serve as the organization's incoming vice president. Her leadership role began May 2021 and continues for three years. After serving one year as vice president (and vice chairperson of the Board of Directors), she will become president in May 2022 and immediate past-president in May 2023.



Karen Webber

Dr. Webber has filled a variety of positions in the organization and was recognized for her outstanding contributions as the recipient of 2018

Sidney Suslow Scholar Award, the highest honor the AIR bestows on an individual.



Professors' Excellence Rewarded with Tenure

■ ASSOCIATE professor **Gregory Wolniak** was granted tenure. **Amy Stich** was promoted to associate professor and received tenure. Both faculty members have made strong contributions in research, instruction, and service since coming to IHE in 2018.

Gándara Named W.T. Grant Scholar

■ DENISA GÁNDARA (PhD 2016) is one of five scholars selected as a class of 2026 William T. Grant Scholar. "By supporting their research agendas and professional development, the William T. Grant Scholars Program seeks to contribute to a bright new generation of scholars who will bring rigorous research to youth policies, programs, and practices in the U.S.," said the Grant Foundation's Senior Vice President Vivian Tseng.

Scholars receive a grant of \$350,000 over five years to fund an innovative research plan and pursue mentorship and professional development.

Gándara's Scholar project takes a critical look at policies and procedures for free-college programs. Her findings should help decisionmakers design and implement better programs that will succeed in expanding access for minoritized groups in higher education.



Denisa Gándara

Norton Recognized for "Fulfilling the Dream"

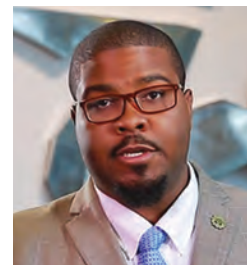
■ NARKE NORTON (MEd 2019) was one of five recipients of the 2021 President's Fulfilling the Dream Award, which recognizes community members who honor the legacy of the Rev. Dr. Martin Luther King Jr.

Norton credits his capstone project in the Institute's master's

program as enabling him to find new ways serve the university, identify his career goals, and eventually led him to his current role as assistant director for recruitment and diversity initiatives in the Graduate School. He wants to help other students find the same energy and fulfillment in postgraduate education.

"[This award is] not a ceiling of congratulations," said Norton. "It's a challenge to do more. It gives me a greater fire to work harder and to serve greater."

Since his move to Athens, Norton has been active on campus and around the community, working with youth and promoting diversity through programming and mentorship.



Narke Norton

Ness Part of University Partnership Grant with Côte d'Ivoire

■ ERIK NESS, associate professor, is participating in a US Department of State University Partnerships Initiative grant between the University of Georgia and the International University of Grand-Bassam (IUGB) in Côte d'Ivoire. The eighteen-month grant will build capacity and workforce responsiveness in West African higher education.



Eric Ness

Ness is a co-investigator along with UGA colleagues, Brian Watkins (Office of Global Engagement), Robert Branch (Mary Frances Early College of Education), and John Mativo (Mary Frances Early College of Education). Ness traveled to Grand-Bassam over the summer.

The UGA partners will assist IUGB administrators and faculty in their pursuit of US accreditation by engaging in strategic planning, curricular design initiatives, and assessments of accreditation readiness.

At an event in November 2020, the US Ambassador to Côte d'Ivoire Richard Bell said, "The new UGA-IUGB partnership, initiated by the Andrew Young Foundation and supported by the US government, has greater potential to improve Ivorian students' learning experience and better equip them for the workforce of the future. Both sides will learn from each other."

Alumni Present Faculty Service Award to Morris

■ DIRECTOR LIBBY MORRIS received the 2021 Faculty Service Award from the University of Georgia Alumni Association. During her thirty years of service at the University, she led efforts to create the Georgia College Advising Corps and helped to launch the Office of Online Learning, the Arts Council, the Spotlight on the Arts Program, the Science Learning Center, and the campus's first Interdisciplinary STEM research building. In addition to serving as the director of the Institute for 15 years, she has twice served as interim senior vice president for academic affairs and provost, and as vice provost for academic affairs.



Libby Morris

Morris is a mentor and role model for many administrators across campus, some of whom contributed to a video tribute for the awards ceremony. VP for Public Service and Outreach Jennifer Frum said, "[Her] career embodies the spirit of what we do. [She] challenged us over the years to reconsider ... ways to have a greater impact."

She joins other notable IHE leaders who received the award: Tom Dyer, Charles Knapp, Louise McBee, George Parthemos, and Ron Simpson.

Sanchez's Dissertation Wins Research Grant

■ CHARLES SANCHEZ (IHE PhD candidate) received an AERA Dissertation Research Grant for 2021-2022. He received \$25,000 to support access to data, travel, software, and other research-related expenses.



Charles Sanchez

Barbara Schneider, chair of the grant program's governing board said, "The program supports new and early career scholars who are expanding how we use large-scale data to understand and inform education practices and policies."

Sanchez's dissertation, *Here to Stay: Assessing the Relationship Between Pre-College Access Programs and College Enrollment and Persistence*, takes two approaches in analyzing how pre-college programs influence the initial phases of college-going and also student persistence. He hopes his findings will improve understanding of the impact of pre-college programs.

The grant program is a partnership between AERA and the National Science Foundation, which provides to the funding.

Cox Helps Parents in New Book

■ LADY COX (EdD 2019), Auburn University's associate vice president for student affairs, co-authored a new book, *College Ready 2021: Expert Advice for Parents to Simplify the College Transition*.



Lady Cox

Cox joined thirteen other family relations professionals from major universities around the country in contributing to the book. Each chapter addresses a top-of-mind concern and is written by a university official who works with parents to enhance student success at the collegiate level.

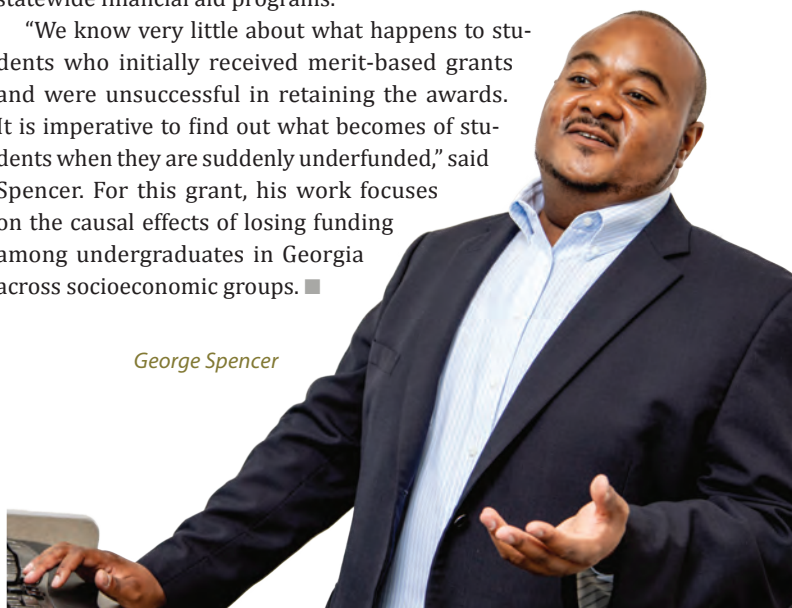
Cox wrote the chapter focused on helping students stay mentally and physically healthy in college.

"Mental health is a top concern of college parents, so this chapter provides guidance on how parents can support their students," said Cox. "Plus, *College Ready 2021* is full of ideas on how to start those tough but essential conversations before drop-off."

Spencer Secures 2021 Pipeline Grant

■ GEORGE SPENCER received a Russell Sage Foundation-Gates Foundation Pipeline Grant for 2021. These competitive grants support emerging scholars, with underrepresented perspectives, who conduct innovative research. Spencer's project explores the student persistence implications associated with merit-based statewide financial aid programs.

"We know very little about what happens to students who initially received merit-based grants and were unsuccessful in retaining the awards. It is imperative to find out what becomes of students when they are suddenly underfunded," said Spencer. For this grant, his work focuses on the causal effects of losing funding among undergraduates in Georgia across socioeconomic groups. ■



George Spencer

IHE PEOPLE IN THE NEWS

Hechinger Report

Assessing Merits of Test-Optional



Kelly Rosinger

■ JILL BARSHAY CITES **Kelly Rosinger** (PhD 2015) in a *Hechinger Report* (May 10, 2021) on outcomes associated with test-optional policies. Rosinger drew on work done with another IHE graduate Andrew Belasco and Professor James Hearn which found that test-optional policies implemented between 1992 and 2010 had very little effect on diversity in college enrollments.

Rosinger notes that test-optional policies “tend to privilege the same students who are privileged by test scores” by emphasizing extracurricular activities and advanced course loads, which also heavily favor better-funded schools and wealthier students. From a policy perspective, these findings signal the need for more innovative and holistic admissions practices to improve diversity among entering classes.

Chronicle of Higher Education

Scrutinizing Higher Ed Hiring

■ **BARRETT TAYLOR** (PhD 2012) is quoted in *The Chronicle of Higher Education* article, on the growing backlash to hiring politicized figures, “Many people are seeing different facts’: Carnegie Mellon official’s emails on election spark outcry” (January 11, 2021).



Barrett Taylor

The practice of hiring former lawmakers and government administrators into academic or affiliated positions is not uncommon across higher education. However, Barrett notes that officials with track records of misinformation and of opposition to racial justice could make these appointments “especially fraught.”

He points out that the risks that such hires “could erode public confidence in colleges” might outweigh their traditional benefits of strengthening relationships with powerful external institutions like foundations, corporations or government offices.

Washington Post

Pricing Tuition during a Pandemic

■ **DENISA GÁNDARA** (PhD 2016) appears in two articles at the end of July 2020 on tuition prices during the pandemic.

The *Washington Post* article, “Discount, Freeze or Increase? How Universities are Handling Tuition this Fall” (July 31, 2020), addresses the multifaceted challenges faced by higher education institutions and shares some approaches implemented across the US. “We can’t



Denisa Gándara

talk about prices without talking about costs,” says Gándara. “When institutions reduce the tuition price, they may end up getting less revenue, but their costs are increasing in a lot of cases.”

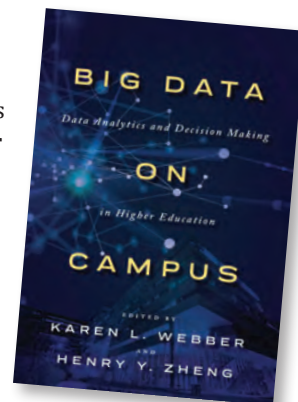
The article in *Education Dive*, “Tuition reductions take off as coronavirus shapes colleges’ fall plans” (July 29, 2020), focuses on the differences between institutions and their comparative dependence on tuition. “Decisions to lower advertised tuition prices likely weren’t made lightly, especially among heavily tuition-dependent private colleges,” says Gándara. “Less-affluent private institutions can rely on tuition for about 30% of their revenue.”

Inside Higher Ed

Decoding the Data

■ *INSIDE HIGHER ED* features a news article by Rick Seltzer on **Karen Webber** and Henry Zheng’s book, *Big Data on Campus* (November 10, 2020). The article describes their work as a “useful primer for anyone seeking to understand how higher education leaders can use [big data].”

Webber and Zheng provide key tips such as starting small and focusing on metrics that are integral to strategic plan success. They also maintain that data-informed decision making is the goal. Information must be examined in context. “In some cases, the algorithmically generated answer or prediction with the highest accuracy rate may not be the best answer for the situation at hand,” notes Webber.



Wallet Hub

Finding the Best Answers



Rob Toutkoushian

■ FOR THE ANNUAL *WalletHub College & University Rankings* (October 19, 2020), **Rob Toutkoushian** was interviewed as part of an expert panel that accompanied the findings. In the “Ask the Experts” section, Toutkoushian weighs factors that can help students balance quality and cost in selecting a college to attend and evaluates policy approaches to make college more affordable.

When discussing the impact of the pandemic, Toutkoushian observes how it interrupted formal and informal communication channels. He urges college administrators to find new ways to disseminate important information around financial aid and career

services proactively, “Many students are likely struggling to get good information and make informed college decisions.”

CBS News Verify

Contextualizing the Vaccine Debate



Joy Blanchard

■ **JOY BLANCHARD** (PhD 2008) offers perspective as an education law expert for the syndicated “Verify” series that airs on many CBS television news stations. In this segment, Evan Koslof investigates whether colleges and universities legally can require students to get vaccinated for COVID-19.

Blanchard cites the 1902 precedent in which the Supreme Court ruled in *Jacobson v. Massachusetts* that state laws mandating vaccinations are constitutional when done in the interest of public health and safety. “That’s why we see ... so many schools and universities mandating [vaccines]. It’s because it is for the common good,” Blanchard says.

DotEDU Podcast

Sharing Presidential Lessons

■ **JON TURK** (PhD 2016) rejoined ACENet’s podcast *DotEDU* as a guest in the “What Covid-19 Has Taught Higher Education Leaders” episode (June 17, 2021). He shared on-going findings from a partnership between TIAA Research and ACE to survey college and university presidents throughout the pandemic (April 2020-present).

The short “presidential pulse surveys” show top administrators’ preoccupations with supporting students’ well-being and academic success, updating outdated practices, declines in enrollments, revenue generation and financial impacts, operational plans and work environments, and DEI initiatives.



Jon Turk

Forbes

Spotlighting HSI Growth across the US



Rebecca Perdomo

■ **REBECCA PERDOMO** (PhD 2019) was featured in an article in *Forbes*, “What Do We Know About Hispanic Serving Institutions?” (August 16, 2021).

Perdomo and colleagues at the Hispanic Association of Colleges and Universities (HACU) launched a Hispanic-Serving Institution (HSI) dashboard to provide a more comprehensive overview as well as details about individual schools.

On a macro-level, this new interactive tool offers regional context and a visualization of where HSIs are growing. Perdomo offered several examples of various uses from policymakers to prospective students. “[The dashboard will help] a state representative who aims to learn more about the overall landscape of HSIs in their state [and also] can help a student ... seeking to attend a more racially and ethnically diverse institution.” ■

UGA SIGNATURE LECTURE SERIES EVENT

Louise McBee Lecture in Higher Education

November 16, 2021 | 11:00 a.m. | UGA Chapel

Fulfilling Higher Education’s Social Contract and Value Proposition

Joan Gabel, President, University of Minnesota



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Requests for accommodations for those with disabilities should be made as soon as possible, but at least 7 days prior to the scheduled lecture. Contact Sherri Bennett in the Office of Academic Programs at (706) 542-0383 or sherri@uga.edu to request accommodations.

Journal Editors Promote Research and Elevate Scholars

Reflecting on the impact of Rob Toutkoushian and Libby Morris.

Toutkoushian Embraced His Mentor Role at *RiHE*

AFTER TEN YEARS OF SERVICE, Rob Toutkoushian stepped down as the editor of *Research in Higher Education (RiHE)*. He embraced that role with intention and compassion, much like his commitment to his doctoral students. Toutkoushian was already a tenured full professor and editor-in-chief of another major journal in 2011 when he began his term. His decision to serve was driven by the influence of the journal on the field of higher education. *RiHE* is one of the top three journals in the field and an important outlet for innovative studies using advanced quantitative methods.

He also felt a sincere debt of gratitude toward the journal because it published his first research paper. Toutkoushian carried with him a strong awareness of the author's experience and the impact of publications on professional careers.

The current editor, William Doyle admires Toutkoushian's constructive author-centered focus. "He taught me to approach the process of editing as an opportunity to ... guid[e] authors to improve their manuscripts."

Toutkoushian continued his selfless mentorship even as the volume of submissions grew. "The journal's acceptance rate is currently around 7%, which means we have to say no to 93 out of 100 people who submit an article. [I] felt an obligation to do the best that I could and be aware that there are real people behind each one of these submissions," he said.

Even though most never saw a glimpse his dry humor or extensive knowledge of improvisational rock bands in the exchanges, he highly valued timely communication with everyone involved in the process—authors, reviewers, publishers, and production people.

In his first editor's note, Doyle credits Toutkoushian's leadership with a "rapid expansion in the journal's size and scale. By every metric, *Research in Higher Education* has a deeper impact in the field of higher education than it did when he began."

During his time at the helm, the journal underwent some major changes, including a shift to online submissions process, digital delivery, and discontinuation of affiliation with the Association of Institutional Research (AIR). Toutkoushian used each opportunity to broaden the journal's reach and build its reputation as a source of rigorous quantitative research.

Toutkoushian welcomes the opportunity to focus more on his own research pursuits as he continues to advise and guide the Institute's students through their research and manuscript preparation. "My best advice is to pattern [the] work after articles in a particular journal. And to share drafts of papers with other students and faculty."

In a field dominated by US researchers, Toutkoushian values the work being produced



Research in Higher Education debuted in 1973 and Innovative Higher Education launched two years later.



Toutkoushian (standing) and Morris (far right) meet with Karen Webber and Tim Cain.

in other countries, particularly Spain, South Korea, and Australia to name but a few. Opening the field to new voices and perspectives is a positive trend that Toutkoushian hopes will continue to build.

Morris Highlights Strength of Team at *Innovative Higher Education*

LIBBY MORRIS ALSO recently transitioned from her role as editor of *Innovative Higher Education*. She presided over sixteen years of steady growth in the journal's readership and reputation.

Morris appreciates the niche occupied by the journal with its aim to be "a referred scholarly journal that strives to package fresh ideas in higher education in a straight-forward and readable fashion," and she never changed its fundamental focus.

In her first editorial, Morris introduced her guiding priorities: How to capture the best thinking, the most outstanding research, and the most innovative practices across higher education? And how to extend the journal's fine reputation?

To address these goals while remaining true to its

In addition to Toutkoushian and Morris' roles as editors, IHE faculty members serve as associate editors, on editorial boards, and as reviewers for major journals in the field.

mission, she expanded the journal's impact through a transition to an online platform and by increasing both the number of issues per year and the number of articles per issue. She also maintained a knowledgeable and engaged editorial review board, several of whom served alongside her for a decade and half.

"[T]he quality of a journal can be judged by its editorial board and their involvement in the publication process," said Morris. "The success of [*Innovative Higher Education*] primarily rests on the dedication of the editorial review board and the leadership of [associate editor] Dr. [Kay] Gillespie."

She became editor following Ron Simpson (IHE director, 1999-2001), who said in his final editorial that Morris would "will guide this journal to new accomplishments and greater heights." Current editor and IHE graduate Claire Major confirmed his confidence, "Libby did a wonderful job advancing scholarship with her keen insights into the field of higher education and deep scholarly knowledge."

Abstracts from *Innovative Higher Education* are available on our website, <https://ihe.uga.edu/abstracts>. ■

From Childhood Adversity To College Graduation

Tracking resilient college students over four years of college.

By Gregory C. Wolniak

THE PANDEMIC exacerbated preexisting cracks in the foundation of the higher education system and intensified the public's long-standing concern over its effectiveness and value. The present context also has created historic opportunities for innovation and re-definition of access, climate, engagement, and belonging. My long-standing research partnership with the Horatio Alger Association, one of our nation's longest running and most robust scholarship programs, afforded a special opportunity to build on previous work and track college students, who had experienced adversity in their childhoods, through the pandemic.

A Rare Opportunity with an Understudied Population

IN 2017, I WAS GRANTED a valuable invitation from the Association to conduct a longitudinal, pre-test-posttest study of the undergraduate students they serve (referred to as "Scholars") across four years of college. Following a single cohort of college students in this way is the gold standard design

in college impact research (Mayhew, Rockenbach, Bowman, Seifert, & Wolniak, 2016). Quality longitudinal data is rare in higher education research given the resources required and challenges of data collection. But such data are essential for understanding how students develop as a result of their college experience and provide unmatched information for studying the factors and mechanisms related to outcomes (Seifert, Bowman, Wolniak, Rockenbach & Mayhew, 2017).

The characteristics of the participating students give this project particular importance. The Scholars represent a diverse and resilient population who have encountered one or more adversities during their childhoods. The adversities shared among Scholars align with the CDC's definition of Adverse Childhood Experiences (ACEs), including abuse, homelessness, living with one or more family members who

were abusing substances, incarcerated, or experiencing mental illness (CDC, 2019). In addition, the majority of Scholars in our sample have on-going critical financial need (Wolniak, Chen-Bendle, & Tackett, 2021). Understanding the kinds of experiences and institutional conditions that promote success in college—and beyond—among this population offers an important glimpse into the factors that drive persistence and social mobility.

About the Horatio Alger Association

The Horatio Alger Association supports students who have exhibited determination, integrity, and perseverance in overcoming adversity, as well as have critical financial need. The Association is distinguished by the multifaceted services it provides its student Scholars, which include financial awards (a one-time scholarship to support attendance at a college or university of students' choice), psychological and counseling services, career advancement, and more.

<https://horatioalger.org/>

Collaborative Partnerships Strengthens Research

A HALLMARK of this project is collaboration. The Association directly uses the study's findings to inform the kinds of support they offer Scholars. And the research team and affiliates who collect and analyze these data are comprised of IHE doctoral students and leading researchers from across the country.

Particularly notable is 3rd year PhD student Sarah Burman, who managed the last two waves of data collection. The spring 2020 follow-up survey, launched around the onset of the COVID-19 pandemic in the US, enabled us to evaluate the initial impacts of campus closures on the development of students' academic self-concept and academic motivation (Wolniak & Burman, 2021). Sarah's efforts helped to achieve impressive survey response rates across our last two follow-up surveys that exceeded 60%.

In addition, 2nd year PhD student Emily Chen-Bendle is at the center of a new collaboration with other leading researchers to examine the lasting implications of childhood adversity on students' leadership development in college. Emily's efforts have already yielded an ASHE research paper presentation (Wolniak, Chen-Bendle, & Tackett, 2021), an Association report (Wolniak & Chen-Bendle, 2021), and a guest blog in *Psychology Today*.

The project's many collaborators from different geographic, economic, and educational backgrounds advance the quality and reach of our questions, analyses, and reports.

What We're Finding and Where We're Headed

HAVING COMPLETED four years of data collection, the team is spending the 2021-2022 academic year analyzing the 4th year (pandemic year) data, drafting reports, delivering conference presentations, and publishing findings.

Based on partial data spanning three years of college, we already have exciting findings to report. Among these are:

- in general, prior experience with childhood adversity correlates to lower perceptions of academic self-concept and academic motivation among freshmen, while experiences with financial adversity aligns with educational and career aspirations that promote social change;
- the most consistent and positive predictor of career and academic development over three years of college is a student's sense of campus belonging;
- female-identified freshmen have lower levels of leadership aspirations than their male-identified counterparts upon entering college, and once in college, they make smaller developmental gains; and
- black-identified students enter college with high aspirations for leadership, and they make greater gains in this area than their peers through college.

Arguably, we have never witnessed a time when it was more important for higher education institutions to focus critically and intentionally on understanding for whom and under what conditions does higher education exert the greatest influence on student success. In partnership with the Horatio Alger Association and the talents of an exceptional research team of IHE students, I am honored to continue addressing such complex and critical higher education questions. ■



Greg Wolniak

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Sustaining Community Through Collaboration

IHE faculty and graduates combine expertise to propel research.

By Megan Waters Holloway

RESEARCH EFFORTS BETWEEN IHE faculty and alumni exemplify the widely held belief that collaboration makes us better. Collaboration stretches us, sustains us, and allows us to understand our collective identity. Working together aids the Institute in honoring its core values and establishes a community that demonstrates “the belief that broad participation in postsecondary education improves individual lives and benefits society.”

Many of the Institute’s collaborative efforts occur specifically between faculty and alumni. These collaborations develop in a variety of ways, some as a natural extension of the work graduates produced or contributed to as doctoral students at IHE and others through direct efforts to (re)connect. Regardless of how these partnerships develop, IHE alumni contributions propel essential higher education research efforts and sustain the IHE community through their insight, expertise, and passion to effect change in the field.

Strategic Directions of Private Colleges

JIM HEARN’S PRIVATE COLLEGE research emphasis began nearly 10 years ago in collaboration with IHE graduate Welch Suggs (PhD 2009). Informed by their shared interest in intercollegiate running sports, they initially pursued a project that studied college athletics as an area of institutional strategy. Over the course of the decade, Hearn’s collaborations in this area grew into additional work with Suggs and other graduates Erin Ciarimboli (PhD 2017), Noble Jones (PhD 2018), and Jarrett Warshaw (PhD 2016). Current IHE doctoral students Jennifer May-Trifiletti, Matthew Grandstaff, Julianne O’Connell, and Ijaz Ahmad have contributed to this collaborative agenda as well.

Another of Hearn’s recent collaborative efforts with a former student is a consultation with Warshaw. Their project, entitled *Impacts of the Pandemic on Access-Oriented Private Colleges*, was awarded external funding from the Teacher Insurance and Annuity Association (TIAA) Institute in 2020. The ongoing work focuses on the strategic adaptation of private colleges during the COVID-19 pandemic and seeks to address the question “Is the pandemic disproportionately harming educational opportunities for lower-income



Hearn's collaborations with former students have produced more than 20 publications.

Rob Toutkoushian, students, and a graduate leveraged their research alignment for a new project.

students and students from other underrepresented groups?” More specifically, they use a mixed-methods design combining longitudinal analysis of institutional data and interviews with institutional leaders to track key outcomes. Through their work together, Hearn and Warshaw have relied on one another’s strengths. Warshaw shares, “I’ve really appreciated the sincere ways in which Professor Hearn has consistently invited my input as a scholar. I had felt that strong level of trust and engagement immediately in our very first meeting together—and it continues, now, in our current work.”

Hearn’s various collaborative efforts with former students in these areas have led to more than 20 publications in major journals, reports, book chapters, and presentations with nationally recognized publications and organizations. Hearn states, “It’s rewarding as a faculty member to see the folks that came to us in the Institute as newbies become effectively peers who are respected outside the Institute.” He further notes “It’s just really cool to see folks develop and become folks you learn from as opposed to the folks who learn from you.”

The Parent-Child Study

IN FEBRUARY 2019, IHE graduate Jennifer Stephens (PhD 2013) wrote to several Institute faculty members seeking opportunities to meaningfully contribute to ongoing or new research. In response, Robert Toutkoushian shared a few projects related to her areas of interest. The two, along with current IHE student Jihye Lee, are now at work on what they call *The Parent-Child Study*. This study uses the 2009 High School Longitudinal Study (HSL: 09) to examine the role of parents in student’s college going decision-making process.

Toutkoushian states, “Most of the people that study college choice think about it only from the student’s perspective. In reality, they’re not doing this on their own. Parents are or could be helping them. There’s a range.”

Their research centers specifically on exploring parents’ range of influence around decisions about whether and where to go to college. The team compares the postsecondary education aspirations of students and parents and then uses regression analysis to determine the degree of parental influence in the decision-making process.

Thus far, findings suggest that parents hold higher aspirations than their children. Although parents and their children agreed on the most important factors that should be considered when choosing a college, they differed significantly on other factors such as



These collaborations develop in a variety of ways, some as a natural extension of the work graduates produced [as students] and others through direct efforts to (re) connect.

Research opportunities with Erik Ness help students dive into policymaking.

the importance of social aspects of college versus cost of attendance and proximity to home.

When asked about future directions for the project Toutkoushian notes that the team anticipates additional lines of inquiry and states, “I’m hoping that once we get this thing done, people will read this and start to think a little bit differently about college choice and say ‘Well, we can’t just talk about

the student making the choice, it’s really got to be thinking about the combination of things.”

In fact, Stephens shared that their research has had an impact in her work as the associate vice president of communications and marketing at the University of Louisiana at Lafayette. She said, “I’m gaining this understanding of the nuances of the role of parents. Then, in my administrator role, I’m making decisions that take that knowledge and actually implement it into program and policies.”



Comparative Higher Education Politics: Policymaking in North America and Europe

ALONGSIDE INTERNATIONAL COLLEAGUES Jens Jungblut, Martin Maltais, and Deanna Rexe, Erik Ness has recently completed a co-edited volume for Springer’s Higher Education Dynamics series entitled *Comparative Higher Education Politics: Policymaking in North America and Europe*.

The volume covers five key issues related to higher education politics in three geo-political contexts (the US, Canada, and the Western European countries) as well as offering a comparative look at policymaking dynamics

in each of the three contexts. The key issues include the politics of higher education finance, the politics of higher education governance reform, interest groups in higher education, policy framing in higher education, and policy diffusion in higher education.

Bringing together leading scholars on each issue and within each context resulted in the addition of chapters by IHE alumna Denisa Gándara (PhD 2016) with Cameron Woolley and by Paul Rubin (PhD 2017). Ness states, “Once we identified the key policy areas for the edited volume, I immediately thought of Paul and Denisa to write the chapters on governance and diffusion. Even though they were recent IHE graduates, I knew that their command of higher education research on governance and diffusion was as strong as anyone in our field. Professors Gándara and Rubin are now leading scholars in these areas both through their empirical analysis and graduate-level teaching.” Rubin credits part of this expertise to his involvement in research teams during his doctoral studies with IHE. He states, “Early research opportunities provided reassurance when I began conducting my own research projects and ultimately my dissertation, which was the basis for my chapter in the volume.” He further notes “since graduating the opportunities to collaborate with IHE faculty and current and former students have continued, and the benefits of being on research teams with Drs. Ness and Hearn remain integral in how I contribute to other research collaborations as well as run my own

Collaborations not only strengthen the Institute’s program of research but also ensure innovative and impactful approaches to the study higher education.

grant-funded projects.”

Authoring the chapter on the politics of governance reform in the US, Rubin shares an overview of empirical research on higher education governance and discusses the influence of state-level politics. The chapter also presents “a new case study analysis of the higher education governance structure in Nevada and a recent statewide bill seeking organizational reforms, guided by a stakeholder salience framework.”

In their chapter on policy diffusion in higher education in the US, Gándara and Woolley outline models and applications of policy diffusion in the US, discuss the evolution of the study of policy diffusion in the US, use qualitative research methods to study how policies spread, and reference local newspapers to study policy diffusion.

Beyond Gándara and Rubin, the volume also includes a chapter from Hearn and current doctoral student Ijaz Ahmad, and another chapter written by a team from the State Higher Education Executive Officers Association (SHEEO) which includes Jason Lee (PhD 2017).

While completing the volume, the authors and editors presented work at several national and international conferences. Further, Dr. Ness’ co-editors were invited to visit IHE in January 2020 to collaborate in person, offer two Educational Policy Seminars, and guest lecture in Dr. Ness’ State Systems class.

In the future, the team is looking forward to potential studies related to policy dynamics in response to the pandemic in each of the three contexts and more specified policy research that could combine contexts.

Looking Ahead

OUR COLLABORATIONS not only strengthen the Institute’s program of research but also ensure innovative and impactful approaches to the study higher education. They remind us of our core value to “listen to the voices of all who aspire to and participate in post-secondary education [and] encourage the development of a global community of postsecondary-education leaders and researchers.” It is with this in mind that the Institute faculty continue to foster alumni relationships as well as build lasting connections with current graduate students.

To read more about the Institute’s vision, our strategic planning initiatives, faculty research, and our outstanding alumni; please visit ihe.uga.edu. ■



Gándara and Warshaw at ASHE.



IHE faculty, students, and graduates support each other and co-present at conferences.

Taking Their Colleges to Court

BY TIM CAIN

FIFTY YEARS AGO, University of Georgia students Asa Green and John Hoard undertook what should have been the routine act of founding a new student organization. Green and Hoard's efforts were stalled, though, when the university refused to approve the new group and denied it use of university facilities.

In response, the nascent organization twice sued UGA for rights that were provided to other students. In March 1972, a local judge issued a restraining order prohibiting the university from



Tim Cain

canceling a dance that the group had planned to hold on campus; in December, a federal judge ruled that the university had violated the students' first amendment rights. That second case, *Wood v. Davison*, not only secured the place of

the Committee on Gay Education (CGE) at UGA but was the first reported case in a string of lawsuits that LGBTQ+ student organizations won against their institutions.

In an article in the fall issue of the *Review of Higher Education*, Michael Hevel, an associate professor at the University of Arkansas, and I examined CGE's pioneering legal actions, work to educate the university community, and efforts to improve the campus climate. We argued that the CGE cases, and other similar lawsuits, provided crucial support that allowed LGBTQ+ student organizations to spread across the country in the 1970s and 1980s. Moreover, these student lawsuits were some of the first legal victories for LGBTQ+ people as they sought Constitutional protections and provide a crucial link between the LGBTQ+



Posters, provided by artist Walker Harper, are part of an online exhibit by the UGA Special Collections Library.

rights movement and student activism.

Hevel was already researching LGBTQ+ student organizations when I became fascinated by CGE while writing about activism in the South. We continue to collaborate on two in-process manuscripts about the Gay Alliance of Students (GAS) at Virginia Commonwealth University and monitor current events. As we do, we are simultaneously in awe of the bravery that it took for the students to challenge institutionalized discrimination and angry that such bravery is still required. This past April, the YU Pride Alliance sued Yeshiva University for recognition and the same rights enjoyed by 116 existing organizations at the institution. As Yeshiva is a private institution, the underlying legal issues are different than those involving CGE and GAS, but the burden on students seeking acceptance, support, and equality remains. ■

Geography and Student Success in STEM Fields

Effects of locale on access to work-related experiential activities.

By Karen L. Webber

Geospatial analysis of commute times from UGA campus.

SOME SUCCESSFUL education-to-career pathways are figurative, and some are very literal. Many students and employers recognize the importance of participation in experiential learning options that complement knowledge and skills gained in coursework, but access to opportunities varies by place. Faculty members Karen Webber and Amy Stich, along with a team of collaborators, are working to uncover which experiences beyond the classroom best facilitate the transition and how to extend equal access to those high-impact opportunities across STEM

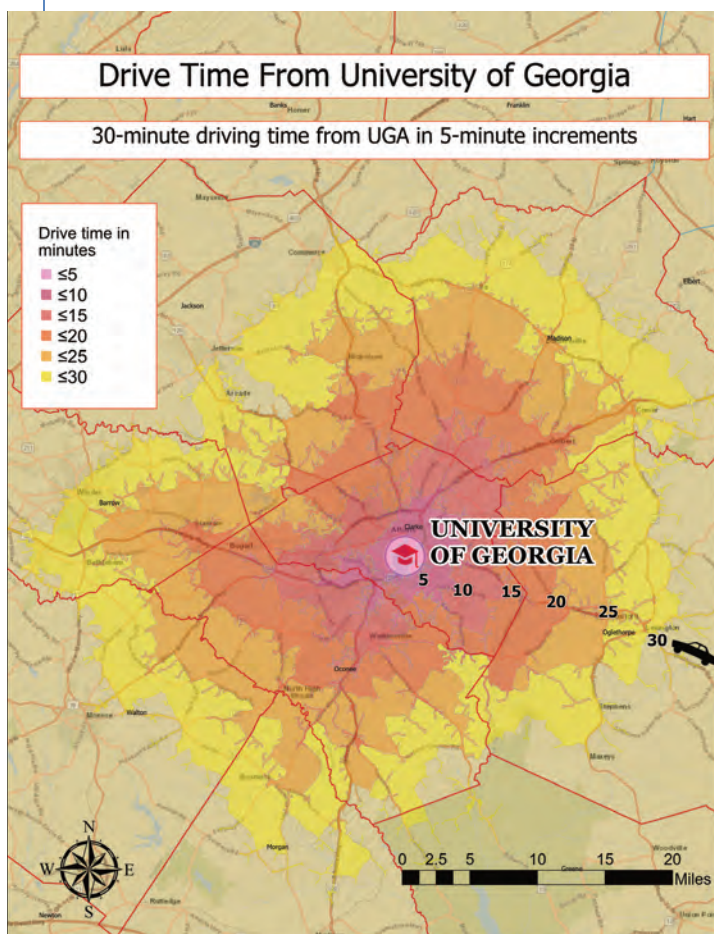
field students. The project is a three-year study funded by the National Science Foundation (NSF).

Specifically, the study focuses on engineering and computer science students' access to work-related experiential activities (WREAs) relative to their postsecondary institutions' proximity to major economic and workforce hubs. This research will provide a more comprehensive portrait of WREAs from the multiple perspectives of college students, career officials, employers, and recently-hired alumni affiliated with six diverse universities across urban, rural, and suburban campuses in Georgia.

The multi-institution and multi-method design of the study means there are many moving parts and many tasks going on simultaneously. Webber and Stich assembled an external advisory committee and a strong team, including the associate director of state services and decision support at the Carl Vinson Institute of Government and IHE student, David Tanner; full-time IHE doctoral students Collin Case, Matt Grandstaff, and Elizabeth Ndika; and geography doctoral student Amanda Aragon. IHE master's student Kanler Cumbass also participated prior to his graduation in the spring.

Two UGA faculty colleagues in the Department of Geography, Marguerite Madden, director of the Geospatial Research Center and Jerry Shannon, director of the Community Mapping Lab, provide additional expertise in geospatial analysis.

The first year of the study was spent establishing contacts and buy-in at participating campuses across Georgia, piloting survey





Webber (center-left) and Stich (on monitor) convene an advisory committee meeting via Zoom.

“Our report will provide recommendations to increase valuable opportunities for all students ... and ultimately contribute to diversifying STEM fields.”—Amy Stich

and focus group instruments, observing virtual career fairs, and completing individual interviews with career center directors.

The team also promoted and disseminated preliminary products of their work at three conferences: Webber and Stich attended the *NSF Virtual ECR Conference*; Aragon led a conference presentation at the *ASPRS Imaging & Geospatial Information Society* on “Integrating Geospatial Techniques with Quantitative Surveys and Qualitative Interviews to Identify Impacts of Geographic Locale on Access to Work-Related Experiential Activities,” and Amy Stich, Collin Case, Elizabeth Ndika, and Kanler Cumbass presented “Negotiating Ourselves: Navigating Paradigmatic Conflict and Diverse Identities in Collaborative Qualitative Research” at the *International Conference of Qualitative Inquiry*.

Through the end of 2021, the research team will focus on survey

data analysis, begin focus group interviews with major employers, and complete additional on-campus interviews and observations at career fairs. Year Two will include a second round of surveys with upper-level STEM students, extensive data collection, including a second round of surveys with upper-level STEM students, and analysis of results.

The team is building on the initial data and visualizing the information through their unique geospatial lens. Based on early findings, they are confident that they will have some exciting results to share.

“Our report will provide recommendations to increase valuable opportunities for all students, guidance on locating and retaining qualified employees, and ultimately contribute to diversifying STEM fields,” said Stich. More details about the team and their work is available at: ihe.uga.edu/WREA. ■

GCAC Advisers Grow Their Roles

Program continues to develop leaders and find new ways to make an impact.

Adviser Returns to School with New Title: Professional School Counselor



Christina Justice



Brook Thompson

CHRISTINA JUSTICE started her journey with the Georgia College Advising Corps (GCAC) in 2018 when she served as the first college adviser at Social Circle High School. Her work at Social Circle solidified her desire to become a school counselor. “Within the first few months of working as a college adviser, I decided to pursue school counseling,” said Justice. “I found my passion in college advising and wanted to continue to do this and more for my students.”

The following year Justice enrolled in the MEd/EdS in Professional School Counseling program at the University of Georgia. She also transitioned from adviser to the role of graduate assistant for GCAC, drawing on her previous experience to support new college advisers.

Now that she has graduated from the program, Justice will be returning to Social Circle High School as the professional school counselor. “Returning to the school where I served as a college adviser feels unreal. I found my passion at this school and with the students, families, and educators,” Justice added. “It is humbling to be able to come back and give to the community that helped build me.”

Justice’s work with GCAC is not over. As a part of her duties at Social Circle, she will also serve as the GCAC site liaison. She will be the main contact for the GCAC administrative team and the college adviser serving at that school. “Christina has been such an asset to this organization. I am thrilled that she will continue to be involved,” said Brook Thompson, GCAC program director. “The combination of her training and disposition will make her an excellent school counselor and mentor to future college advisers.”

GCAC Advisers Freeze Summer Melt

BY BRIONNA JOHNSON

NOW MORE THAN EVER, the Georgia College Advising Corps (GCAC) team is focused on increasing the number of low-income, first-generation college-going, and historically under-represented students who enter and complete higher education. In a typical semester, students experience summer melt, when despite planning to attend college after graduation, they do not end up enrolling. These issues have been exacerbated by the COVID-19 pandemic.

With support from the Institute of Higher Education, GCAC was able to pilot a summer melt initiative to combat the many barriers that students might face when entering higher education during a global pandemic.



Emaleigh Fleeman (back row, second from left) with seniors on “Decision Day,” a special event for students to announce where they will attend college.

Three GCAC advisers serving our school partners at Clarke Central, Meadowcreek, and Social Circle high schools sent over 3,300 text messages throughout June to students and many of their parents or guardians. Advisers personalized the messages to meet the needs of their students, sharing deadline information to ensure graduates were on track to complete common first-year college student to-dos such as enrollment deposits, housing applications, and financial aid program forms. Initial anecdotal evidence is positive as staff continue to evaluate the pilot program.

College Adviser Emaleigh Fleeman (pictured) shared how the program positively impacted her students.

“It was incredibly beneficial to help wrap up loose ends lingering after graduation.”

—EMALEIGH FLEEMAN

“Having continued adviser support through the month of June was super important because we have worked with students 1-on-1 all year,” she said. “It was incredibly beneficial to help wrap up loose ends lingering after graduation. My students knew I was available as needed to answer questions and troubleshoot issues.”

With so much uncertainty surrounding the upcoming academic year, efforts to “freeze summer melt” and ensure more GCAC students arrive on campus in the fall is integral to supporting all students in accessing and succeeding in college. GCAC is grateful to the Institute of Higher Education and its community for the boundless support of our program’s mission. ■

Momentous Year for Governor's Teaching Fellows

Adapting to virtual environments and celebrating milestones.

By Christina Carter

AFTER A YEAR OF REMOTE SESSIONS, the Governor's Teaching Fellows (GTF) returned to campus for face-to-face interactions this May. For more than thirty years, the program has brought together exceptional postsecondary educators from across Georgia to learn new methods of instruction, professional renewal, and classroom problem solving.

"Year after year, wonderful exchanges occur when fellows come together to share experiences, seek knowledge, and challenge each other," said Leslie Gordon, GTF program director.

Traditionally, the program sponsors two cohorts each year. Fellows attended the academic year 2020/21 session virtually, in stark contrast with the usual face-to-face mode. Despite the personal and professional challenges of the year, cohort members found the experience rewarding—even in the virtual format. "There wasn't a month that I didn't go and try out at least one new idea in my classes," said one fellow.

The 2021 summer symposia highlighted methods for personal and professional renewal as fellows reported high levels of burnout after a year of virtual teaching. The program included a session led by Mary Lou Frank, IHE fellow and former president of the International Academy of Dispute Resolution, who facilitated discussions on ways to approach difficulties as opportunities for growth. Frank enabled the GTF fellows to delve into positive psychology with the goal of refreshing their purpose as educators.

The fellows also participated in hands-on classroom experiences revolving around student engagement and course development. The sessions culminated in a course fair at which they each showcased a new or improved course they designed during the week.

GTF was established by former governor Zell Miller to give the state's educators better opportunities, skills, and networking to improve the quality of instruction in higher education. In a highly competitive process, program leaders select a limited number of fellows each year for an academic year cohort (September-April) and a summer cohort (May). Since its inception, over 675 Fellows from over 75 different disciplines have participated.

Cynthia Alby Marks 20 Years with GTF

PARTICIPANTS in the Governor's Teaching Fellows program since 2000 will likely have a story about the positive impact of the program's lead instructor Cynthia Alby had on their professional development.

Alby, a professor at Georgia College, started her journey with the program as a fellow in 2001. She returned the following year to lead a workshop, and over time, her area of focus, course design for transformative learning, became a constant thread for subsequent cohorts.

Aisha Adams presents her re-designed psychology course during the seminar's culminating "course fair" event.





Mary Lou Frank leads the discussion on having difficult conversations.

“Cynthia’s commitment to GTF exemplifies a spirit of service to higher education,” said program director Leslie Gordon. “Her excitement for teaching and thirst for the latest in pedagogical enhancement are infectious, and our fellows draw from it continually.”

The interactions with the fellows continue to refresh and inform Alby’s research and craft as well. She recently co-authored a book, *Learning That Matters: A Field Guide to Course Design for Transformative Education*, with three colleagues, one of whom also participated in the GTF program. Julia Metzker met Alby when she was a fellow during the academic year 2012/13. Despite her move across the country, where she is the director of the Washington Center for Improving Undergraduate Education, they maintain ties.

At the summer session, Alby had the special opportunity to use materials from their book in one of the very programs that inspired it.

Alby remains dedicated to the program, “The most rewarding thing for me about my [GTF] work is the relationships that I’ve developed with amazing people across the state.” She enjoys keeping up with program

“Cynthia’s commitment to GTF exemplifies a spirit of service to higher education.”

—LESLIE GORDON



Cynthia Alby

alumni and seeing the innovative ways they continue to build on their experiences and develop their classrooms.

GTF Alumni Connect and Share Tips at Reunion

IN JANUARY OF 2021, the Governor’s Teaching Fellows held its bi-annual reunion conference via Zoom. The appropriately themed reunion, *Finding Radical Hope in a Challenging Year*, brought together program alumni from across the state in a shared virtual space to discuss classroom pivots, outreach partnerships, social justice, and ways that various methodologies introduced at GTF have been applied in the in-person and virtual classrooms.

Over 20 presentation sessions were divided among “chalk talks,” traditional presentations with Q&A, and workshops.

While this reunion held unique challenges, presenters and attendees alike were enthusiastic for the opportunity to exchange ideas for effective online teaching and for retaining hope and positivity amid a difficult year. The next GTF reunion will take place in January 2023. ■

Executive EdD Marks a Year of Innovation

Taking advantage of an opportunity to bring the world to Athens.

By Christina Carter

THE UGA INSTITUTE OF HIGHER EDUCATION's Executive EdD program welcomed members of Cohort 6 to the Athens campus June 21-25. The students had met in-person twice in early 2020 before embarking on a year of virtual learning during the pandemic. The reconvening of in-person sessions had been a priority.

The June seminar focused on global higher education, particularly European higher education policy and management. Historically, the June meeting is conducted on location in the Netherlands, and students learn from and interact with faculty from the Center for Higher Education Policy Studies (CHEPS) of the University of Twente. This immersion into the environment of the campuses and urban centers surrounding them is a special component of the EdD program.



Kelly Lips and Marion Fedrick (foreground) work on their "imaginalia" project.

Although physical travel was not possible, the CHEPS instructors pivoted to online delivery of content and found creative ways to connect with the students.

"Like other study away programs all over the world, we were forced to cancel this terrific study abroad component of our program," said Leslie Gordon, associate director of the program. "In doing so, we chose to capitalize on the opportunity to have a longer, richer time with the cohort in Athens."

During their week in Athens, students attended seminar sessions each morning and afternoon. The week also included several pre-arranged tours and experiences designed to acquaint them more thoroughly with UGA's mission and history, its campus, and even with some of the more light-hearted features of life in a college town noted for its arts and creativity.

Current student Kelly Lips commented, "The international travel component is one of the unique features of this program, and it was regrettable that our cohort could not travel. However, our group took advantage of the opportunity to engage with scholars from CHEPS virtually ... and have some special experiences on the UGA campus."

This revised summer course exemplifies the effort that the program directors and instructors took to ensure the curriculum remained rigorous, meaningful, and engaging. Throughout the year, the students met education policy leaders and advocates. The curriculum also expanded to provide more practice with research methods and a more comprehensive overview of foundational theories and innovative studies in higher education literature.

The program returned to the Buckhead campus for the July sessions and will continue to meet there through the fall semester.

The Executive Doctorate in Higher Education Management is an accelerated, two-year program for middle- and senior-level professionals looking to further their academic credentials, without having to take extended time away from their careers.

Under the guidance and mentorship of the IHE faculty, each cohort completes coursework and satisfies the requirements for the dissertation on a two-year timeline. Students meet and attend classes during sixteen intensive weekends and at two week-long study away experiences in the summers.

The admissions cycle, for the cohort starting January 2022, opened in June and will continue through September. ■

BEYOND THE CLASSROOM

Growing and Maintaining Connections

PROGRAMMING AT THE INSTITUTE during the recent academic year brought together students, faculty, and graduates into a dynamic virtual community.

In 2020, the Institute launched a new series of lectures, coordinated by the Working Group on Diversity and Inclusion (Tim Cain, Grace Covello, Suzanne Graham, Erik Ness [chair], and Amy Stich). The working group invited speakers to enrich student experiences by complementing our existing coursework and introducing additional diverse scholarly perspectives and voices.

During the first year of programming the group focused on racial equity and titled the series *Critical Perspectives on Race*. The sessions included:

■ NOVEMBER 4, 2020—**Nolan Cabrera**, author of *White Guys on Campus: Reform, White Immunity, and the Myth of “Post-Racial” Higher Education* (2019), presented a talk “Reflections on Race: My Journey with White Guys on Campus.” He shared his findings and overall approach to qualitative data collection and processing.

■ DECEMBER 16, 2020—“Investing in Racial Equity and Student Success” was a dive into race-conscious higher education policies with education policy leaders at The Education Trust. **Wil Del Pilar** and **Kayla Elliott** discussed findings in *Hard Truths: Why Only Race-Conscious Policies Can Fix Racism in Higher Education* (2020).

■ FEBRUARY 2, 2021—**Eddie R. Cole** offered insights into the research behind his best-selling book, *The Campus Color Line* (2020). Cole connected the history of race in higher education to current events.

■ APRIL 22, 2021—“Toward More Racially Equitable Campus Communities: A Panel Discussion with DEI Leaders,” featured IHE graduates **Ed Lee III**, **Dominique Quarles**, and **Tiffanie Spencer**. They shared how their roles have changed in the past year.



Jim Hearn (top center) engages alumni in discussions of changes in private colleges.

Other alumni shared their expertise at Zoomtables and other special sessions. The Institute continued to offer small-group roundtable discussions through the fall and spring. Members of our community with similar professional interests and portfolios met and exchanged experiences and research around challenges in higher education.

■ AUGUST 31, 2020—**Karen Webber** led a lively discussion of the purposes and uses of data analytics in higher education. Participants shared local practices and projects around their campuses and organizations.

■ SEPTEMBER 22, 2020—In “Assessing the Value of the ‘College Experience,’” **Greg Wolniak** drew on his research into which types of collegiate activities and programs most positively affect student outcomes. The session led to an open conversation around which opportunities to prioritize during a pandemic.

■ NOVEMBER 6, 2020—**Angie Bell** and **Melissa Whatley** presented “Pictures from Study Abroad Research: Equitable Access and Outcomes.” They offered evidence of benefits of and barriers to participation in study abroad programs, emerging research questions and data sources, and how to market and support these programs in the post-pandemic world.

■ APRIL 30, 2021—**Jim Hearn** explored the approaches that administrators at independent colleges have taken in the past to weather crises and what strategies they are using during the pandemic.

Recordings are available for many of these programs on the IHE YouTube channel. ■

FALL SEMESTER EVENTS

- October 7** Student awards luncheon
- October 15** Homecoming block party
- November 16** Louise McBee Lecture
- December** Holiday reception

Additional Education Policy Seminars and Critical Perspectives Series sessions will be announced on our website calendar ihe.uga.edu/events

New Students

The Institute of Higher Education is pleased to welcome our incoming PhD and master's students.

11 PhDs

Pearson Brown
Kate Collier
Carlie Cooper
Brian Garsh
Nyasha Hamilton
Emily Jarvis
Juyoung Kim
Ty Kunzman
Sayge Medlin
Ursula Reynolds
Renni Turpin

6 MEds

Cate Crowe
Gabriela de Paula
Reychel Garren
Larsen Gilbert
Sarah Sonenberg
Omar Villaneuva
.....



Pearson Brown



Kate Collier



Carlie Cooper



Cate Crowe



Reychel Garren



Brian Garsh



Larsen Gilbert



Nyasha Hamilton



Emily Jarvis



Juyoung Kim



Ty Kunzman



Sayge Medlin



Ursula Reynolds



Sarah Sonenberg



Renni Turpin



Omar Villaneuva

Thank You!

The IHE faculty and students would like to express appreciation to the units that sponsor IHE doctoral students through graduate assistantships.

Carl Vinson Institute of Government

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Journal of Higher Education Outreach and Engagement

UGA College of Pharmacy

UGA Graduate School

UGA Office of Government Relations

UGA Office of Instruction

UGA Office of Research

UGA Small Business Development Center

University System of Georgia

Thank you for the amazing opportunities you create for our students!

High-Impact Internships

SECOND-YEAR PhD student Mónica Moldonado interned at SHEEO over the summer. She worked for members of the IHE community, David Tandberg (IHE Fellow) and Jason Lee (PhD 2017), who hold senior positions in policy analysis and research at SHEEO. Other students and recent graduates earned internships at the American Council on Education and the Education Strategy Group this year.



Mónica Moldonado with Jason Lee, SHEEO senior policy analyst, and David Tandberg, vice president for policy research and strategic initiatives.

IHE Awards Recognize Exceptional Student Leaders

WHILE PURSUING THEIR DEGREES, IHE students continue to make an impact in the field and mark great accomplishments. The Institute of Higher Education celebrated the ongoing achievements of four students, recognized by the faculty with our 2020 awards and fellowship.



Hee Jung Gong

Gong Reframes Questions around Early Admissions

■ **Hee Jung Gong** received the Thomas G. Dyer Outstanding Dissertation Research Award for her innovative research into costs and benefits of early admissions policies in U.S. higher education. Her work, *The Iron Triangle of College Admission*, scans the current policy environment and employs advanced statistical methods to link these programs to organizational outcomes. She hopes her findings will lead decisionmakers to design better policies that promote equity and excellence. Her faculty advisor, Rob Toutkoushian, applauds the quality and quantity of her work, "Hee Jung is so deserving of recognition." He notes that her dissertation "has the potential to reshape how we think about these programs."

Gregory's Research and Activities Exemplify Service

■ **Matthew Gregory**'s dedication and many contributions around the Institute were recognized with the J. Douglas Toma Excellence in Scholarship and Service Award. Matt is a third-year doctoral student, who participated in a large grant-funded research project into statewide economic benefits of increasing post-secondary credentialing of the workforce. Greg Wolniak, a co-PI on the grant said, "We've been reaping the rewards of having such a dedicated student within our community. Matt does a tremendous amount of work across several research projects and remains actively engaged in IHE." In addition to his strong academic record and productive research inquiries, Matt developed programming for other IHE students through his co-leadership of the Research Roundtable and a new journal club. He also has served on the IHE Technology Committee.



Matthew Gregory



Erin Leach

Leach Leads in Several Spheres

■ **Erin Leach**, recipient of the Libby V. Morris Leadership Award, is a part-time PhD student who also works full-time as a librarian in the UGA Special Collections Libraries. Erin shows leadership and commitment to the three-fold mission of

land-grant institutions: instruction, research, and public service. Erin is active professionally in both fields, presenting at conferences, writing papers, and serving on local and national committees. Her publication, *The Fractured "I,"* is a ground-breaking autoethnographic poetry collection. Her dissertation investigates the origins and formation of southern land-grant institutions. "There cannot be a more fitting recipient," said Tim Cain. "Erin demonstrates considerable leadership at IHE, in the university, and in national academic and professional settings. There are many, many good things ahead for her and her career."

May-Trifiletti Finishing Valuable Work on Community Colleges

■ **Jenn May-Trifiletti** was recognized with the Zell & Shirley Miller Fellowship for significant research and inquiry conducted in the field of higher education. Her dissertation design is an ambitious investigation, comprised of three interrelated studies, into the evolution of community colleges. Rob Toutkoushian is enthusiastic about its potential. He said, "Each one will be publishable in a major academic journal." Jenn is an astute researcher with many projects and has produced papers for major national conferences and journal publications. She also has served as an instructional assistant and as a mentor to newer students. Toutkoushian added, "She has a very promising career ahead of her, and we should all look forward to how she will help shape the future in our field." ■



Jenn May-Trifiletti



Student Updates

■ PhD candidate **Sean Baser** accepted a full-time position as a research associate at the University System of Georgia. During the 2020/21 academic year, Sean coauthored three papers presented at ASHE and AERA. He also coordinated Research Roundtable with Matthew Gregory and served as an instructional assistant in Policy Studies. Sean has two book chapters forthcoming—one with Erik Ness on interest group activity and another on the evolution of markets in education with Matt Dean and Amy Stich. Additionally, he expects the release of the first report, funded by SHEEO and Arnold Ventures, with Erik Ness on a comprehensive state authorization inventory funded by SHEEO and Arnold Ventures.

■ Alongside Dr. Greg Wolniak and Matthew Gregory, **Sarah Burman** contributed to a book review published in *TC Record*. In addition, she presented a paper at a roundtable discussion at AERA 2021 titled “COVID-19 Disruptions: Early Evidence on the Effects of Campus Closure on Academic Orientations” with Greg Wolniak. Sarah also engaged in the fourth iteration of a longitudinal study examining the educational and career outcomes of a group of scholars. She is incredibly thankful to have remained active volunteering in efforts to support her community during a global pandemic, like St. Vincent de Paul Society of Georgia thrift store.

■ **Ben Cecil** began a new role as a graduate research associate with the American Council on Education in Washington, DC in September. Ben remains involved on the leadership board of the International Association of Student Affairs and Services (IASAS). Prior to his departure from UGA’s Department of International Student Life, he completed his term of service leading NASPA’s International Symposium. He successfully entered candidacy this spring.

■ **Courtney Cullen**, currently beginning her second-year in the PhD program, participated in two major initiatives to gauge perceptions of academic integrity at the University of Georgia. The first report focuses on findings from a faculty listening tour that she conducted to assess faculty knowledge of and comfort with university resources and policies to address cheating. She also participated in a McCabe-International Center for Academic Integrity Survey to measure student attitudes towards academic integrity. Courtney is a program coordinator in the UGA Office of Academic Honesty.

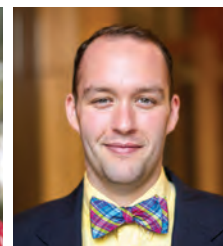
■ **Hee Jung Gong**, a PhD candidate, published two articles in the US and two articles in Korea in peer-reviewed journals during the 2020/21 academic year. Hee Jung’s preliminary research results from her dissertation project were accepted and presented in paper sessions at two conferences, ASHE 2020 (a qualitative study) and AERA 2021 (a quantitative study). Additionally, she has served on the graduate editorial board of the *Journal of Student Affairs Research and Practice* and as a member of the Rising Scholars Editorial Board of the *Journal of Student Financial Aid*.



Sean Baser



Sarah Burman



Ben Cecil



Courtney Cullen



Hee Jung Gong



Matthew Gregory



Justin Jeffery



Mónica Maldonado



Julianne O'Connell



Kayla McKinney



Mary Kate Steinbeck



Amy Yandell

■ **Matthew Gregory** works as a research assistant for Greg Wolniak. This spring, he co-presented a paper with Wolniak examining undergraduate alumni satisfaction and a virtual poster on the impact of postsecondary educational attainment on workforce development in Georgia with Wolniak and President Emeritus Charles Knapp at the 2021 AERA annual conference. Matt will present at ASHE 2021 on racial differences in alumni attitudes among graduates of private colleges and universities with Wolniak. He served alongside Jihye Lee as instructional assistants for the *Quantitative Methods in Higher Education II* lecture and lab courses. He also coordinated Research Roundtable programming with Sean Baser.

■ **Justin Jeffery** is a PhD candidate who started a new job as assistant vice president for student affairs with Texas A&M University in August. He co-authored two chapters in an upcoming text: *Emerging*

International Issues in Student Affairs Research and Practice. He has served on the GAISA Board of Directors since November 2020 and Advisory Council since September 2020. He is also on the NASPA Region III Executive Board as Communications Chair/IT Director since March 2020.

■ **Mónica Maldonado** has had a memorable first year in IHE. She produced an article on dual enrollment policies and college access as part of her assistantship with George C. Spencer that is in a revise and resubmit process. She co-authored an IHEP report, *Developing a Data-Informed Campus Culture: Opportunities and Guidance for Institutional Data Use*. Her work for the Aligned Advising project with the Education Strategy Group was released on the microsite, *Making the Connection: Aligning Advising to Improve Postsecondary Access and Success*. And Mónica joined SHEEO as an intern this summer, supervised by IHE graduate Jason Lee and under the leadership of IHE Fellow David Tandberg.

■ **Kayla McKinney** is a second-year master's student within IHE while pursuing a DEI Certificate from the MFE College of Education. As a Graduate Assistant at the Office of Development and Alumni Relations, she supports UGA's Student Alumni Council in their programming. Some of her interesting projects within this role include a virtual *Dialogue with A Dawg* in honor of the 60th Anniversary of Desegregation and a networking dinner with Ginny Barton Bowen (BS '04), Lieutenant Commander of the CDC. On campus, McKinney is a Relationship and Sexual Violence Peer Educator and has been elected corresponding secretary of the Graduate and Professional Scholars. She is also a mentor for the Clarke County Mentor Program.

■ This past year **Julianne O'Connell** gave an AERA roundtable presentation about the contribution of collaboration to women faculty members' research productivity based on research she conducted with Karen Webber and IHE alumnus Caleb Keith. She also participated in the AERA Qualitative Research Special Interest Group Mentoring Session. Julianne continued her work with ServeUGA, leading monthly service trips at a community farm and coordinating their Fall Networking Event, connecting UGA students with local service organizations in Athens. She also participated in an alternative spring break experience dedicated to three days of community service with a focus on Shelter and Resource Access.

■ **Mary Kate Steinbeck** is starting her second year as a PhD student. She works with the UGA College of Pharmacy on the Interprofessional Education (IPE) program. IPE partners pharmacy, medicine, social work, epidemiology, and nursing students in patient care simulations throughout the year. Through her assistantship, she is working on a paper with UGA faculty member Michael Fulford that analyzes the relationship between event interactions and financial giving among College of Pharmacy alumni. Mary Kate also looks forward to serving fellow IHE students on the Higher Education Student Society board in the coming year.

■ **Amy Yandell**, a fourth-year student, recently accepted a position at the University of North Carolina Greensboro in the Bryan School of Business & Economics leading the Bryan Graduate Career Center. This new Center supports graduate students through innovative and comprehensive programming and one-on-one coaching as they assess their values, skills, and interests, explore various career paths, connect with and expand their network, enhance their skills outside the classroom, and engage in the job search process. ■

Higher Education Student Society Stays Strong

OUR HESS OFFICERS found creative ways to build and maintain community among students this year. They served on IHE committees and supported the CPR series with funding. HESS also assisted with student treat bags and thank-you postcard exchange in November and continued hosting a virtual book club in 2021 (focusing on Nolan Cabrera's *White Guys on Campus*). For social diversion, they started a cooking group to share recipes and experiences virtually.

Research Roundtable coordinators, Sean Baser and Matthew Gregory, led conference presentation preparation sessions to help students refine their content and delivery for major national conferences. During the spring, they hosted two additional co-curricular sessions:

The Vastly Undervalued Importance of Being a Good Data Janitor—Jeffrey Harding, IHE graduate and current accountability specialist at the Georgia Department of Education, presented a discussion of ethical data management

Dissertation Funding Research Panel—Lois Weis (SUNY Buffalo), Katie Reeb-Reascos (SUNY Buffalo), George Spencer, and Hee Jung Gong shared their experiences and advice on seeking research support from NAEd/Spencer Foundation, AERA, and NSF/AERA

Congratulations to our new officers for the 2021/22 academic year:

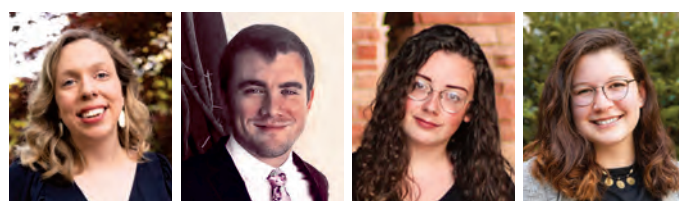
Mary Kate Steinbeck, *president*

Matt Grandstaff, *treasurer*

Shellby Branch, *secretary*

Brionna Johnson, *master's representative*

Collin Case, Courtney Cullen, *Research Roundtable coordinators*



Mary Kate Steinbeck, Matt Grandstaff, Shellby Branch, and Brionna Johnson

Congratulations to the 2020-21 IHE Graduates

THE INSTITUTE OF HIGHER EDUCATION celebrates with the students who completed their degrees this summer 2020 through spring 2021:



Julia Butler-Mayes



Nathan Moore



Joshua Patterson



Keith Allen



Adrianna Gonzalez



Danielle Kerr



Kanler Cumbass



Andrea Kiely

Summer/Winter 2020

■ JULIA BUTLER-MAYES (PhD) is director of Academic Advising Services at the University of Georgia. Her dissertation, *Transfer Transitions: Transfer Students' Experience of the Campus Environment*, investigated an institution's role in facilitating student success.

■ NATHAN MOORE (PhD) became assistant to the president at the University of Georgia at the end of July. His dissertation, *Polymaking from Disadvantage: The Politics of Technology-Based Economic Development in Emerging States*, examined how West Virginia and Mississippi created education policies to support economic development.

■ JOSHUA PATTERSON (PhD) recently started as research director for higher education at SoundRocket. In his dissertation, *Curricular Change and Innovation in the Humanities: a Multi-Case Study of Religious Studies Curricular Expansion at Public Colleges and Universities*, he used organizational theories to dive into the shift toward STEM programs and away from liberal arts education.

■ KEITH ALLEN (MEd) is coordinator of academic coaching in the University of Georgia's Division of Academic Enhancement.

■ ADRIANNA GONZALEZ (MEd) served as graduate assistant for learning and development in the University of Georgia's Office of Institutional Diversity.

Spring 2021

■ DANIELLE KERR (PhD) served as managing publishing editor for the *Journal of Higher Education Outreach and Engagement* in UGA's Office of Service-Learning. Her dissertation, *Academic Gladiators: Experiences of Black Women Associate Professors and Their Perceptions of Full Professorship*, tracked how experiences impede progress through ranks.

"My favorite memory from IHE will forever be the comradery between the different cohorts.... These connections were extremely helpful whenever I felt overwhelmed throughout my first year."—Danielle Kerr

■ KANLER CUMBASS (MEd) "I owe a huge thank you to [Dr. Webber and Dr. Stich] and to the 'qualleagues'. We have shared many laughs, and they've helped me through this rigorous program." Cumbass is a post-graduate intern for the Education Strategy Group. His research interests include Title IV/financial aid policy and the impact student finances have on degree attainment.

■ ANDREA KIELY (MEd) "One of the things I will miss about UGA/IHE is seeing all of my classmates. I learned so much from everyone that I know I will have them as friends for years to come." Kiely is the career coach at the University of North Carolina-Asheville's Career Center. ■

IHE HONOR ROLL

Thank you to our generous donors during FY21. This Report is dedicated to you in appreciation for your support:

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With Your Support, IHE Remains Highly Effective



AS OUTLINED through this magazine, we took steps to help students, faculty, and staff continue their work safely and productively. We made technology upgrades in the classrooms to improve video-conferencing experiences, and we supported individual software licenses for each student to work from home. GCAC advisers received new laptops and were reimbursed 50% of internet and cell phone bills. We continued to pay all conference registration fees. We also increased IHE assistantship hours. To assist prospective students, we waived application fees for those with need.

ALUMNI ON THE MOVE

■ **Lynn Durham** (EdD 2019) transferred her higher education administration experience to cancer prevention and research. Durham is the president and CEO of the Georgia Center for Oncology Research and Education (CORE). The unique non-profit connects experts from cancer centers, hospitals, and academic institutions with policymakers and advocates to improve education about and access to cancer care.

■ **Denisa Gándara** (PhD 2016) recently moved from Southern Methodist University to University of Texas at Austin where she is an assistant professor of higher education.

■ **Anthony Jones** (PhD 2019) became the executive director of financial aid and scholarships at the University of Utah. He administers financial aid funding and the university's disbursement of CARES Act grants to students. Jones had served as the director of student financial aid at the University of Georgia.

■ **Samaad Wes Keys** (PhD 2014) started as a program officer at the Bill & Melinda Gates Foundation. He had been the strategist for the UNCF Career Pathways Initiative and Program Officer at Ascendium Education Group.

■ **Phil Klein** (EdD 2019) is vice president of economic and workforce development at West Virginia Northern Community College where he oversees program curricula and manages the internal workforce development program. He brings with him recent experience as dean of the School of Health and Public Safety at South Piedmont Community College.

■ **Rebecca Perdomo** (PhD 2019) is the director of the Office of Policy Analysis and Information at the Hispanic Association of Colleges & Universities (HACU). Using research to inform the organization's policy work, she serves alongside HACU's Government Relations team, engaging with stakeholders to advocate on behalf of the nation's Hispanic-Serving Institutions (HSIs) and Hispanic and Latinx student populations.

■ **Dominique Quarles** (PhD 2019) joined Mississippi State University as the assistant vice president for access, diversity, and inclusion. Quarles had served as director of diversity and inclusion at the UGA Office of Institutional Diversity since 2017.

■ **Rebecca Sandidge** (PhD 2015) is chief of staff at Oglethorpe University. In this new role, she serves on President Nick Ladany's leadership team, coordinate office operations, and act as chief liaison to the Board of Trustees. Sandidge had served as chief of staff at Goizueta Business School at Emory University.

■ **Jonathan Turk** (PhD 2016) was named an assistant professor at Saint Louis University's Higher Education Administration Program. He teaches graduate courses in research methodology and administration as well as continue active research in community college equity and access. Turk had served as director of research at the American Council on Education in Washington, D.C.

■ **Melissa Whatley** (PhD 2019) started a new position as an assistant professor of international and global education at the School for



Lynn Durham



Denisa Gándara



Anthony Jones



Samaad Wes Keys



Phil Klein



Rebecca Perdomo



Dominique Quarles



Rebecca Sandidge



Jonathan Turk



Melissa Whatley

“UGA’s mission is important and impactful, and I am excited about the opportunity to tell our great story across the nation and around the world.” —KATHY PHARR

International Training’s Graduate Institute. As she joins faculty in the Doctorate in Global Education (EdD) program, her instructional focus is the use of quantitative research methods to improve accessibility and inclusivity among diverse student populations.

Promotions

■ **Stacy Jones** (EdD 2019) became director of the University of Georgia Center for Continuing Education & Hotel in September 2020. She had served as interim director since January. “Just a few months into the position, she adeptly managed the unprecedented challenges presented by the COVID-19 pandemic,” said Jennifer Frum, vice president for UGA Public Service and Outreach.

■ **Kathy Pharr** (EdD 2011) became vice president of marketing and communications at the University of Georgia at the start of the year. Pharr had served in an interim capacity since July 2020. She continues her role as chief of staff in the Office of the President. President Morehead said, “Since July, during a period of great challenge for our institution, Dr. Pharr has provided outstanding leadership over our central marketing and communications area, while remaining a strong manager and trusted advisor in the Office of the President.”

■ **Toni Rogers** (MEd 2017) was named associate vice president for academic fiscal affairs, providing oversight to all financial and human resources matters for units that report to the Provost’s Office.

■ **Daniel Thompson** (EdD 2015) was promoted to senior education research analyst at the Federal Student Aid Office in the U.S. Department of Education. He monitors institutional management of Federal Student Aid Title IV funds and performs program reviews.

■ **Kyle Tschepikow** (PhD 2012) assumed a new role as UGA’s executive director for business engagement and innovation, effective August 15. He will oversee the University’s Innovation District and focus on expanding and strengthening university/industry collaboration, particularly in the areas of research, philanthropy, and student engagement.

Honors

■ **Meredith Billings** (postdoc 2017-2019) was elected vice chair/ chair-elect of ASHE’s the Council on Public Policy in Higher Education (CPPHE).

■ **Tim Letzring** (EdD 1994) was elected to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Board of Trustees as representative from Florida. SACSCOC is the accreditation body for institutions across the South and Latin America. “It is a great opportunity to serve on the Board of Trustees, and I can tell already the tremendous learning experience this will provide me,” said Letzring. He will serve three-year term. ■

Advance *here.*

PhD
Executive EdD
MEd

“Our multi-disciplinary faculty play a major role in making IHE an unusually productive, innovative, and rewarding setting for higher education research and studies.”

—Jim Hearn, Professor of Higher Education

ihe.uga.edu



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UNIVERSITY OF GEORGIA



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BY IHE THE NUMBERS

Promising Leadership

- **100%** of PhD graduates from the last three years were employed in higher education within 12 months.
- Faculty leading **\$1.5 million** in active research grants and contracts this academic year (AY21/22).
- **91%** completion rate of all doctoral programs over last 5 years.

Georgia College Advising Corps

2021 IMPACT SUMMARY



4,906 seniors

served across our 17 partner high schools.



12,303 meetings

were conducted by college advisers with students and their families both in person and online.



65% of students

completed at least one college application; 44% completed three or more.

53% of students

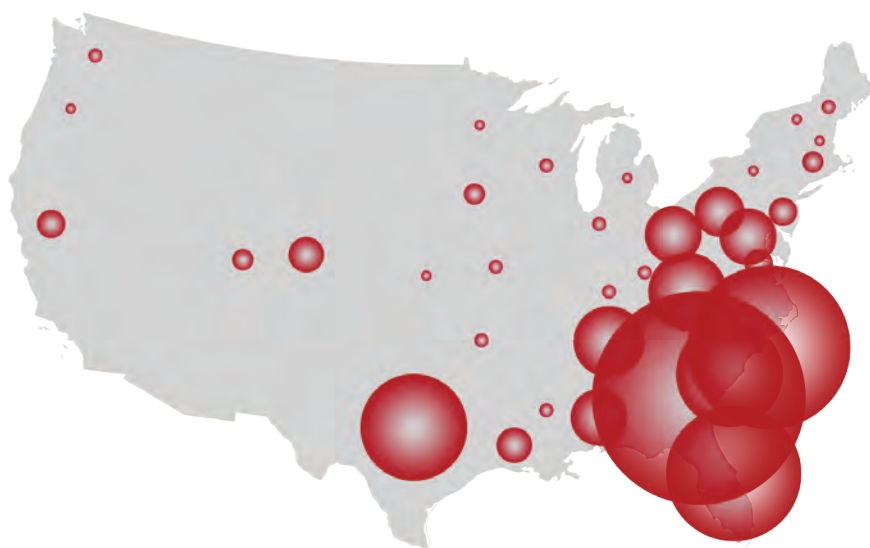
completed the 2021-22 Free Application for Federal Student Aid (FAFSA).

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Graduate Engagement



- **22%** of graduates participated in at least one of our online programs in FY20 and FY21.



- **Our network of alumni** has great depth along the East Coast and spans as far as China.

Governor's Teaching Fellows Network

650⁺
FELLOWS

ACROSS

70
CAMPUSES

IN

80
DISCIPLINES

36,000⁺
GEORGIA STUDENTS
IMPACTED ANNUALLY

A portrait of Tim Letzring, a man with short brown hair and a friendly smile, wearing a light blue dress shirt, a dark patterned tie, and a black vest. He has his arms crossed and is standing in an office with framed certificates on the wall behind him.

Tim Letzring *Why I Give*

AS I MOVED THROUGH the traditional university administrator path of faculty, department chair, and then dean, my role as a fundraiser increased along the way. While a dean making pitches to donors and hearing about what the institution had done for them, I realized I needed to walk the talk and give back to the institutions that had done so much for me.

There is none with a larger impact than IHE.

I attended the Institute because of Dr. Parker Young, a pioneer in the study of higher education law. While Dr. Young was the reason I attended and a tremendous mentor, I also discovered a group of faculty with a wealth of knowledge and diverse perspectives that helped me establish a strong foundation that has supported me throughout my career in academia.

Giving also allows me to honor all those who have been so important to my development. I primarily give to the Thomas G. Dyer Academic Support Fund. Dr. Dyer served on my dissertation com-

mittee and helped me become a better academic writer. I also came to understand better the various aspects of university administration through the many ways he had served the University of Georgia during his career.

I hope that my giving ensures the legacy of the Institute and can assist future graduate students in fulfilling their academic goals.

Your gifts make a difference!



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Students in PhD and MEd programs gathered outside of Meigs Hall after the first day of fall semester classes (August 2021). Our graduates likely remember similar conversations in the same location from their time in Athens. Left to right: Gabriela de Paula, Larsen Gilbert, Carlie Cooper, Shellby Branch, Nyasha Hamilton, Tori Tanner, Mary Kate Steinbeck, Matt Grandstaff, and Alex Monday.



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