Institute of Higher Education

THE UNIVERSITY OF GEORGIA

IHE report

2013

Where we're headed

IHE researches the future of education

IHE

The Institute of Higher Education, founded in 1964, is noted for its multidisciplinary approach to teaching, research, and outreach, with particular emphasis on organization, governance, policy, finance, and faculty development. The Institute offers the Ph.D., the Executive Ed.D., and a master's in higher education, The Institute also collaborates on projects and programs with several other academic units at UGA, state agencies, and both national and international universities.

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Front Cover: **IHE faculty work individually and collectively to advance the mission of research at the University of Georgia, developing and refining theories regarding higher education, examining and evaluating policies and practices, and advancing methodologies. In this issue, we provide a sampler of the wide range of higher education topics being studied by IHE students.**

report
THE UNIVERSITY OF GEORGIA
Institute of Higher Education
AUTUMN 2013

Graduates of the IHE, being among the brightest and the best, continue to realize successful careers in higher education leadership. We are proud to include in our long list of outstanding alumni, eight who currently serve as presidents or chancellors of universities, community and technical colleges. Here are their thoughts on the role of leadership in today's academic world.

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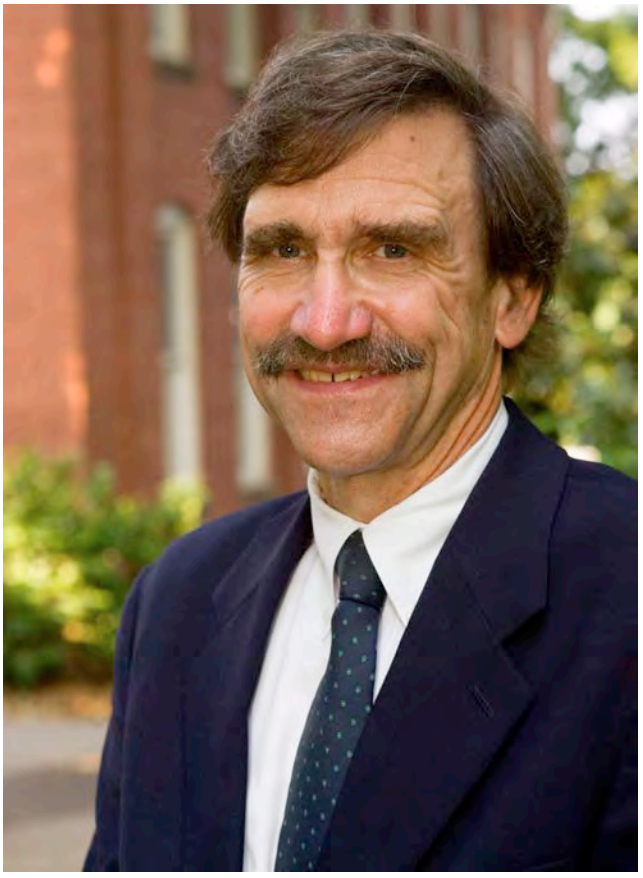
2013 From the Director James Hearn

It's often joked that the phrase "we are living in a time of transition" was first uttered by Adam speaking to Eve. The phrase certainly is familiar, and it's certainly overused. Still, it's been hard to avoid that observation recently here in the Institute.



In 2012, UGA President Michael Adams announced his resignation after serving 16 years in that office. After a national search, the university's sitting provost, Jere Morehead, was selected to become Georgia's 22nd president. His appointment led to an opening in the provost position, and IHE director Libby Morris was named interim provost. Libby's assuming such a central role in the affairs of the university is a clear sign of the great respect others on this campus have for her and for her many talents and accomplishments. Libby's appointment meant new demands on her time. This past spring, she asked me to serve as the Institute's interim director. Over the past weeks, I've been learning on the job, and the welter of new developments has certainly kept things interesting. This year's IHE Report details the many transitions here in Meigs, so I will simply highlight a few here.

Of course, the most important developments involve the people who make the Institute such a special place, day by day. We are delighted to welcome this fall Professor Tim Cain, who joins us from the University of Illinois. Tim brings to us a very productive research program and excellent teaching credentials. We'll waste no time in fully involving him in our work. Tim's arrival reflects the striking recent changes in our faculty composition: only one of our thirteen current core and affiliated faculty members was associated with the Institute eight years ago.

We also welcome this fall several visiting scholars from abroad, as well as two new post-doctoral associates: Dr. Stevie Upton, from Cardiff University in Wales, and Dr. Sondra Barringer, from the University of Arizona. Both have excellent credentials, both have research interests closely paralleling those of our faculty and students, and both will no doubt add notably to our working climate and productivity.

The Institute faculty remain remarkably productive as scholars. Four have secured significant new external grants, work continues on several existing grant-funded projects, numerous research publications have been produced, presentations have been made around the world, and two have won major professional awards.

On the student side, enrollments have been strong and our entering classes appear extraordinarily well qualified. Over the course of the year, several of our current students have earned significant national honors and produced presentations and publications for nationally competitive outlets. Program completion rates remain very high and, in December, we look forward to the graduation of our second Executive Ed.D. cohort, once again ably led by Drs. Charles Knapp and Elisabeth Hughes.

In the coming months, we'll be marking what is special about the Institute in several ways. This fall will bring the 25th annual Louise McBee Lecture. As in years past, the Institute community will celebrate the remarkable accomplishments and contributions of Dr. Louise McBee, a pioneering leader in higher education practice and policy in the South. We are honored that this year's lecturer will be President Teresa Sullivan of the University of Virginia. The lecture will take place in the University Chapel on December 6 and, as always, all friends of the Institute are cordially invited. Then, with the turn of the new year, we will begin celebrating another milestone: the Institute's 50th birthday. We'll be making announcements about these events in coming months.

In the end, it's important to stress that the Institute's many recent changes do not mark a transition in what the Institute is at its heart. What motivated its founders fifty years ago remains central now: developing, spreading, and applying knowledge about postsecondary education in the service of educational opportunity and improvement.

Jim Hearn

2013

IHE Announces New Faculty Member

Tim Cain

The Institute is delighted to welcome Dr. Timothy Reese Cain as a new Associate Professor of Higher Education, beginning in fall 2013. Professor Cain earned his undergraduate degree at Duke University, his M.A. at the Ohio State University, and his Ph.D. at the University of Michigan. Dr. Cain comes to the Institute from the Department of Education Policy, Organization and Leadership at the University of Illinois at Urbana-Champaign where he served as a faculty member and as coordinator of the Higher Education Division.

We anticipate that Professor Cain will contribute considerably to IHE's graduate programs. He was regarded as an outstanding teacher by his students and colleagues at Illinois, where he was awarded the 2011 Graduate Teaching Award and named to the "List of Teachers Ranked Excellent by their Students." At Illinois, Professor Cain also co-directed the innovative Ethnography of the University Initiative. That program involves students and faculty at multiple institutions and is oriented toward encouraging and facilitating course-based student research about colleges and universities. He has taught a wide array of courses relating to higher-education policy, history, and organization, and we look forward to his teaching similar courses here in the Institute.

Professor Cain is not only outstanding in the classroom but also superb as an advisor, major professor, and dissertation director. He has chaired eight doctoral committees and has advanced the careers of his students through careful mentoring and engagement with them in joint research projects.

Professor Cain is a distinguished scholar whose research focuses on issues involving academic freedom, civil liberties, governance, professionalization, and unionization in the United States. He provides needed historical understanding to some of the most pressing issues facing colleges and universities, including the casualization of academic labor, and challenges to shared governance. His work has appeared in the *History of Education Quarterly, Labor History, Perspectives on the History of Higher Education, Teachers College Record, American Journalism*, the *American Educational History Journal*, and other journals. Professor Cain's first book, *Establishing Academic Freedom: Politics, Principles, and the Development of Core Values*, was released in September 2012. The book examines the development of academic freedom and tenure in the decades before World War II.

Currently, he is completing work on a research grant from the Spencer Foundation to study post-war unionization in American higher education. Since his recent appointment as senior scholar at the National Institute for Learning Outcomes Assessment, he has turned his attention more explicitly

to contemporary concerns regarding the productivity and effectiveness of undergraduate education.

Dr. Cain's professional service has been extensive. At the University of Illinois, he served as a member or chair on numerous departmental and university governance committees. Nationally, he has been deeply engaged in the broader scholarly community. Professor Cain serves as an associate editor and book review editor for the *History of Education Quarterly.* In addition, his service to the American Educational Research Association and the Association for the Study of Higher Education, the two major research associations in our field, has included work on numerous committees and frequent service as a reviewer and discussant/facilitator for annual meetings.

In sum, Dr. Cain brings valuable experience and expertise to our faculty ranks and will surely be able to quickly contribute to the Institute's work. Welcome, Tim!

2013 FACULTY RESEARCH

Perhaps no educational concern is more important than student access, choice, success, and attainment.

Commitment to research is deeply embedded in the DNA of the Institute. Georgia higher education leaders established the Institute in 1964 to "study the rapidly changing environment of higher education and to assist Georgia colleges and universities" in improving their academic quality and operations.[1] As the Institute's first director put it in a letter to a colleague, a major concern was "developing some honest to God research in the field (as you know, there has been very little)."[2] The initiation of formal graduate studies shortly afterwards brought an additional mission to the Institute, while also boosting its existing research efforts. Very quickly, doctoral students became key participants in an expanding array of scholarly and applied investigations.

From the beginning, the Institute's research efforts have been informed by work in such core fields as policy studies, management, history, economics, political science, and sociology. This tradition distinguishes the Institute from other higher-education programs more centered around the fields of education and psychology. IHE's expansive disciplinary "toolkit" is employed toward building greater understanding of colleges and universities and greater effectiveness, efficiency, and equity in their operations. As a result, research here often brings novel disciplinary perspectives to familiar educational concerns.

Perhaps no educational concern is more important than student access, choice, success, and attainment. This past year has brought wide-ranging work examining these student-level issues. Professor González Canché is employing advanced methods from geography, statistics, and information sciences to study college attendance patterns. Professor Toutkoushian has studied the realities of the returns to college attendance as well as the costs and effects of early-college enrollment policies. Professors Ness and Hearn's new grant to examine college-completion patterns and related policies across several states will employ theories and ideas from political science and policy studies. Professor Webber has studied the influences of programs providing undergraduate students with research opportunities. Professor Morris coordinates a multi-site program providing college planning and counseling services to high-school students across the state of Georgia. And, importantly, the Institute houses the state Board of Regents' annual awards program for institutions offering effective incentives to spur students toward obtaining their college degrees. Often, Institute research and service efforts involve multidisciplinary teams: for example, several of our faculty have worked with College of Education faculty to blend developmental and social-scientific perspectives in studies of student achievement and attainment.

Through such disparate projects, research in the Institute considers policy-significant concerns from varied angles. Each Institute faculty member has distinctive disciplinary and methodological expertise, but we work hard to look beyond those boundaries, maintaining open minds about new ideas to examine and new connections to be made. The overview below of some recent and ongoing IHE research makes that pattern clear.

Professor Tim Cain's work focuses on historical labor-force issues relating to faculty and graduate-students. He is currently completing a book examining union history in higher education from the first AFT local on a college campus in 1918 to the 1980 Yeshiva decision, which severely limited unions at private colleges. His historical research also has led to recently published journal articles on faculty unionization at Howard University and on the American Federation of Teachers in the years before World War II. In other work, he has recently produced a journal article on college student presses in the era between the World Wars and has a forthcoming book chapter on anti-communist efforts affecting U.S. education in the first half of the twentieth century. Professor Cain has also been working with the National Institute for Learning Outcomes Assessment as part of a team surveying provosts on assessment practices on their college campuses.

Professor Manuel González Canché has pursued a variety of topics in his research, including academic networks, student loan debt, language issues in education, and the utility of geostatistical analysis in studying influences on institutional and student behaviors. In recent journal articles, he has examined the effects of faculty's academic networks on their loyalty to higher education institutions, the impacts of restrictive language policies in education, and career capital in community colleges. At the annual AERA meeting, Professor Gonzalez participated in a symposium on Latino policy priorities in education and made two research-based presentations, one titled "Enriching traditional college persistence and success frameworks using virtual communities in the two-year sector" and the other titled "Riding the social media wave: Assessing and understanding the tides of technology in relation to college student experiences." Professor González Canché has been active in grant-supported research. He serves as a consultant on Professor Sheila Slaughter's recently funded three-year NSF grant, and serves as co-PI on an Institute of Education Sciences grant with UGa College of Education Professor Pedro Portes – that project examines approaches to improving the academic achievements of second-language speakers. In much of his work, Professor González Canché has engaged IHE doctoral students. He has helped secure external funding to support two of them, and has also started a

[1] N. Midgette, The History of the Institute of Higher Education (1964-1984), p. 13. Athens, GA: Institute of Higher Education, University of Georgia, 1990.
[2] Ibid., p. 22.

research roundtable to explore with students the empirical effects of AP course-taking in high school on subsequent academic outcomes.

Professor Jim Hearn has continued his research focus on organization, governance, and policy in higher education. For the journal *Science and Public Policy*, he co-authored with Georgia Tech professor Aaron Levine and recent IHE graduate Austin Lacy an article titled "The origins of human embryonic stem cell policies in the U.S. states." For a book edited by recent McBee lecturer John Thelin of the University of Kentucky, Professor Hearn contributed a chapter on higher education's increasing role in reproducing inequality in the society. With recent IHE graduate Jim Morrison, he contributed a chapter to a book on operations research and management science. With Michael McLendon of Southern Methodist University, he contributed a chapter on governance research to Michael Bastedo's book on higher-education organization. He also produced with IHE graduate student Mary Milan Deupree and Austin Lacy two reports for the publication series of the TIAA-CREF Institute, both focused on the growth of the contingent faculty workforce in U.S. higher education. He made presentations at the annual meeting of the Association for the Study of Higher Education with IHE graduate students Andrew Belasco and Jarrett Warshaw and presentations at the annual meeting of the American Educational Research Association with Lacy and with IHE graduate students Belasco, Deupree, and Kelly Ochs Rosinger. Currently, he has several pieces in press, including a chapter for a new book on college access co-authored with IHE student Anthony Jones, an article with Lacy and Warshaw on the emergence of state research and development tax-credit policies for the *Economic Development Quarterly*, and an article with McLendon and Lacy on the emergence of state "eminent scholars" programs, to appear in the *Journal of Higher Education*.

Professor Erik Ness continues to focus major attention on the use of research evidence in the policymaking process. At the 2012 ASHE annual conference, Ness presented two papers with IHE graduate students on this topic. With Mary Milan Deupree, he presented "'A No-Policy State:' Research use in Pennsylvania higher education finance decisions." With Denisa Gándara, he presented "Ideological think tanks in the states: An inventory of their prevalence, networks, and higher education policy activity," which has been accepted in the Politics of Education Association's special issue of *Educational Policy*, January 2014. This past summer, Professor Ness was awarded a three-year grant from the William T. Grant Foundation to study The Distinct Role of Intermediary Organizations in Fostering Research Utilization for State College Completion Policy. This project will examine the influence of the Southern Regional Education Board and Complete College America in five southeastern states. Professor Jim Hearn will serve as his co-principal investigator and IHE doctoral student Denisa Gándara will be the graduate assistant for the new project. In other work, Professor Ness co-authored with David Tandberg a 2013 article in the *Journal of Higher Education* titled "The determinants of state capital expenditures for higher education: How capital project funding differs from general fund appropriations." He also is working with Denisa Gándara and Mary Deupree on a Ford Foundation-funded project with the Tennessee Higher Education Commission to examine campus responses to Tennessee's new outcomes-based funding formula.

Professor Sheila Slaughter's research on a variety of issues relating to academic capitalism has led to numerous publications and several honors. With former IHE faculty member Scott Thomas, recently graduated sociology student Dave Johnson, and arriving IHE post-doc Sondra Barringer, Professor Slaughter produced a 2012 article for the *Journal of Higher Education* titled "Institutional conflict of interest: The role of interlocking directorates in the scientific relationships between universities and the corporate sector." With recent IHE graduate Charlie Mathies, she produced for the journal *Research Policy* "University trustees as channels between academe and industry: Toward an understanding of the executive science network." With recent IHE graduate Barrett Taylor and recent IHE post-doc Brendan Cantwell, she authored for the *Journal of Higher Education* "Quasi-markets in US higher education: the sciences, humanities and institutional revenues." With Taylor, IHE Fellow Larry Leslie, and Liang Zhang, she produced "How do revenue variations affect expenditures within research universities?" for *Research in Higher Education*. With Cantwell, she produced "Transatlantic moves to the market: Academic capitalism in the US & EU" in 2012 for *Higher Education*. Finally, with recent IHE graduate Jennifer Olsen, she produced a book chapter titled "Forms of capitalism and creating world class universities." This past summer, she began work on a new NSF-funded grant with Barrett Taylor as co-PI, titled The Executive Science Network: University Trustees and the Organization of University-industry Exchanges. Professor Slaughter's research has consistently engaged graduate students and alumni. Notably, two of her doctoral advisees, Leasa Weimer and Jennifer Olson, have won Fulbright awards and post-docs in recent years. In recognition of her extraordinary contributions to higher-education research, Professor Slaughter was named in 2012 a Fellow of the American Educational Research Association.

Professor Rob Toutkoushian is co-authoring a book with Mike Paulsen of the University of Iowa on the economics of higher education and continues his work on an analysis of the effects of Indiana's Twenty-first Century Scholars program on access to higher education. Several of Professor Toutkoushian's projects involve Institute doctoral students: with Jennifer Rippner, he is comparatively investigating faculty salaries at public and private institutions, with Dennis Kramer, he has a forthcoming book chapter on faculty compensation, with Kelly Ochs Rosinger, he is examining effects of state merit-aid programs on institutional

selectivity and enrollments, with Hyejin Choi and Jarrett Warshaw, he is studying the influences of graduate program reputation on career outcomes for faculty, with James Byars (and Professor González Canché), he is examining the effects of nonresident market size on tuition at public institutions, and with Michael Trivette, he has a forthcoming article for the *Journal of Education Finance* titled "Accounting for risk of non-completion in private and social rates of return to higher education." In other work, Professor Toutkoushian has worked with Nick Hillman of the University of Utah to produce a recent *Review of Higher Education article*, "The impact of state appropriations and grants on access to higher education and state outmigration." Finally, with Bill Becker of Indiana University, he has a forthcoming chapter in *Higher Education: Handbook of Theory and Research* titled "On the meaning of markets in higher education." In recognition of Professor Toutkoushian's many contributions to the field of institutional research, he was named the 2013 recipient of the Sidney Suslow award of the Association for Institutional Research.

Professor Karen Webber continues to work on a variety of projects relating to faculty careers, institutional research, and undergraduate research outcomes. Two articles recently appeared in *Research in Higher Education*: a sole-authored article titled "The role of institutional research in a high-profile study of undergraduate research" and a co-authored article titled "Student and faculty engagement in undergraduate research." With IHE graduate Kyle Tschepikow, Professor Webber authored "The role of learner-centered assessment," which appeared in the journal *Assessment in Education*. A paper with former IHE post-doctoral associate Dr. Lijing Yang entitled "Changes in US- and foreign-born faculty" has recently been accepted for the *Journal of Higher Education Policy and Management*. Two sole-authored papers have also been recently accepted for publication: "Cultivating the future of graduate education" for *Planning for Higher Education* and "Research productivity of science and engineering faculty" for the *Journal of the Professoriate*. Finally, her chapter on faculty use of assessment practices will appear in a new volume on teaching and learning in higher education.

OUTSTANDING ALUMNI

Barrett Taylor, PhD 2012

When colleagues share a passion and enthusiasm for research, the results can be very rewarding. Barrett Taylor, assistant professor of higher education at the University of North Texas, has enjoyed great success when collaborating with his peers. "I was fortunate to develop a number of close-working relationships with people I met at the IHE. Seeing those relationships turn into projects that can benefit all contributors is very satisfying," remarks Taylor.

Emphasizing the ways in which colleges and universities interact with their environments, Taylor's research utilizes both quantitative and qualitative techniques to consider the ways in which higher education organizations interact with and respond to changes in their environments.

"Sheila Slaughter, who chaired my dissertation, has proven a great collaborator as well as role model," comments Taylor. "We are now co-principal investigators on a National Science Foundation grant examining the role of trustees in shaping the research agendas of universities and corporations. We also have a paper on competition for resources and the condition of the humanities that was published in the fall issue of the *Journal of Higher Education*."

Taylor is also collaborating with former IHE postdoctoral associate Brendan Cantwell on a number of research projects. Cantwell was a co-author of the JHE paper, and the two have written (along with contributions from IHE students) a paper now in press with Minerva, a journal of science, policy, and education.

Taylor balances his time between teaching, research and service. "My primary service commitment this year has been to serve on the conference committee of the Association for the Study of Higher Education. I co-chaired the Organization and Administration Division.

Taylor credits the Institute for helping to prepare him for his position at the University of North Texas. "Much of what I learned at the IHE sticks with me today. The faculty members did more than train me in research skills. They also modeled the traditional faculty role, showing ways in which discovery could inform teaching and collaborations with students could contribute to scholarship."

Contemporaries in the classroom combined to share interests and a thirst for knowledge – these ingredients can lead to partners in research. "Fellow students and postdocs proved to be valuable colleagues, many of whom remain among my closest friends and associates," shares Taylor. Sometimes two heads are better than one.

Betz Kerley

"I am amazed at how much being immersed in an international environment contributes to the excitement and process of learning."
-Myles T. Jones

EdD Students explore CHINA

Students in the Institute's Executive Ed.D. program enjoyed exceptional access to institutions of higher education and top faculty during their study abroad in China this summer. The group toured campuses and participated in presentations on national strategies aimed at building world-class universities by Professor Baocun Liu, director of the Institute of International and Comparative Education at Beijing Normal University, and on crucial issues in Chinese education by Professor Xiao Guang Shi at Peking University. They were welcomed at the Ministry of Education, where Dr. Han Min, the deputy director general of the National Center for Education Development Research, and Dr. Haixia Xu, a graduate of the IHE, gave a presentation on the reform and development of higher education in China and then hosted everyone to a 5-course luncheon.

During their four days in Beijing, students explored the Great Wall, the Ming Tombs, Tiananmen Square, the Summer Palace, Lama Temple, the night market and some of the Beijing hutongs. To Georgia Strange, a professor in the Lamar Dodd School of Art at UGA, "Travel to China for the first time was like jumping into fast-moving water. The country seemed so different at first and yet familiar – from food to fashion and even to the research universities. The China trip made my world bigger and now pushes me to think bigger about goals for education in the 21st century." Ginger Durham, manager of faculty development at the Board of Regents of the University System of Georgia, pointed out the advantages of a cohort-based program, "What enhanced the experience for me was to travel with a cohort of my peers, whom I have come to know over the past 17 months, and whose expertise and perspectives I could add to my own observations."

The China trip made my world bigger and now pushes me to think bigger about goals for education in the 21st century.

Rather than flying to Shanghai for the second part of the trip, students caught the 200 mph bullet train from Beijing, which travels between the two cities in five hours. In Shanghai, the group visited Shanghai Jiao Tong University where Professor Nian Cai Liu, director of the Center for World-Class Universities and dean of the Graduate School of Education, whose team originated the Shanghai ranking system, discussed the global university rankings and the performance of Asian universities and how he and his colleagues compiled and interpreted the data. At Shanghai's East China Normal University Professor Guangcai Yan, vice dean of the School of Education Sciences, gave a presentation on how the elite education system functions. For the final two days in Shanghai students chose to explore the city and visit the Shanghai Museum, the Bund, the Pearl Tower, and the Yu Gardens.

The packed schedule was best summed up by Arlene Cash, "Within 24 hours I enjoyed a lecture by one of China's leading scholars in higher education, toured a university campus which had previously been the estate of an emperor, deployed to another region of the country on one of the world's fastest rail systems, and ate fungus. In so many ways, this experience was an intellectual, cultural, political and social feast!"

Elisabeth Hughes

IHE LEADS THE WAY

What do these leaders have in common? The Institute of Higher Education.

Michael Scales (EdD 1988)

President of Nyack College & Alliance Theological Seminary

Todd Holcomb (EdD 1992)

President of Western Nebraska Community College

1985 1990 1995 2005

Charles Ambrose (EdD 1989)

University of Central Missouri (2010-present)
President of Pfeiffer University (1998-2010)

Randall Peters (EdD 2005)

President of Southern Crescent Technical College

Michael Scales (EdD 1988), President of Nyack College & Alliance Theological Seminary. Scales is at the helm of one of the most diverse colleges in the country. The student population is 13% Asian, 35% black/African-American, 25% Hispanic and 25% white. Students are from 40 states and 62 countries. Almost 30 languages are spoken. They represent 82 church denominations. "With such diversity, education does not begin or end at the door of the classroom," states Scales. "Learning is continuous wherever one is on the campus – wherever there is engagement." Scales adds, "Leadership and service were expected outcomes of the IHE. As a proud graduate, I succeed only if those qualities are consistently portrayed."

Charles Ambrose (EdD 1989) is in his 16th year as a college president, first at Pfeiffer University and now at the University of Central Missouri. "Pfeiffer University and the University of Central Missouri share many commonalities and values and have also taught me that leadership can be applied in similar ways regardless of institutional size and mission," comments Ambrose. "The Institute provided me a foundation for leadership that I rely on today as much as I did when I first received my degree."

Todd Holcomb (EdD 1992), President of Western Nebraska Community College. "Presidents must tackle their responsibilities with excitement and enthusiasm. You must be able to juggle multiple priorities while envisioning the future of the organization." Holcomb adds, "The best example I set for the college is being a servant leader. People need to check their egos at the door, roll-up their sleeves and work as a team at our college. With this approach, we have been able to accomplish a great deal at WNCC over the last three years.

Randall Peters (EdD 2005), President of Southern Crescent Technical College. "While I already had plenty of leadership experience with over 22 years of active-duty service as an officer in the United States Army under my belt, I realized that I still needed the baseline knowledge that could only come from completing my doctorate at the University of Georgia. I made the right choice – I soon found myself asking a different kind of question of my senior staff – more on the order of "why do we do things this way" as opposed to "how do we do this".

Graduates of the IHE, being among the brightest and the best, continue to realize successful careers in higher education leadership. We are proud to include in our long list of outstanding alumni, eight of whom currently serve as presidents or chancellors of universities, community and technical colleges. Here are their thoughts on the role of leadership in today's academic world.

Matthew Thompson (PhD 2008)

President of Kansas Wesleyan University

2010

Ronald Newcomb (EdD 2011)

President of Chattahoochee Technical College

2011

Rodney Ellis (EdD 2011)

Chancellor of Central Louisiana Technical Community College

Sue Henderson (PhD 2008)

President of New Jersey City University

Matthew Thompson (PhD 2008), President of Kansas Wesleyan University. "As the recently named 19th president of Kansas Wesleyan University, my primary task has been to set the vision for the future of the university and develop constituent support," states Thompson. "Leading Kansas Wesleyan is invigorating, challenging, and an important calling. I draw upon the lessons learned during my time at the Institute of Higher Education at the University of Georgia. My faculty, classmates, and the IHE curriculum inform how I lead each day."

Sue Henderson (PhD 2008), President of New Jersey City University. The university's first female president states, "A president needs a vast number of skills to manage and lead an organization." Henderson adds, "The strength of the (IHE) program is in the courses that span the breadth of areas a president needs to know, taught by faculty who have theoretical understandings of the field and with fellow students who are themselves leaders in their own institutions."

Ronald Newcomb (EdD 2011), President of Chattahoochee Technical College. CTC is the largest technical college in Georgia. Newcomb reflects on his leadership role, "Now, as budgets have declined and enrollments have tapered off, it requires an even more focused leadership on the part of myself and the other leaders throughout the college to juggle the competing pressures. We – yes, the leadership team – need to keep in front of everyone the vision of where we're going, while dealing with the vicissitudes of morale, program alternatives, staffing priorities, student needs, operating budget shortfalls, and facility and equipment needs."

Rodney Ellis (EdD 2011), Chancellor of Central Louisiana Technical Community College. When tapped to become chancellor of LCTCS, Ellis was the executive vice president of Atlanta Technical College. "I had to make the transition from a technical college to a comprehensive community college; from an urban setting to a rural setting," comments Ellis. "This particular college really allowed me to have the opportunity to shape it from the ground floor. Although stressful at times, it's really exciting because I know what the final outcome will be." Ellis shared advice for future college leaders, "For the IHE student who aspires to be a president, the learning doesn't stop once you leave the classroom, it is a constant learning process."

Betz Kerley

OUTSTANDING ALUMNI

Charles Mathies PhD [2010]

Charles Mathies had wanderlust in his blood. He wanted to live and work in another country so after completing his PhD, he was excited to secure a position with the University of Jyväskylä in Jyväskylä, Finland.

"My official title is 'Erityisasiantuntija' or 'Senior Expert', and I am developing the concept of institutional research at the university," explains Mathies. "Specifically, I am tasked to work with the university's IT Department and Data Systems to develop analyses of students, staff, and resources for the university's institutional management to use in its decision-making and planning activities."

Although Mathies liked the idea of living and working abroad, he was unsure how to go about it. Dr. Sheila Slaughter of the IHE encouraged him to participate in various conferences and seminars to meet international scholars and to expand his own personal network. After familiarizing himself with the issues of higher education around the world, he noticed in Europe there were movements towards Neo-Liberalism policies and with it, changes in public policy were being enacted. These changes meant a shortage of trained professionals in data analysis and institutional research (IR) skills. At an ASHE conference, Mathies met a professor from the University of Jyväskylä and began a two-year dialogue with him about Finnish higher education. This connection eventually resulted in an offer of employment in Finland.

"For me, it was a combination of developing my own professional skills, ability, and knowledge, developing my own network, and having support from my advisor and using her network to get to where I am now," says Mathies.

Working in another country is not without adjustments. "My biggest challenge has been to understand the culture of Finnish universities. In Finland, students are granted 'study rights' (the right to study) a particular subject, but they are given the right to study not only at the bachelors level, but also at the masters degree level. So this creates interesting situations of where does one degree program (bachelors) end and the other (masters) start? In developing retention and completion analysis, the 'study rights' issue was a source of many conversations on capturing the correct degree a student was pursuing at a particular time."

After two years in Finland, Mathies is enjoying his work at the university. "I am being asked to give my opinion and thoughts on various projects, not just the ones related to data analysis but to overall university planning processes," says Mathies, "so I feel I have made a positive impact."
His advice to students with wanderlust in their hearts? "There are a number of great opportunities available at the IHE, and all it takes is the initiative to get started. I wanted an experience in Europe and I talked with a number of faculty members and IHE visitors (lots of EPS [Education Policy Seminar] speakers) to ask how to do it. It was through these connections that opportunities were presented to me – but I had to do the work to lay the groundwork to make the opportunities into reality."

Kathy Pharr, EdD [2011]

Kathy Pharr likes to refer to herself as a "Triple Dawg." All three of her degrees were obtained at the University of Georgia. A career path can take many twists and turns along the way. Pharr obtained a degree in Broadcast Journalism and became a newscaster. Goals changed and a Masters in Public Administration helped her to become an assistant to UGA President, Michael Adams. Then, a doctorate from the Institute of Higher Education led to the position of chief of staff for the University of Georgia's newly appointed president, Jere Morehead.

Kathy has hit the ground running with her new position and considers this latest opportunity to be her dream job. "As chief of staff, I am responsible for the overall organization and administration of the President's Office. I serve as the liaison to the UGA Foundation, the UGA Research Foundation and with the Office of University System Chancellor," explains Pharr. "I also serve as the president's liaison on issues regarding academic and faculty affairs," she adds.

This is just a partial list of her duties. The directors of Legal Affairs, EOO and Internal Audit report through Pharr to the president, and the assistants to the president also report to her. To top things off, Pharr oversees the management of the president's SkySuite during football season and the operations of the President's House.

Pharr had realized once she decided to pursue a career in

higher education, obtaining a terminal degree was a required commodity for many senior positions. That's where the Institute of Higher Education came into play.

> ***The [Executive] program is fast-paced and rigorous, but it's the perfect model for a working professional who desires the opportunity for advancement.***

"The model of the [Executive] program – accelerated with a focus on practical training over a two-year period – was exactly what I was seeking. I was familiar with the quality of the nationally ranked program at the Institute and thought it would be a good investment. I would say it is well worth it [and] it has already paid dividends for me."

Kathy warns students interested in the IHE, "You'd better be ready to work! The EdD program is fast-paced and rigorous, but it's the perfect model for a working professional who desires the opportunity for advancement."

This "Triple Dawg" is also a "Triple Threat." With a background in journalism, knowledge of public administration and a doctorate from the Institute of Higher Education, there will be no stopping Kathy Pharr from conquering every challenge that crosses her path.

Austin Lacy, PhD [2011]

Austin Lacy has advice for those considering a PhD in higher education. "Go to the Institute of Higher Education for the professors and for the tremendous amount of resources available to students."

For the senior research analyst at the University of North Carolina – General Administration, the IHE was definitely the right place for him. "First," explains Lacy, "the curriculum was very focused on higher education policy. More important though was the opportunity to work closely with many of the faculty on research projects." Lacy adds, "Particularly great for me was working with Jim [Hearn] since his experience is both in and out of academia. It was also great working with several of the other faculty at IHE. They keep one foot in the policy world which enables students to become more familiar with those environments."

Lacy's official job duties include identifying research opportunities, ensuring that annual Board of Governor's reporting requirements are met on wide topics, and designing and conducting analyses. "What I really do," clarifies Lacy, "is policy research of all kinds for the state. This may range from legislatively mandated reports to ad hoc last-minute requests from the Governor's Office, reports to the board, and long-term "special projects."

Lacy fine-tunes his responsibilities even further by sharing that he is actually in a division of his department called Academic Policy & Funding Analysis. "We conduct research across all domains in the system and work with every other division, but we aren't responsible in the way another division is responsible for development of campus activity surrounding advising," explains Lacy. "My responsibility is ensuring that we produce and effectively communicate high quality research that informs policy and practice."

While Lacy finds his biggest challenge to be communicating research in an effective manner to multiple audiences at the same time; the efforts pay off for him when his research informs and influences policymaking.

Reflecting on his time at IHE, Lacy comments on how the Institute helped prepare him for his career, "Almost all of my research with Jim Hearn had been around comparative state policymaking. To boot, my dissertation was about state governance structures like the one I'm working in." Lacy also adds, "My training right in the middle of policy and methods was tremendous preparation. I find too often that graduates from [higher education]programs come out as methodologists or content experts but at the IHE, you can learn to do both. Lacy concludes, "These are the type of graduates that more higher education programs should be producing."

> ***My responsibility is ensuring that we produce and effectively communicate high quality research that informs policy and practice.***

Betz Kerley

GCAC Expands Presence in Georgia

Front row (left to right): Chris Farr, Lawrence Harris, Austin Lyke, LaShon Leggett **Middle row (left to right):** Davieon Ward, Jasman Ware, Bri Hart, Tenisha Peterson, Shayla McGlothan, Melanie Harper, Ashley Hollins, Lauryn Seegars **Back row (left to right):** Tanacia Lovence, Silki Modi, Andrea Green, Gianna Medina

> *GCAC is a wonderful example of UGA giving back to the state and to schools and to underserved students in Georgia.*

The Georgia College Advising Corps (GCAC) has recently expanded to sixteen high schools in Georgia. Thanks to a generous commitment from The Robert Woodruff Foundation and other sponsors, funds will enable the GCAC to quadruple its presence in the state.

Founded in 2009, the GCAC is the result of a partnership between the IHE, the Watson-Brown Foundation and the National College Advising Corps. The NCAC, based in Chapel Hill, serves 117,000 in 14 states across the country by providing the advice and encouragement that many students need to navigate the complex processes of college applications and financial aid and enroll in schools.

Recent college graduates are recruited and trained to work alongside professional high school guidance counselors with the goal of increasing college applications and attendance by helping first-generation, underrepresented, and low-income students enroll and graduate from postsecondary institutions that match their academic profiles.

On the national level, schools served by the program see an 8 – 12 percentage point increase in college-going rates versus control schools in the area. Advising Corps' partner high schools see an average increase of $1 million in additional scholarship dollars per school for their college-going students. Surveys also found that partner high schools showed an overall increase in the number of college visits per student, attendance at college fairs, FAFSA completion, SAT/ACT registration and overall school morale. Students have reported a greater awareness of higher education and what is required to attend college, as a direct result of working with an adviser.

GCAC Executive Director and UGA Interim Provost Libby Morris gave her thoughts on the GCAC. "I believe in GCAC not only for what it does for students and their families, but also for the message it communicates about UGA's commitment to the Governor and the University System's Complete College Georgia Initiative.* GCAC is a wonderful example of UGA giving back to the state and to schools and to underserved students in Georgia."

UGA
GEORGIA COLLEGE ADVISING CORPS

EXCITED COMMITTED PREPARED

In related news, IHE graduate Yarbrah T. Peeples (PhD 2012) has been appointed the program director for GCAC. Peeples comments on her new position. "It is a privilege to return to the Georgia College Advising Corps as the new program director. I am energized by the amazing group of young leaders who will be working with students throughout Georgia to help enhance college access and completion. The advisers are enthused, committed, and prepared to serve; together, we will work diligently to increase college going among Georgia students."

The long-term goal for GCAC is to place as many advisers as are needed in high schools throughout Georgia. The IHE is honored to be involved in this worthwhile program. Dr. Morris sums it up best,"I am proud that the Institute of Higher Education engages not only in high quality research and instruction, but that we are also committed to outreach around important school and post-secondary needs."

Betz Kerley

**The University System's Complete College Georgia Initiative was developed to help support the state's commitment to the Complete College America's goal that by 2020, 60% of young adults will hold a college certificate or degree. This is a joint effort between the University System of Georgia and the Technical College System. A strong foundation between the two provides a partnership necessary to improve college completion.*

Does it Really PAY *to go to* COLLEGE?

Introduction

Economists often refer to going to college as an investment in a person's skills, or human capital, which are then rewarded in the labor market. If postsecondary education is indeed an investment, then how large is the return on that investment? And how does the return to postsecondary education compare to other investment options? The answers to these questions are particularly important as policymakers, academics, media commentators, and students and their families debate whether society would benefit from having more individuals go to college.

At first glance, it would appear that college is a wise financial decision for students. Those who advocate for higher education often point to the gaps in average salaries by educational attainment as evidence that there is a financial payoff to students from going to college. A typical example of this is illustrated in Table 1, which shows the median earnings for individuals ages 25-64 broken down by highest degree earned. The data show that the average earnings rise substantially with educational attainment. According to data from the U.S. Census Bureau, the median earnings for those who were employed in 2011 and held a Bachelor's degree or higher ($50,243) was 70% higher than the average earnings for someone whose highest degree was a high school diploma ($29,556). Because unemployment rates tend to decrease as educational attainment increases, the average salary gaps rise when unemployed individuals are included in the calculation. It is therefore not surprising that numerous academic studies using data such as these have found that there are sizable financial gains from investing in education at the primary, secondary, undergraduate, and graduate levels (see, for example, Psacharopoulos, 2008; McMahon, 2009).

Not everyone, however, is convinced that the payoff from going to college is large enough to justify the investment. Nearly 40 years ago, Richard Freeman (1976) made the argument that there were too many college-educated workers, which would lead to a reduction in the financial return on a college degree. In more recent years, media commentators such as Richard Vedder and Robert Samuelson have raised similar concerns in response to the push among policymakers to get more students to go to college and earn degrees. Critics point to the rapid increases in tuition to suggest that the return on a college degree is falling. In addition, they argue that many students are not academically prepared to do college work, and they "…shouldn't be wasting their own resources and those of their families and taxpayers" (Williams, 2012).

Critics have also noted that one of the limitations with many studies is that they focus on the return for only those students who graduate with a degree. In doing so, these studies likely overstate the average return for all students who go to college because roughly one-third of degree-seeking students who enroll in a 4-year institution do not graduate within six years. Those students who go to college but do not graduate will incur substantial costs and yet receive smaller income gains than their peers who earn college degrees. Vedder (2012) explains the problem as follows:

> The 'college-for-all' crowd…argues, correctly, that the average college graduate earns more than the average high-school one. But that calculation fails to use a more appropriate measure…to analyze the return to college. Specifically, if 45 percent or so of students fail to graduate in six years, earnings comparisons unadjusted for the high risk of dropping out are totally inappropriate.

The question of whether there is a financial payoff to going to college is important for society as a whole, as well as for

Table 1: Median Total Money Earnings in the United States in 2011 by Education for Individuals Ages 25-64

	Employed Individuals		*All Individuals*	
Educational Attainment	*Median*	*% Above High School*	*Median*	*% Above High School*
High School	*$29,556*		*$20,361*	
Some College	*$32,555*	*9%*	*$24,790*	*22%*
Associate's Degree	*$37,230*	*26%*	*$30,662*	*51%*
Bachelor's Degree	*$50,243*	*70%*	*$41,807*	*105%*
Master's Degree	*$61,419*	*108%*	*$54,313*	*167%*
Doctor's Degree	*$81,496*	*176%*	*$75,402*	*270%*
Professional Degree	*$90,553*	*206%*	*$80,120*	*293%*

individual students and their families. A large portion of postsecondary costs are subsidized by governments, private donors, and so on. It is hoped that society will benefit from these public investments due to the possible spillover benefits (or positive externalities) that are generated when more individuals acquire a postsecondary education. These benefits may be financial, such as through greater economic growth or lower expenditures for health care and corrections, or non-financial (such as through improved civic participation). However, evidence is needed to see if this is indeed the case.

Background

By the 1960s, economists had developed the cost-benefit framework that is still in use today to calculate whether the future benefit from investing in education exceeds the cost. An excellent early review and description of the cost-benefit framework can be found in Prest and Turvey (1965). As noted by Prest and Turvey (1965, p.683), the cost-benefit approach "…is a practical way of assessing the desirability of projects, where it is important to take a long view (in the sense of looking at repercussions in the further, as well as the nearer, future) and a wide view (in the sense of allowing for side-effects of many kinds on many persons, industries, regions, etc.)."

Cost-benefit analysis is an appropriate analytical tool to use in settings where the investment in a project or program is substantial, the costs and benefits are realized at various points in time, and the decision to invest involves uncertainty about the costs and benefits (Prest & Turvey, 1965). This description certainly applies to education, where both individuals (students and their families) and the public at large allocate substantial resources to producing and acquiring education, and the benefits are received long after the tuition bills have been paid. By the early 1960s, economists had begun to apply the benefit-cost approach to estimating the return on investing in various levels of education, ranging from primary schooling to graduate education. W. Lee Hansen (1963), for example, found that investments in a 4-year college degree in the 1940s and 1950s yielded internal rates of return to students of between 11 and 15 percent. As documented in the literature reviews on the rates of return to education conducted by Psacharopoulos (1973; 1985; 1994), numerous studies have now been conducted in the United States and around the world, with the preponderance of the evidence showing that there are large financial returns to education at all levels.

How to Measure the Return on Education

There are three ways to measure the "return" to college: (1) the net present value of discounted benefits minus discounted costs, (2) the ratio of discounted benefits to cost, and (3) the internal rate of return on costs that generate benefits. The net present value is popular in policy studies because the results are easy to understand, but the values are difficult to compare to other studies and investments. Although the ratio of benefits to cost is a standardized measure, it cannot be compared to investments such as stocks and bonds. The majority of academic studies measure return based on the internal rate of return because it is a standardized measure that can be related to other investments. The internal rate of return can be thought of as the annual return that would be needed on costs to create a certain level of future benefits. For example, if $10,000 invested today grew to $15,000 by next year, then the internal rate of return on the investment was 50%.

Economists have also distinguished between the return received by individuals ("private return") and the return for society as a whole ("social return") due to college. Although the early work on cost-benefit analysis focused exclusively on the social return to investing in a project, studies in education have also examined the private return received only by students and their families. Of course, this makes sense because unlike large public works projects where all investments are made by the government, educational costs are paid for by students and society. Federal, state, and local governments devote resources to help students go to college, in the hope that they will also benefit from the investment.

Another important issue for economists to address is what types of costs and benefits should be part of these calculations. The financial (market) costs and benefits are the most obvious choice for inclusion in the private and social return to education calculations because they are what we usually think of when it comes to investments. The costs would include direct costs paid by students, as well as indirect costs due to the income that students give up when they go to college. Market costs and benefits have the added advantage of being relatively easy for the researcher to measure. However, there are a number of other potential costs and benefits associated with going to college that are not easy to measure. For example, the financial benefits that a nation experiences when more education leads to a higher standard of living, or reduced medical and correctional expenditures, are difficult to estimate. There are also a wide range of non-market benefits from education, such as from improved civic behavior of citizens, that are even more difficult to measure and translate into financial benefits and costs. A comprehensive examination of these issues can be found in Walter McMahon's book *Higher Learning, Greater Good* (2009).

Prior Findings

There have been numerous studies conducted across the globe to measure the average financial return from investing in higher education. George Psacharopoulos in particular is known for his summaries of findings from studies across time, nations, and levels of education. Researchers have given most attention to the financial return from completion of a Bachelor's degree. However, a number of researchers have also measured the return to earning an Associate's degree or a graduate degree.

There have been a few policy reports sponsored by entities such as the College Board that have estimated the average financial benefit to students from earning a Bachelor's degree. Day and Newburger (2002) estimated that as of 1999

the lifetime financial benefit from a Bachelor's degree was $1.1 million for males and $600,000 for females. Similarly, a report by Carnevale, Rose & Cheah (2011) concluded that the lifetime financial benefit in 2009 from having a Bachelor's degree was approximately $1 million. Perhaps the best of the more recent policy reports on this topic was conducted by Baum, Ma, & Payea (2010). The authors found that Bachelor's degree recipients in 2008 would on average expect to earn about 66% more than high school diploma holders over their lifetimes. This equates to a discounted benefit gain of approximately $530,000. However, these policy studies do not take costs into account in their calculations, and they focus solely on the benefits for graduates.

In contrast, the vast majority of academic studies on the return to postsecondary education present their findings in terms of the internal rate of return on investment. Overall, these studies have found that there are double-digit private and social rates of return to graduating from college with a Bachelor's degree. However, the social rates of return estimates tend to be smaller than the private rates of return because it is hard to measure social benefits and studies often overestimate social costs. Although the internal rates of return to Bachelor degree completion varied considerably across nations, the estimates tended to fall between 10-20 percent per year, which compares favorably with other investments. McMahon (2009) provides similar evidence on the private and social rates of return to higher education in OECD countries. In most cases, however, these studies also focus on the return for students who graduate from college.

To summarize, although the vast majority of studies point to large financial benefits from college, there are questions that persist with regard to these studies. How large is the return to college when we take into account those students who do not graduate with a degree? Does the return vary by type of institution? Is the return large even for those students who pay higher tuition rates and/or receive less financial aid? And what can we learn from the different measures of "return" to college?

New Findings

I have explored these questions through some of my recent research on the return to college. In a forthcoming study in *The Journal of Education Finance*, my co-authors and I show how to estimate the average financial return to going to college for all those who attend college, and not only those who graduate. This is important because students do not know with certainty whether or not they will graduate at the time that they decide whether to go to college. We provide separate calculations for public and private institutions, we take into account the different unemployment rates for individuals by degree level, and we simulate how the return will vary for students paying relatively high net prices for college. I have also been expanding this analysis to 2-year institutions in a book that I am writing on the economics of postsecondary education.

To obtain these new estimates, let's assume that a student begins college at age 18 and attends college for up to six years, after which he or she works until age 65. To account for the risk of non-graduation and the timing of graduation, we used data on the average dropout and graduation rates by year for public and private institutions. The costs of going to college were set equal to the average net prices faced by students in each sector, and public support was defined as government support for instructional activities. We used average total earnings by degree level for all workers ages 25-34 as the starting place for the market benefits. The student was assumed to work part-time during college, earning 10% of what he/she could earn if not attending college.

A summary of the key findings for students seeking a Bachelor's degree are presented in Table 2. For public and private institutions, we report measures of the return for graduates, nongraduates, and all students combined. We calculated each of the three measures of return to higher education (net present value, ratio of benefits to costs, internal rate of return) for each group, assuming discount rates of either 0% or 3% per year. It should be noted, however, that due to data limitations we restricted the average incomes for graduates of public and private institutions to be the same.

Table 2: Estimates of Return to Pursuing a Bachelor's Degree in the United States, 2011

Measure of Return to Higher Education	*Public Institutions*			*Private Institutions*		
	Graduates	*Non-Graduates*	*All Students*	*Graduates*	*Non-Graduates*	*All Students*
Private Return						
NPV (0%)	*$1,246,937*	*$42,719*	*$842,040*	*$1,210,044*	*$34,868*	*$930,916*
NPV (3%)	*$ 523,571*	*$12,155*	*$352,651*	*$488,013*	*$4,198*	*$376,657*
Ratio (0%)	*18.85*	*3.64*	*12.33*	*12.33*	*2.45*	*12.69*
Ratio (3%)	*8.88*	*1.74*	*5.79*	*5.79*	*1.17*	*5.91*
IROR (0%)	*18.1%*	*5.7%*	*17.1%*	*13.7%*	*3.7%*	*13.7%*
Social Return						
NPV (0%)	*$1,621,370*	*$43,599*	*$1,096,526*	*$1,619,526*	*$48,081*	*$1,245,146*
NPV (3%)	*$658,898*	*$2,963*	*$444,886*	*$656,040*	*$7,180*	*$505,995*
Ratio (0%)	*13.07*	*2.25*	*12.88*	*12.84*	*2.58*	*13.17*
Ratio (3%)	*6.16*	*1.08*	*6.01*	*6.02*	*1.23*	*6.14*
IROR (0%)	*14.4%*	*13.9%*	*13.9%*	*14.1%*	*4.0%*	*14.1%*

We found that the financial returns for Bachelor's degree recipients are substantial. The net present values of benefits are in the general range of $500,000 to $1.2 million for public and private institutions, depending on the discount rate that is assumed for time preference. Similarly, the ratios of discounted benefits to costs ranged from 8.88 to 18.85 for public institutions and 5.79 to 12.33 for private institutions. The private internal rates of return for graduates were also large (18.1% for public institutions and 13.7% for private institutions), and comparable in magnitude to findings from other studies.

At the other extreme, those who attend college but do not earn a Bachelor's degree experience substantially lower returns from their investment. The private net present values only range between $4,000 to $43,000 across both types of institutions, with benefits exceeding costs by ratios of between 1.74 to 3.64 (public) and 1.17 to 2.45 (private). The resulting internal rates of return (5.7% for public institutions and 3.7% for private institutions), while positive, were lower than the common standard of 10% used for comparison in these studies. Clearly, college is not a good investment on average for those who do not graduate.

When we put both graduates and non-graduates together, we found that the net present values for public and private institutions were still substantial but about one-third below the values for only those who graduate from college. Because both the costs and benefits for all students were lower than the costs and benefits for graduates, however, the resulting ratios of benefits to costs and internal rates of return were similar for both groups (17.1% for public institutions and 13.7% for private institutions). Taken together, although the average rate of return for all who attend college is similar to the rate of return for graduates, there is a notable difference in the average financial benefits as reflected in the net present value of the investment.

Turning to the social returns to postsecondary education, we observed that the net present values of social returns were higher than the private net present values. This indicates that the additional public benefits (from taxes) exceed the higher costs due to governmental support for higher education. However, the ratios of social benefits to costs for all students combined were smaller than the ratios of private benefits to costs. Finally, the social internal rate of return for public institutions was still sizable (13.7%), but smaller than the private internal rate of return. In contrast, the social and private internal rates of return for private institutions were very similar to each other (14.1% and 13.7%, respectively). We repeated these calculations for students assuming that they did not receive any grants or scholarships, and had to pay relatively high tuition rates. Even in these instances, the average financial benefits outweighed the costs by amounts large enough to justify the expenditure.

In Table 3, I present similar estimates of the return to attending a public 2-year institution. It can be seen that the internal rates of return for graduates of 2-year institutions are somewhat higher than for 4-year institutions, which has led some to suggest that going to a 2-year college is a better investment than going to a 4-year college. However, due to the lower completion rates at 2-year institutions, the average return for all attendees is higher at 4-year institutions. More importantly, the dollar return, as measured by the net present value, is nearly twice as high for those students who attend 4-year institutions. If students care about the dollar benefit from college more than the percentage return on investment, then this would argue in favor of attending a 4-year institution.

Table 3: Estimates of Return to Pursuing an Associate's Degree at Public Institutions in the United States, 2011

Measure of Return to Higher Education	*Public Institutions*		
	Graduates	*Non Graduates*	*All Students*
Private Return			
NPV (0%)	*$648,376*	*$45,320*	*$252,811*
NPV (3%)	*$ 275,201*	*$14,796*	*$104,415*
Ratio (0%)	*21.86*	*3.57*	*12.37*
Ratio (3%)	*10.06*	*1.85*	*5.77*
IROR (0%)	*21.1%*	*6.7%*	*14.7%*
Social Return			
NPV (0%)	*$842,114*	*$47,215*	*$321,178*
NPV (3%)	*$345,057*	*$6,650*	*$123,555*
Ratio (0%)	*14.19*	*2.29*	*8.05*
Ratio (3%)	*6.53*	*1.18*	*3.76*
IROR (0%)	*15.6%*	*3.9%*	*10.8%*

Conclusion

So is college still a good financial investment for students and society? The data shows that the average benefits from college outweigh the costs by an amount great enough to make it worthwhile. Although factoring in the risk of not graduating lowers the dollar benefits, the remaining difference is still very large. At the same time, the average return for students who do not earn a degree is fairly small. This has implications for policies that are designed to entice more students to go to college. For those with a reasonable chance at success, the investment would seem to be a good decision. However, for those students with a very low probability of graduating, it is questionable whether going to college is a worthwhile use of time and resources. This is particularly true as politicians including President Obama and organizations such as the Lumina Foundation are calling for more students to attend college. In his 2012 State of the Union address, for example, President Obama described higher education as an "… economic imperative that every family in America should be able to afford." (Williams, 2012). Likewise, the American Council on Education (ACE) argues that "higher education is essential and has an extraordinary payoff." (Fain, 2012). The findings presented here suggest that while the average payoff is in fact substantial, one cannot conclude that the same payoff would apply to those students who are not prepared to do well in college.

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Dr. Robert Toutkoushian
Professor of Higher Education

Robert Toutkoushian came to the University of Georgia from the Department of Educational Leadership and Policy Studies at Indiana University. Dr. Toutkoushian specializes in the application of economic theories and quantitative methods to problems in higher education. He has a Ph.D. in economics from Indiana University, and prior to joining the faculty at Indiana University, he worked as a research analyst at the University of Minnesota, and as executive director of the Office of Policy Analysis at the University System of New Hampshire. Professor Toutkoushian has published nearly thirty studies in peer-reviewed journals on topics including faculty compensation, student demand for higher education, finance, and policy analysis. He is currently involved in an analysis of educator pension plans, a study of the alternatives states can use to financially support higher education, and the writing of a book on the economics and finance of higher education. He is editor of the journal *Research in Higher Education* and associate editor for the series *Higher Education: Handbook of Theory and Research.* He is the 2013 recipient of The Sidney Suslow Award given by the AIR.

This article draws upon recent work by Dr. Robert Toutkoushian, Professor of Higher Education at the University of Georiga.

2013 Thomas Dyer *Inspires Books on History*

> ***Serving as their MP, Thomas Dyer encouraged [his students] to expand their papers and guided their research.***

While fulfilling requirements for their doctoral degrees, Jan Wheeler and Lloyd Winstead sat in an IHE classroom and listened to Professor Thomas G. Dyer lecture on the history of higher education. Dyer's history class had earned the reputation as being the most challenging class in the curriculum at the time, and they had no reason to believe otherwise. One requirement for the class was a 20-page research paper, and Jan was intimidated. "I had never written a paper longer than eight pages!" Student papers written throughout his course received thorough feedback from Dr. Dyer, so Wheeler and Winstead were delighted when he saw potential for their papers.

"I think this could be your dissertation," was Tom's comment to both students. Serving as their MP, he encouraged them to expand their papers and guided their research. "I found it exciting and challenging to work with Tom. He encourages you to look at things from a different perspective," said Jan in a recent interview. She was working in the UGA Admissions Office at the time, so a paper on what was happening in admissions during the years of desegregation seemed appropriate. Lloyd Winstead's background in music and interest in history influenced his topic of singing traditions in the early days of the American college. "Tom helped me broaden my scope for the dissertation by asking the question, 'how can you explain what is going on in the larger world at the time?'"

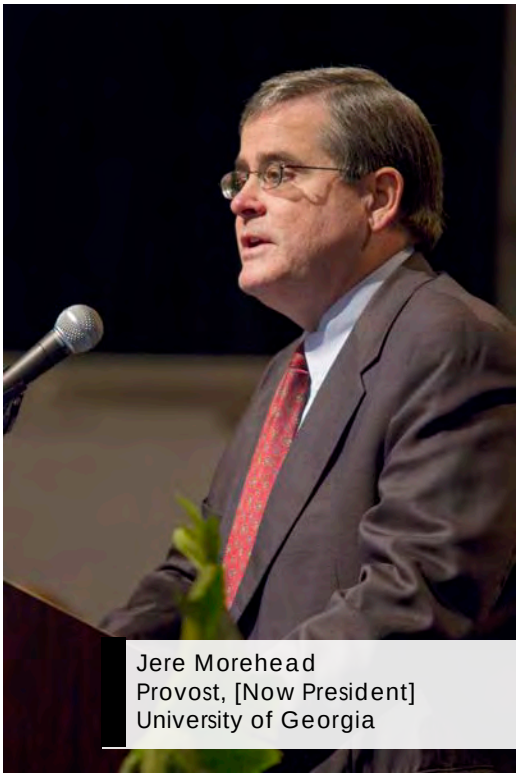
The journey from research paper to dissertation to published book was an interesting experience for Wheeler and Winstead. Both dug up buried treasures while doing their research. Lloyd found an obscure piece of UGA musical history on eBay and bought it for $12.50. The song, titled "Red and Black March," was composed in 1908 by R. E. Haughey, who directed the university's first band from 1905 to 1909. The only known reference to the piece is in a history of the Redcoat Band written in 1962, which briefly mentions the march as "Georgia's first original school song" and notes that "all copies of the work have been lost." As a former Redcoat Band member, the piece held special significance for Lloyd who donated the music to the UGA Special Collections Libraries. Jan, on the other hand, uncovered a treasure trove of documents that had been stored in an underground facility in up-state New York for over 40 years. The documents were written by Ben Cameron and Ben Gibson, who were employed in the southern regional office of the New York-based College Board and administered the SAT across the South during the 1960s.

On their graduation from the IHE, Tom Dyer commented, "I hope you know that you are not finished." J. Lloyd Winstead (EdD, 2005) and Jan Bates Wheeler (EdD, 2007) revised their dissertations and completed the assignment set by their professor and mentor with the recent publication of their books. Winstead's *When Colleges Sang* (Univ. of Alabama Press) is an illustrated history of the rich culture of college singing from the earliest days of the American republic to the present. In the beginning, singing indoctrinated students into college life and still has a large impact on student life today. Wheeler's *A Campaign of Quiet Persuasion: How the College Board Desegregated SAT® Test Centers in the Deep South, 1960-1965* (Louisiana State University Press) tells how two men who worked for the College Board assisted desegregation efforts in the South, accepting the personal danger from racist school officials and also protecting the officials who cooperated with their efforts.

Finding a publisher was a daunting task, and again Tom Dyer interceded to help locate the right press. Jan summed up what Tom Dyer's mentorship meant to them: "Tom really cares about the subject of history and commits years to his students and their research." The journey from that first history class to publication spanned many years, but with the guidance and encouragement of Professor Thomas Dyer, it is now complete.

2013 McBee Lecture
Professor John Thelin

John Thelin
Research Professor
University of Kentucky



Jere Morehead
Provost, [Now President]
University of Georgia

John Thelin, university research professor at the University of Kentucky, presented the 24th annual Louise McBee Lecture on November 1, 2012. The title of his presentation, "Academic Procession: President and Professor from Past to Present," was an appropriate topic to honor Louise McBee, who was an administrator at UGA for 25 years.

John Thelin discussed the essential and enduring qualities of American higher education from early days to the present. One of the establishing features is the provision that colleges and universities had a strong presidential office in tandem with a strong board of trustees. "We take this arrangement for granted. But it was not inevitable, and it remains a very unique arrangement in higher education worldwide."

During the "heroic age of university building" (1890-1910), there was a strong dependence between presidents and professors with students causing more problems than faculty for presidents. Low expectations and the lack of serious study were prevalent, even on elite, private college campuses.

Over the last century, the complexity of our universities and the complexities of the presidency have been transformed. Beginning in the 1930s, state universities gained in enrollment, endowments, and prestige, and their presidents played a major role in this development, realizing the importance of good relations between state universities and the legislature and the importance of private philanthropy. Private funds were used to achieve a margin of excellence at the university: "things that truly made a university great but were beyond the state budget," Thelin added.

Thelin went on to say that "professors need to acknowledge those who have been their champions," mentioning Robert Maynard Hutchins, Clark Kerr, and Howard Bowen among others. "However, presidents need to listen, respect, and heed the voice of the collective faculty in return."

Professor Thelin concluded with the present dilemma that the collective voice of the faculty is increasingly in jeopardy because financial constraints dictate a fast, decision-making administration who rely more on specialists in finance than faculty input. He ended with this question, "What will be future faculty's role in the shared governance of the 21st century university?"

2013 McBee Lecture
Teresa A. Sullivan

Teresa A. Sullivan was unanimously elected the eighth president of the University of Virginia in 2010. Prior to coming to Virginia, President Sullivan had a distinguished career as a faculty member, a researcher, and a higher-education leader.

A graduate of James Madison College at Michigan State University, President Sullivan received her doctoral degree in sociology from the University of Chicago.

Earlier in her career, Dr. Sullivan served on the sociology faculties at the University of Chicago and the University of Texas, and had faculty appointments in the Law School and women's studies programs at the latter institution as well. At Texas, she began her administrative career, serving in turn as director of women's studies, chair of the Sociology Department, vice provost, and vice president and graduate dean. In 2002, she moved to the University of Texas System to serve as executive vice chancellor for academic affairs. In that role, she was the chief academic officer for the nine academic campuses within the University of Texas System. In 2006, she moved to the University of Michigan, where she served as provost and executive vice president for academic affairs until her appointment at Virginia in 2010.

Dr. Sullivan's time at the University of Virginia has been extraordinary in several respects. After being pressured by university board members, she resigned from the presidency in June 2012. She was reinstated a few weeks later, following extensive attention in the national media and a remarkable outpouring of support from university faculty, students, and alumni. In the year since the upheaval, the University of Virginia has completed a large capital campaign and President Sullivan is presenting a new strategic plan before the university board in September.

In March 2013, President Sullivan was honored to receive the leadership award of the Women's Center, a Washington, D.C.-based nonprofit organization. That award honors nationally known and accomplished women from diverse backgrounds and sectors.

The author or co-author of six books and more than 50 scholarly articles, Dr. Sullivan has focused her scholarly research on economic marginality and consumer debt. Her most recent analyses have examined the question of who files for bankruptcy and why. Dr. Sullivan is a fellow of the American Association for the Advancement of Science and has served as chair of the U.S. Census Advisory Committee and as secretary of the American Sociological Association.

In every respect, Dr. Sullivan represents the ideals of the academy and of Dr. Louise McBee. She is a distinguished scholar and leader, and an exemplar of courage and grace under pressure. We are honored that she will deliver the 25th annual Louise McBee Lecture.

25th Annual Louise McBee Lecture

December 6, 2013
11:00 a.m.
UGA Chapel

We're Unsual.

Our graduate programs attract **unusually** accomplished students to what we believe is an **unusually** enterprising and invigorating experience in higher education.
-Erik Ness, Associate Professor

Institute of Higher Education
THE UNIVERSITY OF GEORGIA

The Institute of Higher Education's Masters and Ph.D. programs offer a rigorous and focused curriculum that prepares students for academic, administrative, professional, research and policy positions in higher education, nonprofit and governmental settings.

ihe.uga.edu/graduate-programs/

Zell and Shirley Miller Graduate Fellow 2013

Jennifer Rippner

Jennifer Rippner has been immersed in education policy since she graduated with a BA in political science from the honors program at the University of Florida followed by a JD from the university's Levin College of Law. After moving from Florida where she was director of the Florida Charter School Accountability Center, Rippner managed Georgia's charter school program at the Department of Education and was a board member for NACSA. After three years as Georgia Governor Sonny Perdue's education advisor and executive director of Georgia's Office of Student Achievement, she was appointed to the Georgia Charter Schools Commission, and also served as a senior policy and legal advisor for EducationCounsel, LLC, an education law and policy firm. In 2012, Governor Nathan Deal appointed her to the new State Charter Schools Commission.

Intrigued by the interdisciplinary aspect of UGA's Institute of Higher Education's programs and wanting to do more policy research, she enrolled in the Ph.D. program. A student of Dr. James Hearn, Rippner is serving as a graduate research assistant in the UGA Provost's Office, where she represented the provost in the College Board's Affinity Network to implement common core standards, and where she is coordinating the University System of Georgia's College Completion Incubator, a competitive grant program designed to increase college completion rates through funding institutional innovations. Rippner 'greatly appreciates the intellectual rigor, freedom and encouragement to explore personal research interests, and practical experience that is found within the IHE. The faculty and staff are at the top of their fields as well as sincerely interested in students, which is a unique combination!'

The Zell and Shirley Miller Graduate Fellowship has been awarded annually since 2005 to the graduate student who shows great promise for a future career in higher education. The fellowship has enabled Rippner to travel to Minnesota and Illinois to conduct interviews for her dissertation, a three-state case study titled "How State P20 Councils further K12 and Higher Education Collaboration toward College Completion."

When she graduates in December 2013, Jennifer Rippner would love to be a faculty member at an institution teaching and researching policy on "how to make an impact on education in a political and resource-restricted world." Few new faculty members start out with such a depth of experience in their chosen field.

Elisabeth Hughes

OUTSTANDING ALUMNI

Genie Snyder Chamberlin, EdD [2002]

Sometimes when choosing a career, it pays to "think outside the box". While many IHE alumni find their bliss at colleges and universities, a few end up on an entirely different career path. Genie Snyder Chamberlin is a good example of someone who chose a different route. She had already worked on four college campuses before attending the Institute. Her experiences ranged from admissions to alumni relations, enrollment management to development. "Higher Education has always been my passion," shares Chamberlin. "My goal in getting a doctorate was to build on both my current work experience and to expand my educational background, specifically in higher ed."

Chamberlin, president of Snyder Remarks, Inc. a consulting and educational company based in Athens, Georgia, serves clients nationally and internationally. "When I graduated from IHE, I had transitioned into consulting and training," explains Chamberlin. "I enjoyed working in higher education and business; my favorite work is when I get to combine the two." She adds, "The doctorate in higher education allowed me to deepen my higher education experience on an academic level, blending with my work experience – which made everything from the History of Higher Education to Higher Ed Law come to life."

Chamberlin's workdays are never boring. One day she may be speaking at a conference and then the next day she will be hired to do executive coaching with a university or business leader. Teaching on a college or corporate campus is also part of her job description. "My focus in my dissertation on mission development and campus cultural change has been a backbone to my consulting and speaking practice," says Chamberlin.

Dr. Chamberlin shares some of the lessons learned at IHE that have helped in her career. "Know the history of higher ed so that you can see the future. Be sure of your data. Dig deeper until you know more. Study, listen to and be open to other people's theories before developing your own. Continually assess your work, less you miss something. Higher Ed is a moving target, built on tradition but grown through trial. Trust the process." Chamberlin concludes by sharing, "I learn something from each experience that helps me be more prepared for the next. That lifelong learning thing is truly what drives me."

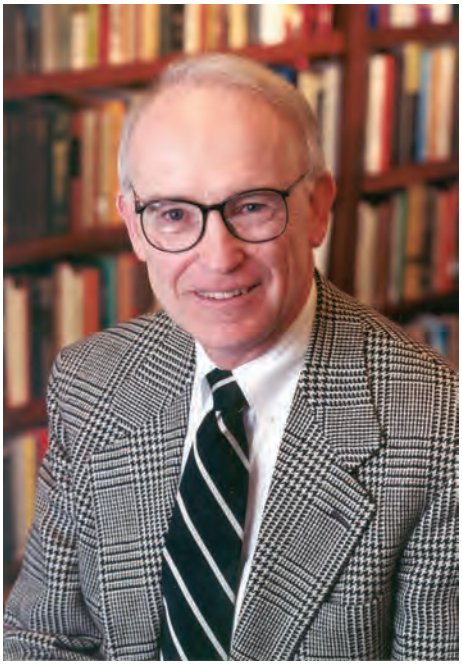
Choosing the right career can take IHE alumni on many different paths. Knowing your passion can make the journey all the more satisfying.

Betz Kerley

Remembering Larry

Larry G. Jones, Senior Public Service Associate Emeritus, died on April 2, 2013, after a long illness. A recipient of the Distinguished Membership Award of the Association for Institutional Research (AIR), he served on the AIR Board of Directors and chaired numerous AIR committees. A past president of the Southern Association for Institutional Research (SAIR), he was awarded Distinguished Membership and was the recipient of the James R. Montgomery Outstanding Service Award. He served as the IHE liaison for the SAIR/IHE Institutional Research Alliance and was the editor of SAIRendipity, an electronic and print op-ed column and the editor/manager of SAIRMAIL, an electronic message service of SAIR.

Dr. Jones came to IHE in 1991 from the University of Georgia Office of Institutional Research, where he edited the UGA Fact Book (1975-1990) and conducted admissions, student, and academic program research. Previously, he was the dean of Midland Lutheran College and served as assistant provost and director of Institutional Research at Wittenberg University.



Perhaps one of the best compliments paid to Larry in recent days has come from a former president of SAIR: "His easy smile and sense of humor made it easy for folks to feel comfortable with him quickly, and his Southern 'style' was a true gift. Larry was an innovative thinker about the practice of institutional research and how that function could help institutions of higher education." His contributions were indeed many and, as a transplanted Minnesotan, Larry would surely enjoy being complimented on his Southern style!

IHE FELLOWS *2013*

Christopher Cornwell
Professor of Economics, UGA

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

Elizabeth DeBray-Pelot
Professor of Lifelong Educ., Admin. and Policy, UGA
Associate Director for Policy at the Georgia Education Policy & Evaluation Center

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

Mary Lou Frank
Interim Vice President for Academic Affairs at Middle Georgia College

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

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

James Minor
Senior Program Officer and Director of Higher Education Programs, Southern Education Foundation

David Mustard
Associate Professor of Economics, UGA

Brian Noland
President, East Tennessee State University

Linda Renzulli
Associate Professor of Sociology, UGA

Lorilee Sandmann
Professor of Lifelong Educ., Admin. and Policy, UGA

Dave Spence
President, Southern Regional Education Board

Randy L. Swing
Executive Director, Association for Institutional Research

C. Edward Watson
Director, Center for Teaching and Learning, UGA

Meihua Zhai
Director, Office of Institutional Research, UGA

The Institute of Higher Education will celebrate its 50th anniversary in 2014.

For 50 years the Institute has been committed to advancing higher education policy, management and leadership through research, instruction, and outreach.

You'll be hearing more about our celebration in the coming issue. Meanwhile, we are looking forward to enjoying another 50 years of success.

Institute of Higher Education
THE UNIVERSITY OF GEORGIA

IHE students Kelly Ochs Rosinger and Lindsay Coco worked with Drs. Sheila Slaughter and Barrett Taylor for two years collecting and analyzing qualitative data on horizontal resource stratification within public research universities. In May they gave a presentation to students in the Executive Ed.D. program on methods of collecting, organizing, analyzing, and presenting qualitative interview data.

STUDENTS BEYOND THE CLASSROOM

The achievements of the Institute's graduate students over the past year once again underscores how productive and talented they are. From appointments to state education commissions, to numerous publications in leading journals and presentations at higher education conferences, to directing a nationwide seminar series with leading scholars on college access, persistence, and completion, to conducting webinars on online teaching and evaluation, to being researchers on national grants, to launching an independent college counseling practice, and to securing faculty and research positions, IHE students seem to have done it all. The Institute's strong faculty and the success of its student body continue to attract top-level applicants to all its programs.

Elisabeth Hughes

Jennifer Rippner has been reappointed by Governor Nathan Deal to the new State Charter Schools Commission, a statewide charter schools authorizing body, in which Charles Knapp is chair. As part of her assistantship with the UGA Provost's Office, she is coordinating the University System of Georgia's College Completion Incubator, a competitive grant program to fund institutional innovations intended to increase college completion. She is currently completing two research projects: one with Dr. Robert Toutkoushian on differences in average faculty salaries by institution and her dissertation on the role of state P-20 councils in furthering K-12 and higher education as they work towards college completion goals. In March, she published a book review of Hannah Holborn Gray's *Searching for Utopia* in the *Teachers College Record*. In April, she was invited to participate in the William Boyd Politics of Education Emerging Scholars program at the annual AERA meeting. She is the current holder of the Zell and Shirley Miller Fellowship at the Institute of Higher Education.

Anthony Jones accepted a position as assistant professor of higher education at Appalachian State University in Boone, NC beginning with the 2013 fall semester. Prior to this position, Anthony was serving as the deputy director & director of policy research for the Advisory Committee on Student Financial Assistance in Washington, DC. This past year he directed the Advisory Committee's 2012 seminar series highlighting the latest research on access, persistence, and completion. Each of the nine seminars was led by prominent researchers on their respective campuses or in the Washington, DC area. Anthony also contributed to and co-edited, along with Dr. Laura Perna, a book that expanded upon the proceedings of the seminar series. The book, *The State of College Access and Completion: Improving College Success for Students from Underrepresented Groups,* was published in June 2013. At the 2013 Student Financial Aid Research Network conference, Anthony presented a paper (in collaboration with Andrew Belasco of IHE and Elizabeth Kurban of the Advisory Committee) analyzing the use of input-adjusted measures, such as six-year graduation rates, to assess institutional performance and distribute need-based grant aid. Anthony continues his work on the editorial board of the *Journal of Student*

During **Lindsay Coco**'s first two years at IHE, she worked as a graduate assistant at the Honors Program. She currently works as a research assistant on Dr. Sheila Slaughter's research team and has spent the past two years engaged in a project studying resource stratification between high- and low-resource academic departments in research universities. In addition, Lindsay is also involved with the Higher Education Initiative for Southeastern Europe (HEISEE) project, an educational development collaboration between IHE and its Croatian partners. Lindsay's professional experiences abroad have contributed to her research interests focusing primarily upon the internationalization of higher education. In particular, she is interested in the use of agents in international recruiting, international branch campuses, and Middle Eastern higher education.

Andrew Belasco was awarded an AERA Dissertation Grant for his work examining the effects of school-based college counseling. In the past year, Andrew has presented at various conferences on topics related to postsecondary undermatch, graduate school debt and "value-added" approaches to evaluating institutional performance. His sole-authored publication titled, "Creating College Opportunity: School Counselors and Their Influence on Postsecondary Enrollment", will appear in *Research in Higher Education* later this year. Andrew and fellow doctoral candidate, Michael Trivette, have recently launched an independent college counseling practice under the name of College Transitions LLC.

Lissette Montoto has an article published in *Educación Global* titled "Universities and the knowledge hubs of the developing world: An in-depth look at the City of Knowledge in the Republic of Panama," which is based on her dissertation research. This study examines the recent phenomenon of knowledge hub creation and how transnational education has helped convert this into a potential strategy for developing countries' capacity building and competitiveness. It reviews trends over the past decade and ongoing initiatives towards this end in Asia, the Middle East, and Latin America.

CLASSROOM

Michael Trivette recently co-authored a paper with Dr. Toutkoushian and Dr. M. Najeeb Shafiq from the University of Pittsburgh, titled "Accounting for Risk of Non-Completion in Private and Social Rates of Return to Higher Education." The paper is featured in the *Journal of Education Finance*, Vol. 39, No. 1. Michael's current research focuses on student access issues as it relates to undocumented students in U.S. higher education. He has also assisted some undocumented students in Georgia with the college search and application process as a result of his involvement with a local nonprofit designed to help undocumented students obtain a college education. Michael and fellow doctoral candidate, Andrew Belasco, have recently worked to provide assistance to the Georgia College Advising Corps as the program expands to include additional counselors and schools. Michael and Andrew have also teamed up to start a new venture under the name College Transitions LLC, an independent college counseling practice designed to help students and families transition to and through higher education.

Kelly Ochs Rosinger's dissertation research uses a randomized control trial to examine how changes in federal financial aid award policy affect student financing decisions. As a research assistant for Dr. Sheila Slaughter, Kelly works on quantitative and qualitative analyses of resource stratification at research universities. Kelly also continues to work with Dr. Jim Hearn, her advisor, on projects concerning institutional admissions and financial aid policies and socioeconomic diversity at selective institutions. She and Dr. Rob Toutkoushian are working on a project examining how the adoption of state merit aid programs affect admissions and enrollment at public four-year institutions. Kelly presented research this past year at annual meetings of the Association for the Study of Higher Education and the Midwest Political Science Association. She will spend much of the next year in the Bolivian Amazon assisting her husband with his dissertation research.

In June, **Jonathan Turk** was invited by Dr. Manuel González Canché to join an Institute of Education Sciences grant that will focus on improving the college readiness of underrepresented students. Jonathan has also submitted multiple research proposals for conference presentation. The first paper, co-written with Dr. González Canché, examines the effects of on-campus housing at community colleges on rates of student retention, graduation, and transfer to four-year institutions. Jonathan also joined fellow IHE students Drew Pearl and James Byars in writing a research study titled "The Impact of the Carnegie Community Engagement Classification: A Synthetic Control Approach". This paper examines the effect receiving the Carnegie Classification for Community Engagement has on measures of institutional prestige and success. An abridged version of the community engagement paper has been accepted as a 60-minute presentation at the 2013 Engaged Scholarship Consortium annual conference.

Julie Staggs spoke on a panel at the Business and Higher Education Forum meeting at the National Press Club in Washington, DC in March on the topic "The Case for 21st Century Workplace Competencies." She also co-presented a paper at the National Association of Graduate Admissions Professionals with Deborah Roach, assistant dean and director of graduate enrollment at Robert Morris University in Pittsburg, PA. Their session was entitled "Identifying, Maximizing, and Utilizing 'Learning Agility' to Develop Leadership Competencies that Drive Efficiency in Graduate Enrollment Management."

Virginia Szabo-Durham presented at the SREB Educational Technology Cooperative's K-20 Symposium on Virtual Teaching and Learning in March 2013. The presentation was "Creating an Evaluation Process for Online Faculty," and she also conducted a webinar on the same topic in November. She presented a paper at the University System of Georgia Adult Learning Consortium Summer Institute in June titled "Quality Matters in Online Education," and was keynote speaker for the Texas Virtual School Network virtual conference in August on "Evaluating Online Teaching."

BEYOND THE CLASSROOM

Jarrett Warshaw holds the UGA Graduate School's Presidential Fellowship. Drs. Jim Hearn and Austin Lacy and Jarrett had a manuscript accepted for publication in *Economic Development Quarterly* entitled "State Research and Development Tax Credits: *The Historical Emergence of a Distinctive Economic Policy* Instrument." In April, Jarrett presented "Institutional Generativity or Reproduction of Privilege? How an Elite Private University Affects Legacy Students" at AERA 2013 in San Francisco. Based on his master's thesis, the manuscript is in preparation with co-authors for submission for publication. At ASHE 2012, Jarrett presented with Dr. Jim Hearn an NSF-sponsored comparative case study of state science and technology policies and effects on universities. They are preparing the manuscript for submission for publication. For ASHE 2013: he is working on one project with Dr. Erik Ness, research that explores governors' perspectives on higher education and economic development. Dr. Rob Toutkoushian, Hyejin Choi, and Jarrett are examining graduate training and effects on faculty career outcomes. Also, he is working with Dr. Kem Saichaie, an administrator at UMASS-Amherst, researching how universities market to prospective students via institutional websites. Dr. Kathleen deMarrais, from UGA's Qualitative Research program, is working with Jarrett preparing a case study of charter-school policy in Georgia for the American Educational Studies Association conference in November. Dr. Karen Webber and Mr. Warshaw are beginning a project on doctoral education and career placement of Ph.D. earners. In fall 2013, he is joining Dr. Sheila Slaughter's research team to study trustees and academe-industry networks. He served recently as a reviewer for the *Economic Development Quarterly*.

Mary Milan Deupree currently works as a policy consultant for the Tennessee Higher Education Commission with Dr. Erik Ness and Ms. Denisa Gándara, planning and conducting a multi-institution case study that is funded by the Ford Foundation. The study explores the campus response to the implementation of Tennessee's outcomes-based funding formula in 2010. Mary also continues her work with Dr. Ness on multiple projects regarding research utilization and the public policy process; last fall, the two co-presented a paper entitled 'A No-Policy State': Research Use in Pennsylvania Higher Education Finance Decisions" at the 2012 ASHE annual meeting. Also last fall, Mary and Dr. Jim Hearn wrapped up a TIAA CREF-sponsored project that researched emerging changes in faculty career contexts. The research led to two published policy reports: "Here Today, Gone Tomorrow? The Increasingly Contingent Faculty Workforce" in *Advancing Higher Education* and "The Contingency Movement: A Longitudinal Analysis of Changing Employment Patterns in U.S. Higher Education" in *Research Dialogue* (co-authored with Austin Lacy).

During the 2012-2013 academic year, **Drew Pearl** assisted the faculty of the Engagement Academy for University Leaders during the implementation of the first mini-Engagement Academy hosted by the University of Minnesota. Drew has been selected as a Fellow for the 2013 National Data Institute and as a participant for the 2013 Emerging Engagement Scholars Workshop. He also presented his research at the 2012 Annual Forum of the AIR and the 2012 National Outreach Scholarship Conference. In addition, Drew joined fellow IHE students Jon Turk and James Byars in writing a research study titled "The Impact of the Carnegie Community Engagement Classification: A Synthetic Control Approach."

Dennis Kramer has accepted a new position as assistant professor and associate coordinator of the M.Ed. programs in higher education within the Curry School of Education at the University of Virginia. He will be creating, promoting, and administering the intercollegiate athletic concentration within the higher education master's program. The aim of the concentration will be training future athletic leaders–through a higher education framework–to understand the business of intercollegiate athletics and how it operates within the academic core mission of postsecondary institutions. Dennis will also teach courses within the higher education program.

Institute Graduates

2012 PhD		2013 PhD
• Barrett Jay Taylor • David H. Dial, Jr. • Wesley Ray Fugate • Jennifer Olson • Stephanie Lynn Hazel	• Sarah Brackmann • Kyle Tschepikow • Yarbrah Peeples • Jennifer H. Nabors	• Leasa Weimer • Heidi S. Leming • Vicki Black • Patrick B. Crane • Lauren K. Collier • Lisette Montoto • Solomon Hughes
2012 MEd		
• Isaiah O'Rear		

Outstanding Alumni

Corey Dortch, PhD [2011]

Corey Dortch likes to live his life at the speed of light. Even as an undergraduate at the University of Georgia, his schedule was jam-packed and his accomplishments were many. He was a member of the Arch Society, the Sphinx Club, and the Blue Key Honor Society and was the recipient of the Tucker Dorsey Memorial Award. He was also one of the two student representatives on the Leadership Advisory Board.

After graduation, Dortch continued his studies at UGA and received his Master of Education in College Student Affairs Administration. He had secured a position at Emory University when he decided to pursue his PhD at the Institute. He thought back to those who had helped him along the way and he wanted to do the same. "My sole purpose for going into higher education was to have an impact on students," shares Dortch.

Working full time in Atlanta while attending the Institute in Athens was not something Dortch would recommend to students but with his usual style and tenacity, he succeeded and received his PhD in 2011.

In 2012, Dortch was named a member of the UGA Alumni Association's 40 Under Forty list of alumni representing the best of UGA graduates.

As senior associate director, MBA Program, Goizueta Business School, Emory University, this IHE alumnus seems to accomplish more in a day than most of us do in a week. "My days range from working with faculty; attending meetings with admissions, career management, and marketing teams; and working with student leaders from our clubs and organizations," says Dortch. "In addition, I am on a number of university committees that require my time and attention."

Dortch shared that his roles at Emory have changed and evolved over time. He has developed various programs that assist MBA students in their studies and credits his IHE education in helping him implement these programs. Dortch has also led trips to Japan, India and Brazil as part of the international mid-semester module. His involvement in the Goizueta Advanced Leadership Academy (GALA) meant spending four weeks in the British Virgin Islands where students learned leadership through sailing.

Dortch reflected on his time at the Institute and stressed to students to "take full advantage of all that the IHE has to offer – especially the incredibly gifted faculty! I would tell them to build relationships with the faculty and with all of the people. You never know when you are going to cross paths again."

Life at the speed of light can be fast-paced, hectic but also very rewarding. Corey Dortch wouldn't have his life any other way.

Betz Kerley

Education Policy Seminars

These seminars bring distinguished scholars to the Institute to address critical issues and research in higher education.

2012-2013

"A Short Introduction to the Concept of Transnational Academic Capitalism"

Ilkka Kauppinen is a university lecturer in the Department of Social Sciences and Philosophy at the University of Jyväskylä (Finland). Kauppinen received his PhD in Sociology from University of Jyväskylä and has a bachelor's in political science and philosophy from the same university. He visited the IHE first in 2010-2011 as a visiting Fulbright post-doc researcher, and since that time he has annually returned to the IHE for shorter visiting periods. At his home university he has actively participated in developing educational structure of the Department of Social Sciences and Philosophy where he also acts as a coordinator of an interdisciplinary program "Living with Globalization". His main research interest is the complex relationship between globalization and academic capitalism. Other key research interest areas are sociology of globalization, and economic sociology. His most recent articles include "Different Meanings of 'Knowledge as Commodity' in the Context of Higher Education", "A Moral Economy of Patents: The Case of Finnish Research Universities' Patent Policies", and "Towards Transnational Academic Capitalism."

"Sequestration and Beyond: Financial Challenges and Opportunities for Colleges and Universities"

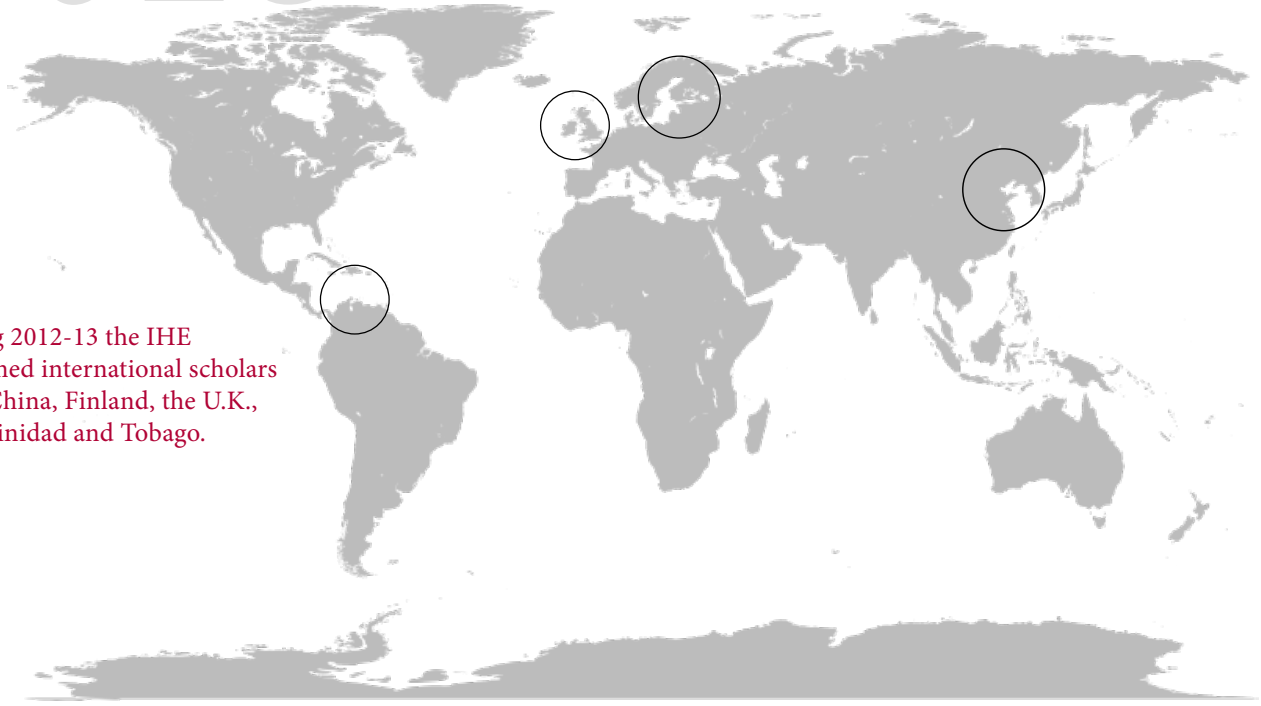
Kenneth E. Redd is director of research and policy analysis at the National Association of College and University Business Officers (NACUBO), and a fellow at the Institute of Higher Education. Ken is an expert on college finance and student financial aid issues, and has focused his recent intellectual efforts toward understanding factors that lead to student and college and university financial success.

At NACUBO, Mr. Redd directs the annual survey of college and university endowments and other studies on higher education finance issues. He came to NACUBO in 2008 from the Council of Graduate Schools, where he directed the organization's research and policy analysis efforts. Previously, he served as director of research at the USA Group Foundation (now the Lumina Foundation for Education) and as a senior research associate at Sallie Mae. He has also worked as a researcher and analyst at the American Association of State Colleges and Universities, the National Association of Independent Colleges and Universities, and the Congressional Research Service. The Chronicle of Higher Education named Mr. Redd as one of ten up-and-coming "New Thinkers in Higher Education" in 2005. He is the author of a number of publications focused on higher education policies and practices, including the widely cited "Discounting toward Disaster: Tuition Discounting, College Finances, and Enrollments of Low-Income Undergraduates."

"Valuation of University-based Research in Britain: Rhetoric and Reality (or 'Yes, but what are you going to do with it?')"

Stevie Upton joined the Institute in August as a postdoctoral associate. At the time of her presentation, she was a public policy portfolio manager at the Arts & Humanities Research Council, Swindon, and also a research officer at the Institute of Welsh Affairs, Cardiff. Both her PhD and MSc are from the School of Planning and Geography at Cardiff University, UK, and a BA in Geography from the University of Cambridge. The titles of her three latest articles are: "Advocates, Critics and the Economic Valuation of Knowledge Exchange: Overcoming a Beguiled Trance", "Identifying Effective Drivers for Knowledge Exchange in the United Kingdom", and "Universities as Drivers of Knowledge-Based Regional Development: A Triple Helix Analysis of Wales."

2013 At Home at the IHE
International Scholars



During 2012-13 the IHE welcomed international scholars from China, Finland, the U.K., and Trinidad and Tobago.

The Institute is about to say goodbye to **Dr. Lijing Yang**, who has spent two years as a postdoctoral researcher focusing on higher education policy and economics and international comparative education. Lijing, whose expertise has been such an asset to many of us, described her teaching and research training at the Institute as giving her the confidence and experience she needed to land a faculty position at Ohio University. **Dr. Zhaohui Yin**, an associate professor in the School of Education at Wuhan University, who has been comparing undergraduates' entrepreneurial activities and university/industry relations at research universities in China and the U.S., is returning home in September. Also leaving is **Hanying Li**, a doctoral student at Beijing Normal University's Institute of International and Comparative Education, who has been researching faculty promotion and the tenure process at UGA. Replacing Li is another doctoral student from the same Institute, **Xiaolin Liu,** who studies evaluation and assessment and who was assigned to assist the executive Ed.D. program's study abroad in Beijing and Shanghai in June 2013.

In the fall the Institute will host two additional scholars from China: **Dr. Hewen Wu**, an associate professor in Shaanxi Normal University's school of education, where he researches the role of universities in economic and social development in the western region of China and e-learning management and assessment, and **Dr. Zhiqiang Yue**, an assistant professor at Jiangxi Agricultural University, who majored in international economy and trade and who studies the economics and governance of higher education.

Dr. Ilkka Kauppinen from Finland's Jÿvaskÿla University is completing his fourth stay at the IHE, and has recently been appointed an Institute Fellow. Dr. Kauppinen, a researcher and lecturer in the department of Social Sciences and Philosophy's Sociology unit, has worked with Dr. Sheila Slaughter and edited a book with Dr. Brendan Cantwell-a former postdoc at the Institute and now a faculty member at Michigan State University- titled *Academic Capitalism in the Age of Globalization* to be published by Johns Hopkins University Press.

Dr. Stevie Upton joins the Institute of Higher Education as a postdoctoral researcher from the UK, where most recently she has been part of a research team at Cardiff University on a European Commission-funded project investigating teaching-based university-business cooperation. Prior to this she was employed by one of the seven national higher education research funding councils, the AHRC, where she developed the Council's new guidance for academics seeking to engage with public policy. Her research interests include the policy and practice of university knowledge exchange and the role of universities in regional social and economic development. At present she is working on methods for assessing the scope and effectiveness of teaching- and research-based knowledge exchange, and investigating the potential for universities to drive collaboration at the city-regional scale.

Dr. Eduardo Ali from the University of the West Indies visited the Institute in June to discuss possible collaborations. Dr. Ali is the program manager of Institutional Effectiveness at the university's St. Augustine campus in Trinidad and Tobago.

Elisabeth Hughes

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Students from the Institute's Executive Ed.D. program visited the Ministry of Education and five universities in Beijing and Shanghai this summer as part of their comparative higher education class.

Applications are being taken for the next cohort to start in January 2014.

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