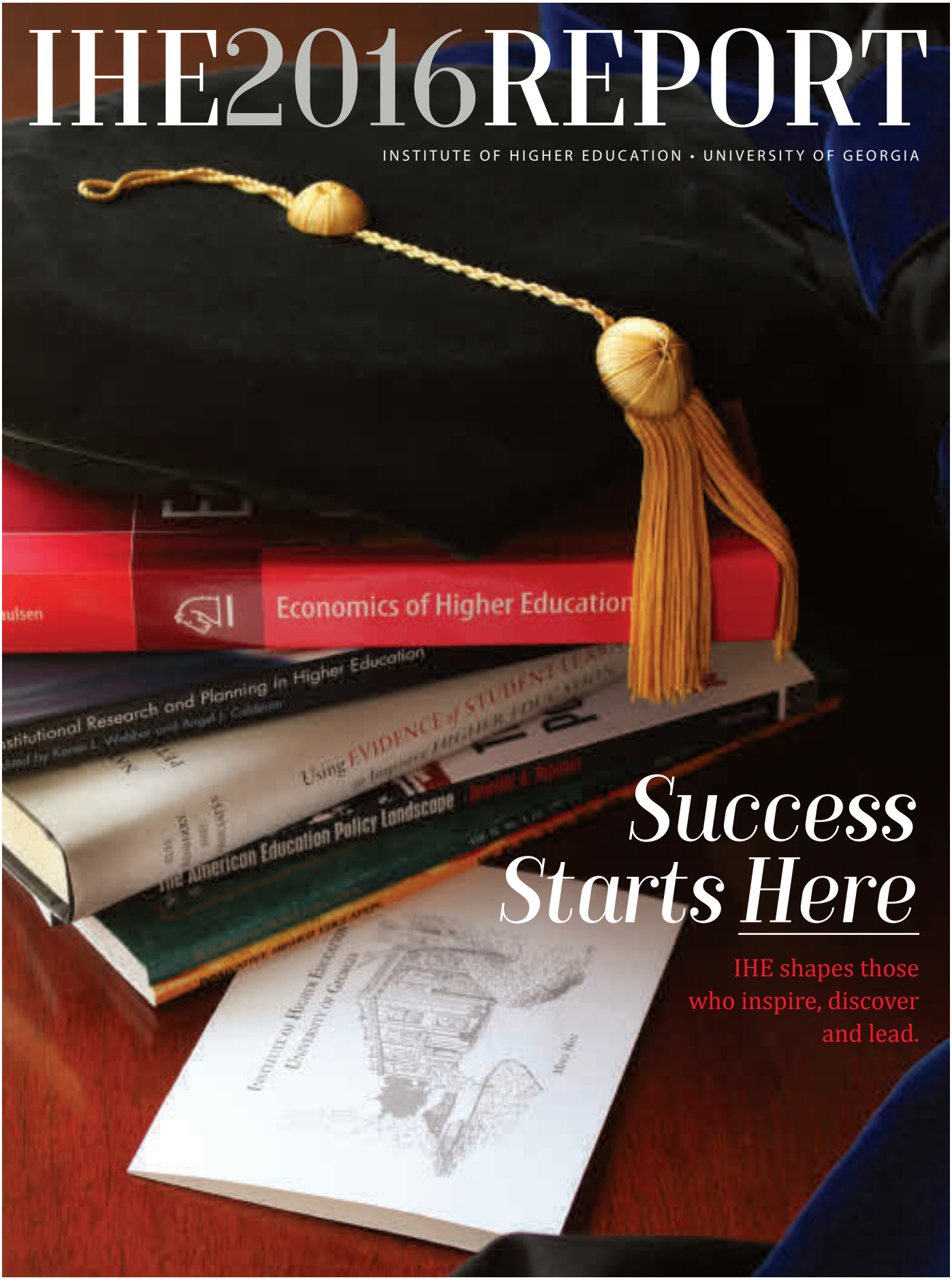
IHE2016REPORT

INSTITUTE OF HIGHER EDUCATION • UNIVERSITY OF GEORGIA



Success Starts Here

IHE shapes those who inspire, discover and lead.

Explore here.

The Institute of Higher Education at the University of Georgia explores the critical issues of higher education, in teams and individually, with particular emphasis on organization, governance, policy, finance, and faculty development.

Founded in 1964, the Institute offers the Ph.D., Ed.D., and M.Ed. degrees and collaborates in a Master's of Public Administration degree through UGA's School of Public and International Affairs. The Institute also collaborates on projects and programs with other academic units at UGA, state agencies, and both national and international universities.

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University of Georgia
INSTITUTE OF HIGHER EDUCATION

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University of Georgia
INSTITUTE OF HIGHER EDUCATION

University of Georgia: Jere W. Morehead, *President.* Pamela S. Whitten, *Senior Vice President for Academic Affairs and Provost.* Russell Mumper, *Vice Provost.* **Institute of Higher Education:** Libby V. Morris, *Director.* James Hearn, *Associate Director.* **IHE Report 2016:** Sharron Hannon, *Editor.* Susan Sheffield, *Managing Editor.* Rick Fiala, *Graphic Designer.* Sharron Hannon, Manuel González Canché, Susan Sheffield, *Contributing Writers.* Peter Frey, Leslie Gordon, Kent Hannon, Dorothy Kozlowski, Dennis McDaniel, Robert Newcomb, Mariea Tountasakis (cover), Andy Tucker, *Contributing Photographers.*

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From the Director

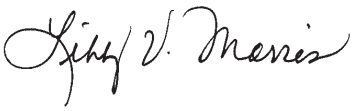
WITH A NEW ACADEMIC YEAR UNDER WAY, it is always interesting to look back at the achievements of the previous year. That's exactly what we do with the annual *IHE Report*. The 2016 edition, which primarily covers events and activities from 2015-16, captures the many successes enjoyed by IHE students, faculty and alumni over the past year. We are proud to share news of their awards and honors, new jobs and promotions, and wide-ranging professional accomplishments.

This edition also spotlights cutting-edge research by IHE faculty member Manuel González Canché, who makes the case for how spatial econometrics and network analysis can strengthen higher education research. As he explains in the article beginning on page 12, testing for potential bias based on spatial dependence is an important component that can lead to better policy and practice decisions.

Three IHE programs also are featured in this edition: our long-standing collaborations with higher education institutions and associations in Croatia, our Executive Ed.D. program, and the Georgia College Advising Corps. We have signed a new agreement with the University of Rijeka, brought on a new Ed.D. associate director and welcomed the 4th cohort to this Atlanta-based program, and added a new partner school (Cedar Shoals High School in Athens) to the GCAC program.

In reading through the 2016 *IHE Report*, I was struck by an overarching theme of how students, faculty and alumni collaborate to advance research and to serve state and national policy and program discussions. Comments from recent graduates Denisa Gándara and Jarrett Warshaw (page 4), current student Jason Lee (page 27), and alumnus Tom Bowen (page 31) speak to the unique learning environment offered by the Institute and how that special relationship continues long after students have graduated.

By the way, if this edition of the *IHE Report* looks a bit different, it's a reflection of the work of editor Sharron Hannon and graphic designer Rick Fiala. Sharron joined the IHE staff in August 2015 after doing public relations work for other University of Georgia units for 25 years. Rick, a former UGA colleague of hers, also worked for Emory University for many years. We were pleased to have them lend their skills to our annual report. And they were ably guided by Susan Sheffield, who has been the lead creator on the *IHE Report* for many years. Thankfully, Susan returned to IHE part-time following her retirement in March 2016. As anyone familiar with IHE knows, Susan is indispensable!

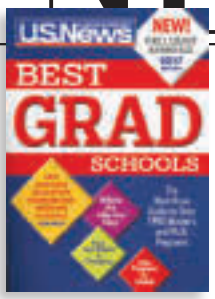


LIBBY V. MORRIS | *Director, Institute of Higher Education*

IN THE NEWS

U.S. News & World Report

Ten Years in the Top 10



■ FOR THE 10TH YEAR IN A ROW, the University of Georgia has claimed a top 10 ranking from *U.S. News & World Report* for higher education administration graduate programs offered by the Institute of Higher Education.

› In the magazine's 2017 rankings of Best Grad Schools, IHE programs were ranked 6th by education school deans in the specialty category—the only southern school other than Vanderbilt (8th) to make the list.

› The ratings are based on nominations by deans of graduate programs granting education doctoral degrees and deans of graduate studies, who were asked to choose up to 10 programs of excellence in various specialty areas.

Georgia Trend

A "Most Influential" Georgian

■ IHE ALUMNA JENNIFER FRUM (Ph.D., 2009) was named to *Georgia Trend*'s newest list of the 100 Most Influential Georgians. She joined UGA President Jere Morehead, as well as a host of business and political leaders included in the annual list, published in the magazine's January 2016 issue.

Jennifer Frum

At age 47, she is among the youngest of those selected by the magazine for "making an impact on the lives and livelihoods of people across the state."

Frum was previously named one of four Power Women by *Georgia Trend* in 2012, the year she was named vice president for public service and outreach at UGA, the first woman ever to hold that position.

Frum's profile on the current Most Influential list notes that she "has strengthened the PSO's economic development partnerships across the state and implemented three strategic priorities for UGA's outreach programs, which have a $587-million impact on the state: help create jobs and prosperity, develop the state's leaders and address critical state issues." She is also credited with reviving UGA's New Faculty Tour, which showcases the state's culture and economy while encouraging faculty to identify ways they can help address critical state issues.

A native of West Virginia, Frum has worked in a variety of positions in outreach administration since arriving at UGA in 1995. As head of the PSO Division, she oversees university resources that are extended statewide.

Chronicle of Higher Education

Quoted: Ed.D. Student on Race

■ ED LEE, a member of the current cohort of students in IHE's Executive Ed.D. program, was quoted in a *Chronicle of Higher Education* article (April 29, 2016) about Emory University's response to student demands on race issues.

Lee, executive director of the Barkley Forum Center for Debate Education at Emory, served as a facilitator for one of the working groups appointed by Emory's senior vice president and dean of campus life to examine the 13 demands issued by Black Students of Emory last fall. He headed the group that addressed the demand to block Yik Yak, a controversial social media application that allows anonymous comments, by creating a "geofence."

Ed Lee

Lee told the *Chronicle* that when his working group got together, he asked two questions: Why is a geofence on the table? And what is the primary issue we are trying to resolve? After discussion, the group concluded that a ban on Yik Yak would be more symbolic than useful and instead recommended establishing a student-led team to respond rapidly to hate speech.

Lee was well-equipped to lead his group. His interests include creating organizational structures and programs that facilitate deliberation and dialogue, as well as advocacy training and developing student empowerment.

Lee hopes to combine his Ed.D. degree with his knowledge of debate and deliberation to promote dispute resolution models that use conflict as a catalyst for creative and innovative educational reforms.

Inside Higher Ed

Defining "First Generation"

■ RESEARCH BY IHE PROFESSOR Rob Toutkoushian and two IHE students on what is meant by the term "first-generation student" was reported on by *Inside Higher Ed*, following a presentation of their findings at the 2015 ASHE conference.

Rob Toutkoushian

Despite the widespread use of the term by educators and policy makers, "no one has defined what they mean by 'first generation,'" says Toutkoushian, who used data from a nationally representative sample of students for his study, assisted by graduate students Rob Stollberg and Kelly Slaton.

Does a first-generation college student come from a home where neither parent earned a college degree? What if the parents attended college, but didn't graduate? Does it matter if it's a biological parent that attended college or some other adult residing in their home? And what about siblings?

The definitional question matters because of mounting pressure to increase the rate of college attainment among U.S. adults. Toutkoushian's research found that first-generation students—no matter how broadly or narrowly defined—are less likely to plan on taking a college entrance exam, apply to college and enroll. ■

ON THE MOVE

The hooding of Denisa Gándara and Jarrett Warshaw was captured on the Jumbotron at Commencement in May.

Faculty Positions in Texas and Florida for New IHE Ph.D.s

■ DENISA GÁNDARA AND JARRETT WARSHAW, who recently earned degrees from the Ph.D. program in the Institute of Higher Education, have moved on to faculty positions at Southern Methodist University and Florida Atlantic University, respectively.

Gándara was one of 33 students nationally awarded a 2015 Ford Foundation Dissertation Fellowship, and she also was one of nine students receiving support from a minority dissertation fellowship program of the American Educational Research Association. While a student at IHE, Gándara received the Zell and Shirley Miller Graduate Fellowship given by IHE faculty to a student with outstanding scholarly potential, academic record and professional achievements.

At SMU, Gándara is now an assistant professor in the Department of Education Policy and Leadership. Sondra Barringer, who served as a postdoctoral research and teaching associate at IHE, also has joined the faculty in that department.

"I will always be indebted to the faculty at IHE for all of the academic, professional and personal support I received throughout my doctoral studies," said Gándara. "In addition to the excellent instruction and stimulating discussions in the classroom, I benefited greatly from opportunities to work on faculty members' research projects and to practice teaching."

Warshaw, who held a presidential fellowship from the UGA Graduate School, worked as a consultant with IHE faculty member James Hearn on a two-phase research project with the Council of Independent Colleges. He received the Outstanding Doctoral Student Award at the 2014 annual meeting of the American College Personnel Association and the 2013 Best Poster Award from the American Educational Research Association's Division J: Postsecondary Education.

At Florida Atlantic University, he is now an assistant professor in the Department of Educational Leadership and Research Methodology.

"The IHE has given me every possible opportunity to prepare for an academic career," said Warshaw. "I've especially appreciated being part of a community of such strong faculty, students, staff and alumni, which continues to inspire me to push my work as far as it can go. I'm grateful for the training I've had and also for the relationships I've formed along the way. Both are special and will last a lifetime."

A UGA Master Planner Moves to New Role With College of Environment and Design

■ DANNY SNIFF (Ed.D. 2011) assumed a new leadership role at UGA this year as the director of academic partnerships in the College of Environment and Design. He had served as associate vice president for facilities planning and University Architect since 2000.

Sniff works directly with CED Dean Daniel Nadenicek to provide leadership for the UGA-Georgia Tech partnership, the Georgia Design Collaboration, and to instruct and oversee students working collaboratively between the professions of landscape architecture, architecture and planning.

Sniff continues to serve the Division of Finance and Administration on several special projects that include overseeing campus master planning efforts at UGA's extended campuses and outlying facilities,

Danny Sniff

and consulting with the new leadership of the Office of University Architects on an as-needed basis on building design reviews.

During his tenure with the Office of University Architects, Sniff and his team administered over $2.5 billion in new construction and renovated space that resulted in a 50 percent increase in building square footage at UGA. A major initiative accomplished under his leadership was the development and completion of UGA's comprehensive physical master plan in 1997, which has guided new building plans for nearly two decades. His commitment to historic preservation helped direct the systematic renovation of nearly every facility on UGA's historic North Campus, including Meigs Hall, home to the IHE.

West Oversees Eight Campuses for HBCU Shaw University

■ MICHAEL WEST (Ed.D. 2015) recently accepted a position as executive director for the Center for Alternate Programs in Education at Shaw University. CAPE is an undergraduate degree-completion program designed for busy/working adults. The senior leadership role has administrative and academic oversight for eight Shaw University campuses spread across North Carolina.

Michael West

Located in Raleigh, Shaw is the first historically Black institution of higher education in the South and among the oldest in the nation. West will be responsible for developing and implementing innovative approaches to increasing brand awareness, enrollment, retention rates, gradation rates, and program outcomes at each of the CAPE campuses.

Prior to this position, West, a Navy veteran, spent nine years serving in executive roles at Carthage College in Wisconsin. He also has served as associate vice president for marketing and planning with the higher education consulting firm Stamats Educational Services Group.

More Moves

Collier Joins Tennessee Higher Ed Commission

■ LAUREN COLLIER (Ph.D. 2013) joined the Tennessee Higher Education Commission in June as director of institution and board affairs. Previously, she served as executive assistant to the president at Volunteer State Community College.

Lauren Collier

Collier also served as the first executive director of South Carolina Campus Compact and started the Center for Civic Engagement at the College of Charleston. Her scholarly interests include strategies and management of liberal arts colleges, student learning outcomes and community impacts of community engagement, and women in higher education leadership.

Parker Named to Accreditation Post

Maggie Parker

■ IHE DOCTORAL STUDENT MAGGIE PARKER has been named the new associate director for accreditation in the Office of the Senior Vice President for Academic Affairs and Provost at the University of Georgia.

Parker works with the senior director for accreditation to support institutional accreditation, strategic planning, and data analytics related to planning. She comes to the provost's office from the Office of Faculty Affairs, where she was associate director for program review. Parker is currently working on her dissertation in pursuit of her Ph.D.

Jones Heads Financial Aid Office

Anthony Jones

■ ANTHONY JONES, who is pursuing a Ph.D. with IHE, has been named director of student financial aid at Appalachian State University.

He brings 20 years of experience in post-secondary education, primarily focused on student financial aid, to the job, having previously served as the deputy director and director of policy research for the Advisory Committee on Student Financial Assistance in Washington, D.C. He also worked in the financial aid offices for the National Association of Student Financial Aid Administrators and for the U.S. Department of Education.

Stephens Moves to New Administrative Role

Jennifer Stephens

■ JENNIFER STEPHENS (Ph.D. 2013) moved into a new role at Georgia Gwinnett College in July. She now serves as the deputy chief of staff in the Office of the President, providing strategy formulation and operational support to the chief of staff, president and executive leadership team. Previously she served the college as associate vice president of public affairs. Stephens participated in the American Council on Education's 2015-16 Fellows program, which prepares emerging leaders for senior positions in college and university administration.

Hughes Involved in Diversity Work

Solomon Hughes

■ SOLOMON HUGHES (Ph.D. 2013) was named assistant director of the EDGE Doctoral Fellowship Program at Stanford University in July. The program supports the recruitment and academic success of outstanding doctoral students who have the potential to enhance the diversity—broadly defined—of their academic disciplines and fields.

Miller Moves to Valdosta State

Vincent Miller

■ VINCENT MILLER (Ed.D. 2011) has taken on a new role as vice president for student affairs and dean of students at Valdosta State University. He most recently served as associate vice president for student affairs and enrollment management at Georgia Southern University, where he had held a variety of positions since 2006.

Hamilton Takes Admissions Post

■ ALI HAMILTON (M.Ed. 2016) was recently named senior assistant director of admission at Rhodes College in Memphis, Tenn. ■

Ali Hamilton

KUDOS
IHE PEOPLE

Lumina Foundation Spotlights Hearn Research

IHE PROFESSOR AND ASSOCIATE DIRECTOR JAMES HEARN was among 13 higher education researchers and thought leaders nationally who authored a series of papers released by the Lumina Foundation in 2015-16.

The papers offer insights into how states and their public institutions have implemented outcomes-based funding models to improve upon decades-old performance- and enrollment-based funding approaches.

"Done right, outcomes-based funding has the potential to bring improved efficiency, effectiveness, and equity to public higher education in the U.S.," says Hearn. "The great challenge lies in getting it right: the multiple goals of public higher education need to be borne in mind, incentives need to be developed collaboratively by individual campuses and key stakeholders, and outcomes measures need to be well designed and well targeted. Thus far, OBF remains a 'work in progress' across the states."

These outcomes-based funding policies, developed in recent years by state policymakers, working with higher education leaders, have focused on increasing student academic success and better serving students of color and students from low-income families.

Hearn's paper examines outcomes-based funding in historical and comparative context. Drawing on his own work over the past two decades, as well as the work of other researchers in this area, Hearn offers detailed reviews of several formula funding models and their respective strengths and weaknesses.

"State allocations for public colleges and universities are a singularly important element in the nation's investment in higher education and thus central to its performance," writes Hearn. "Choosing among state funding approaches requires considering not only the initial but also the longer-term costs and returns, including opportunity costs. Systems driven heavily by performance on certain outcomes require long- as well as short-term thinking."

Tomorrow's outcomes-based funding models will evolve to...

- create space for institutions to innovate and experiment,
- create aid and tuition incentives for student persistence,
- graduate underserved students, and
- integrate post-graduate outcome measures.

In announcing the series of papers, the Lumina Foundation noted that numerous independent research studies have found evidence that funding models with financial incentives for colleges and universities to help students complete their programs of study result in better pathways and support for students. The need for finance systems oriented around improving student outcomes is urgent, the Foundation argues, especially for ensuring more equitable outcomes for students from all racial and ethnic backgrounds.

"Done right, outcomes-based funding has the potential to bring improved efficiency, effectiveness, and equity to public higher education in the U.S."—*IHE Professor and Associate Director James Hearn*

Meadows Receives Alumni Award From UGA Graduate School

LAURA MEADOWS (Ed.D. 2013) was among 12 graduates honored by the University of Georgia Graduate School with the 2015 Alumni of Distinction Award for achieving exceptional success in their professional careers and in service to their community. The awards were presented last fall.

Recipients have been recognized in their professional fields at the regional, national and international levels as evidenced by publications and awards received, serving as mentors and role models in their profession, and contributing to their local and global communities.

Meadows is the director of UGA's Carl Vinson Institute of Government, which provides technical assistance, applied research, technology solutions, and training and development services to governments in Georgia and internationally. Prior to her work with UGA, Meadows was appointed as the first executive director of the OneGeorgia Authority. She also served as the commissioner of the Georgia Department of Community Affairs, assistant secretary of state, and state director of the U.S. Department of Agriculture's Rural Development program.

Laura Meadows

Meadows also was one of nine women chosen for the inaugural class of UGA's Women's Leadership Fellows Program.

Major Co-authors Book on Learning Assessment

CLAIRE MAJOR (Ph.D. 1998) recently co-authored a book, *Learning Assessment Techniques: A Handbook for College Faculty*, which provides 50 easy-to-implement active learning techniques that gauge student learning across academic disciplines and learning environments.

Claire Major

Major is a professor of higher education at the University of Alabama in Tuscaloosa. She teaches courses on college teaching, technology in higher education, reading research in the field of higher education, and qualitative research methods. Her research interests are in the areas of faculty work, pedagogical approaches, technology for teaching, and online learning. She has authored and co-authored several books and also publishes her work in leading education journals.

Fugate Selected to Attend Executive Leadership Academy

WESLEY FUGATE (Ph.D. 2012), vice president and chief of staff at Randolph College, was one of 23 senior-level administrators in higher education nationwide selected by the Council of Independent Colleges (CIC) to participate in the 2016–2017 Executive Leadership Academy.

Wesley Fugate

The year-long Academy is intended to help prepare provosts and vice presidents to serve as effective college presidents. Fugate participated in an opening seminar in Washington, D.C. in July and also will engage in readings, webinars, a mentoring program and a closing seminar. In addition, he will develop a professional experiential learning plan focused on specific areas of presidential responsibility. At Randolph, Fugate oversees the Office of the President, the Office of College Relations, and serves as strategic adviser to the president and is the secretary of the Board of Trustees.

Jackson Receives Lifetime Achievement Award for 'Distinguished Service'

THE GEORGIA EDUCATION ADVANCEMENT COUNCIL honored former University of Georgia vice president Tom Jackson (Ph.D. 2008) with its Lifetime Achievement Award "in recognition of his many years of distinguished service to his alma mater, the University of Georgia."

GEAC is an association of communications, development and alumni professionals in public and private colleges, universities and technical colleges in Georgia. Jackson was UGA's official spokesman for 27 years, including nine years as the university's vice president for public affairs.

Tom Jackson

In 2015, Jackson began a new job as the University System of Georgia's heritage communications executive. His duties include updating the late Cameron Fincher's history of the state system. Fincher's second edition carried the history through 2002.

Jackson is also executive director of the Georgia World War I Centennial Commission, which is gearing up for observances of the hundred-year anniversary of U.S. and state involvement in the war, mainly in 2017 and 2018.

Eck Presented with Louisburg College Presidential Medal

James Eck

LOUISBURG COLLEGE Provost James Eck (Ph.D. 1997) was presented with the college's Presidential Medal—an honor bestowed on very few in the 229-year history of the North Carolina institution. Eck, who came to Louisburg in 2010, was recognized by President Mark La Branche for his "tireless work" on the school's 10-year SACS reaffirmation of accreditation. The medal was presented at a December luncheon.

Sandmann Named to Academy of Community Engagement Scholarship

IHE FELLOW Lorilee R. Sandmann was a 2015 inductee for membership in the Academy of Community Engagement Scholarship (ACES). She was one of nine inducted during a ceremony last fall at the Engagement Scholarship Consortium Conference held at Penn State University.

Lorilee R. Sandmann

A professor emerita in the Department of Lifelong Education, Administration, and Policy at UGA, Sandmann serves as editor of the *Journal of Higher Education Outreach and Engagement.*

In announcing her induction, ACES credited her research, publications, teaching, and leadership as having had "an intense and ongoing influence on the development of some of the early and most widely used theoretical and conceptual frameworks for community engagement." ■

Building Relationships

The signing of an MoU with the University of Rijeka takes IHE-Croatia collaborations to a new level.

IT HAS BEEN JUST OVER 15 YEARS since Ed Simpson had his first almost-chance meeting with a delegation from Croatia visiting the U.S. on an embassy-funded tour. He recalls getting a phone call from Jennifer Frum, a colleague in UGA's Division of Public Service and Outreach, who knew of his interest in continuing professional education with an international reach.

"It was the Martin Luther King holiday and I had planned to go sailing," says Simpson, "but of course when Jennifer called, I couldn't say no."

Simpson met with the delegation, comprised of representatives from Croatia's then-four universities, who wanted to know more about higher education in Georgia.

"It was a wonderful meeting," he says, "but afterwards I remember thinking, 'We'll see if anything comes of it.' I was almost surprised when, a couple of months later, the head of the delegation invited me to the University of Zagreb for a follow-up meeting."

Cameras roll as IHE Director Libby Morris (center) signs the Memorandum of Understanding with University of Rijeka Rector Pero Lucin and Snjezana Prijic-Samarzija, director of the Center for Advanced Studies, South East Europe.

The rest, as they say, is history.

Since those first meetings in 2001, numerous IHE faculty and doctoral students have traveled to Croatia for workshops and presentations—and the institute has, in turn, hosted numerous visits to Athens.

Simpson, a longtime IHE Fellow and Distinguished Public Service Fellow Emeritus, completed a Fulbright Senior Specialist Project at the University of Zagreb in 2004 and also was named as an external expert for a European Union TEMPUS grant at Zagreb that same year. In 2007, IHE associate professor Doug Toma spent five months lecturing at the University of Zagreb and other institutions as a Fulbright Senior Scholar, helping develop the relationship.

A primary focus in those early years of collaboration involved providing guidance and support as Croatian university leaders worked to adapt their university system to meet the changing needs of their relatively new democratic nation.

Jasmina Havranek (right), director of Croatia's Agency for Science and Higher Education, visited IHE last February with colleague Sandra Bezjak, the accrediting agency's assistant director for higher education.

"We initially started doing programs to support their in-country training for college administrators," says IHE Director Libby Morris, who has made several trips to Croatia over the years. "Several times the rectors and vice-rectors of the major universities—equivalent to presidents and provosts—convened administrators from across Croatia to participate. These programs, as well as programs involving travel to UGA, have been supported by the institutions, the U.S. State Department, and the embassy."

Another important goal for Croatian leaders was to accommodate the higher education guidelines required for membership in the European Union. That included meeting the tenets of the Bologna Process through which more than 40 European countries eventually agreed to standardize higher education systems in Europe. Meeting those standards meant major restructuring of Croatia's education system, which was hampered by highly decentralized management of autonomous faculties, state budget limitations, uneven technological resources, and other challenges. But the goal was eventually achieved and Croatia became the 28th E.U. member in 2013.

"We in the U.S. tend to take higher education for granted," says Simpson, "but education is the foundation of our democracy. International work reminds us of this important fact, helping us to value and improve American higher education even as we work to assist changing systems in other parts of the globe."

Simpson notes that the collaborations with Croatia have always involved a mutual exchange of ideas and that IHE students have reaped benefits in seeing the institute's public service and outreach mission in action.

"The most important thing," he notes, "is to bring a global perspective to the doctoral training we provide at IHE. We need to ensure that the next generation of leaders and policymakers understands the importance of thinking internationally, and has a grasp of the social, cultural, political, and governance issues facing higher education worldwide."

> "The collaborations with Croatia have always involved a mutual exchange of ideas."—Ed Simpson

Morris agrees: "IHE has a research, instructional, and public service mission, and we consider Croatia

an ideal location to exchange ideas about the administration and development of higher education. When we develop programs for the exchange, it pushes us to see U.S. higher education issues, like admissions and financing, from a different perspective."

An important milestone in the IHE-Croatia partnership was reached in 2012 when IHE faculty traveled to Croatia to participate in two nationwide scholarship fairs. McBee Professor Sheila Slaughter presented the keynote address, while Rob Toutkoushian gave a workshop on funding institutions of higher education. Morris and Simpson, part of the IHE delegation, used the occasion to introduce the Higher Education Initiative for Southeastern Europe (HEISEE) to researchers, administrators, policymakers, and government officials from Croatia and other regional countries attending the fairs.

HEISEE had been created earlier that year when a group of faculty and administrators from Croatia visited the IHE to continue discussion about a regional program for higher education.

Fast forward to 2016. With the groundwork well laid—and with relationships carefully developed through the years—it was time, finally, to take the IHE-Croatia partnership to a new level. So in May, Simpson and Morris, along with Slaughter, returned to Croatia to sign a Memorandum of Understanding with the University of Rijeka.

A milestone was reached in 2012 with the creation of the Higher Education Initiative for Southeastern Europe.

"The signing of the MoU represents a watershed for the relationship between IHE and the greater Croatian higher education community," says Simpson. "For the past 15 years, we've had a mutually productive partnership of shared professional development courses and programs, but it has been characterized by an ad hoc approach. With the signing of the MoU and the HEISEE project now becoming a permanent element of the University of Rijeka's Center for Advanced Studies-South East Europe, we have a lasting foundation on which to continue building institutional capacity for all parties.

"Although based in Rijeka, the mission for HEISEE is to serve the entire region," he adds. "The MoU enhances IHE's ability to achieve this goal by working more closely with the University of Rijeka and all the HEISEE partners."

Those partners include the Institute for Social

LUCIA BRAJKOVIC: A RISING STAR

Lucia Brajkovic

LUCIA BRAJKOVIC had earned a degree from the University of Zagreb and was working as a public relations officer there when she met Ed Simpson and learned about the long-standing cooperation between Croatia and IHE.

That led to her applying for and receiving a Fulbright Fellowship to come to UGA to further her education. As a doctoral student at IHE, she was named a Zell and Shirley Miller Fellow, an award given to students with outstanding scholarly potential, academic record and professional achievements. She also worked as a graduate research assistant at UGA's Carl Vinson Institute of Government. Her dissertation research focused on higher education systems in post-transition countries of Central and Eastern Europe.

"Being a Ph.D. student at IHE was one of the most rewarding experiences of my life," says Brajkovic. "I gained invaluable knowledge and training through the coursework and conversations with my peers, had the opportunity to work with the most prominent scholars in the field of higher education today, and formed life-long friendships. This program prepared me for a career in international higher education research and policy analysis, and enabled me to obtain a position at the American Council on Education's Center for Internationalization and Global Engagement."

Brajkovic started work as a senior research associate at CIGE last fall, after an initial stint with ACE as a summer intern. Earlier this year, she was a contributor to an ACE-CIGE international brief titled *Engaging with Europe: Enduring Ties, New Opportunities*.

The University of Georgia

Sveučilište u Rijeci
University of Rijeka

Memorandum of Understanding

between

The Board of Regents of the University System of Georgia by and on behalf of
The Institute of Higher Education at the University of Georgia in Athens, Georgia, U.S.A.

and

The Center for Advanced Studies, Southeast Europe (CAS SEE) at the University of Rijeka, Croatia

I. Introduction

II. Initiative Objectives

III. Activities

SPONZURA Sveučilište u Rijeci i Sveučilište u Georgiji formalizirali desetogodišnju suradnju

Kreću novi studijski programi o strateškom upravljanju

Left, first page of the MoU. Below, the newspaper headline says: "The University of Rijeka and the University of Georgia formalize a 10-year cooperation; new strategic governance and management study programs launched."

Left: While in Croatia, Morris and Ed Simpson presented a plaque to Vlasta Vizek-Vidovic (center) on behalf of the partners in the Higher Education Initiative for Southeastern Europe for her service to the development of HEISEE.

Research in Zagreb, the Institute for the Development of Education (NGO), and the Agency for Science and Higher Education, the accrediting agency for Croatia, whose director visited IHE in February 2016.

The U.S. Embassy in Zagreb also has functioned as an unofficial partner, providing several grants to HEISEE over the last three years. "The embassy has been a wonderful resource and supporter throughout IHE's involvement in Croatia," says Simpson, "for which we are very grateful."

Cooperative activities to be covered by the five-year agreement (renewable for an additional five years) may include faculty and student exchanges, collaborative research programs, seminars and workshops, and service programs, with specific terms to be mutually agreed upon.

IHE is helping with the development of a master's in higher education management.

"We are also collaborating with the University of Rijeka on the development of a master's program in higher education management," says Morris. "This program will be the first in the region and should bring a higher level of expertise to the study and administration of post-secondary education in the country."

Already IHE faculty—including Karen Webber, Tim Cain and others—have been to Rijeka to work on developing instructional modules on governance and management, quality assurance and other topics for the master's program. Once the program's accreditation process is complete, IHE faculty will teach several courses in person and on-line.

And thus a beneficial partnership, carefully tended over time, will continue to grow into the foreseeable future. ■

Assessing the Illusion of Independence

How spatial econometrics and network analysis can strengthen higher education research, leading to better policy and practice decisions.

By Manuel González Canché
IHE Assistant Professor

HIGHER EDUCATION is a complex field of study encompassing areas of research as diverse as student affairs, student financial aid, policy and politics, state and federal financing, sector effects, comparative studies, and student migration, as well as student college choice, access, persistence, and success. The common denominator that must guide all research on higher education issues is one that is based on the desire to reach a rigorous and robust understanding of the best decision-making strategies that positively influence the likelihood of success or improve future prospects of the units of analyses (*i.e.*, students, faculty, institutions, sectors, state financing, loan repayment, and decreased debt burden). Regrettably, it seems that the prevalent characteristic surrounding decision making regarding higher education policy and practice is a lack of support based on research findings.

There are at least two factors that may be driving this disconnect between decision-making and research findings. The first is the typical time-lag between research paper submission, peer-reviewed evaluation, acceptance, and eventual publication. The second factor relates to the focus of higher education research, which tends to study the results associated with policy and practice decisions rather than to guide these decisions in the first place. This situation makes the distinction between research and evaluation difficult to separate in many instances, a discussion that goes well beyond this brief essay.

A point worth noting is that regardless of the purpose of research on higher education (*i.e.*, informing and assessing decision processes that affect different actors or analyzing programs and policies), researchers should always try to obtain the strongest possible evidence to help improve our understanding of the issue under study. While qualitative research is truly needed and valued, the current essay focuses on the role of quantitative analysis in higher education research and particularly highlights spatial dependence issues and their not-so-apparent

relationship with network analysis.

The illusion of independence among units of analysis (*e.g.*, students, institutions, states) is at the heart of traditional statistical models. This assumption that units are not affected by their immediate contexts, peers, or both more often than not leads researchers to make inferential claims based on biased estimations. Accordingly, this discussion is timely and relevant because lack of independence among units of analysis based on spatial proximity is one of the least frequently addressed problems known to render biased results.

Indeed, these biased results can lead to (a) the implementation of programs, strategies, and policies that may potentially have hurtful and/or unexpected consequences, or (b) the inaccurate assessment of the effects of previously implemented programs. In this view, the overt assessment of spatial dependence issues and their broader implementation in higher education represents a unique opportunity to strengthen the inferences and analyses conducted in this applied field of study.

The purpose of this essay is threefold. First, it calls attention to the ways in which the lack-of-independence issues may lead to upward (*i.e.*, more pronounced than in reality) or downward (*i.e.*, less pronounced than in reality) estimations of factors influencing variation in the outcomes of interest. The second purpose is to discuss two closely interrelated yet thus far disconnected perspectives that enable testing and, if necessary, correcting for this lack of independence (*i.e.*, network analysis and spatial econometrics/geostatistics). The third purpose is to discuss two studies in which issues of lack of independence have been addressed in higher education research relying on analytic techniques that are yet to be broadly implemented in higher education research.

Lack of independence among units of analysis based on spatial proximity is one of the least frequently addressed problems known to render biased results.

What is "Spatial Dependence" and why should we be concerned about it?

IN 1970, WALDO TOBLER stated that "everything is related to everything else, but near things are more related than distant things" (Tobler, 1970, p. 236). This statement is now known as the first law of geography and straightforwardly captures the notion of spatial dependence. A real-life situation in which spatial dependence is observed is in the price-setting of consumer products, such as gasoline. To exemplify this scenario let us assume that there are three gas stations located close to one another, as shown in Figure 1 below. For the sake of simplicity, let us focus on gas stations A and B. In this scenario, customers will tend to select the less expensive option, assuming that the quality of their

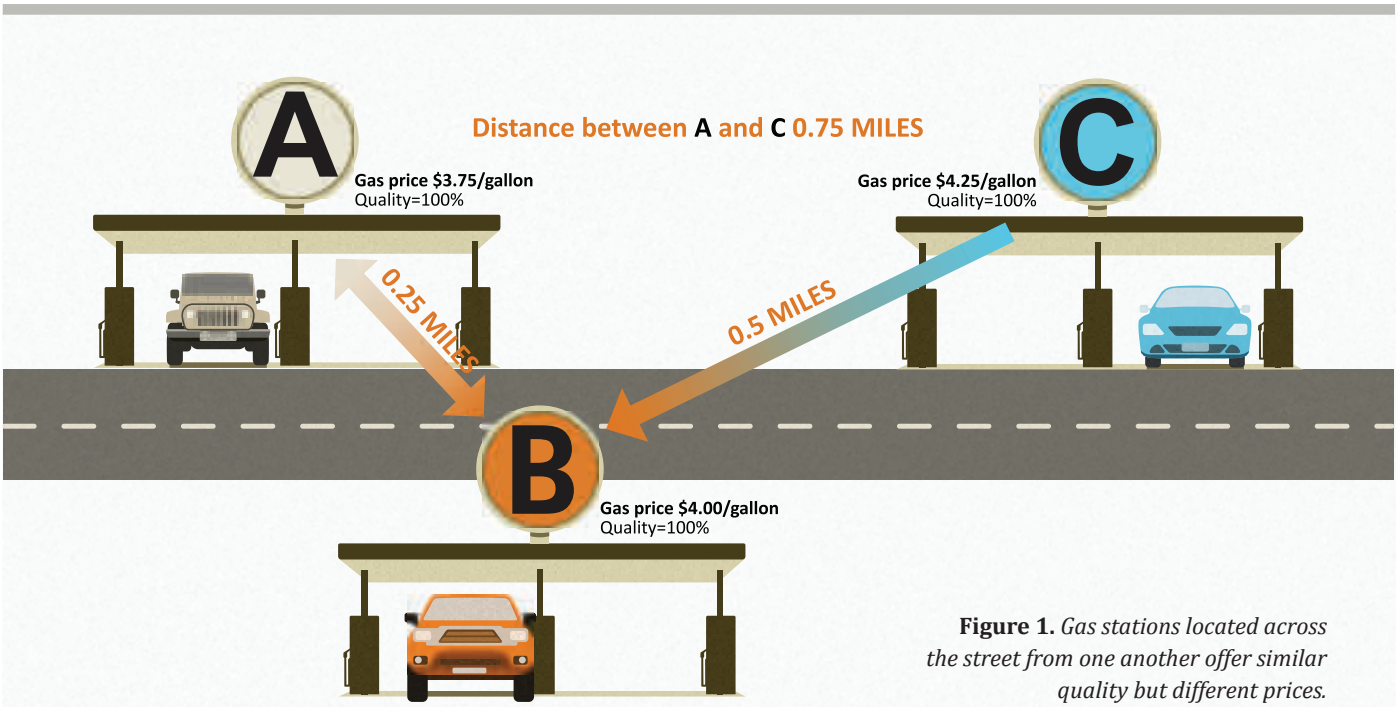


Figure 1. *Gas stations located across the street from one another offer similar quality but different prices.*

product is similar. Figure 1 shows that the tan gasoline station (A) charges less and has a similar quality to its closest competitor (B); consequently, station A is selected more often than station B, yet both gas stations actively affect the prices that its competitor can charge. That is, if station B decreases its prices, station A would be forced to adjust its prices accordingly in order to remain a competitive option and *vice versa*.

The issue of spatial dependence becomes relevant when peer institutions (*e.g.*, gas stations) influence the variation of the outcome of interest (the price of gasoline). For instance, let us assume that we are interested in modeling the factors driving variation in gas prices but we rely on regression models that assume independence of gas prices across gas stations. In this case, we would ignore the fact that the gas prices charged by gas stations located in close proximity to one another are not independent, and that the gas prices they charge will tend to covary.

Conceptually speaking, then, the main issue resulting from spatial dependence is that units of analysis may appear to have better or worse outcomes than in reality. Extrapolating the spatial dependence idea to higher education tuition price-setting, one can argue that if an institution of higher education *i* (IHE*i*) is the neighbor of IHE*j* and IHE*j* performs extremely well in charging higher tuition amounts, spatial autocorrelation will lead researchers to estimate better outcomes for IHE*i*, regardless of this institution's actual abilities to charge higher or lower tuition prices, therefore reaching biased estimates. This idea has been applied to research on the higher education tuition price-setting process in four recent studies (González Canché, 2014, 2016a, 2016b; McMillen et al., 2007). In all four cases, the authors provided evidence that tuition prices (McMillen et al., 2007) charged to nonresident students across different types of institutions (González Canché, 2014, 2016a) depend on the prices charged by the closest neighboring institutions. Accordingly, these studies relied on spatial econometric approaches to address this 'spatial dependence' problem.

In sum, spatial dependence of model outcomes represents an important limitation faced by naïve regression models, which effectively ignore the extent to which the outcomes of a unit of analysis (*e.g.*, institution in this study) will be influenced by its neighboring institutions' outcomes (and *vice versa*). Accordingly, the assumption that units' or institutions' outcomes are geographically independent constitutes a serious violation of one of the fundamental assumptions of standard regression models (Bivand, Pebesma, & Gómez-Rubio, 2013; Cressie, 2015; Schabenberger & Gotway, 2004). Given the availability of data that can be geocoded, (or, in the case of IPEDS, are already geocoded) research in higher education must begin testing and correcting if needed for spatial dependence of outcome variables before final model specification.

The issue of spatial dependence becomes relevant when peer institutions influence the variation of the outcome of interest.

The link between Spatial Dependence and Network Analysis

IT IS WORTH NOTING that the notions of "closeness" and dependence have been successfully identified and applied to temporal data wherein researchers know that values measured *close together in time* are more similar than values measured *further apart in time* above and beyond random chance. This issue is referred to as serial autocorrelation and implies that a given outcome Y is likely to have more in common (depend or covary) with the immediately preceding observation (Yt-1) than with the observation measured 10 time units previously (Yt-10), for example. The measurement of time can be recorded in days or months, but in higher education research it is typically documented in years.

When it comes to spatial data, however, the notion of spatial autocorrelation is considerably less frequently used in higher education research. Interestingly, the rationale is similar to the idea of closeness in time. More specifically, contemporaneous spatially autocorrelated observations (*i.e.*, observations recorded in the same period of time and in close spatial proximity) are likely to be more similar than values measured farther away from each other in space.

Going back to Figure 1, the gas price charged by gas station A is expected to be more closely related to the gas price of its closest neighbor, gas station B, which is located within a shorter distance (*i.e.*, within 0.25 miles), than the gas price at gas station C, which is situated farther away (*i.e.*, 0.75 miles away). Indeed, the notion of distance can be broadened to include emotional, affective, or adscription measures (such as taking the same class, belonging to the same consortium, etc.), as discussed below.

Although the details of model specification are beyond the scope of this essay, it is important to note that, conceptually speaking, the information contained in Figure 1 can be represented as a matrix of spatial dependence in which the row and column intersection between two units of analysis would have number one if a given condition is met and a zero otherwise. (This same matrix may also contain values greater than 1, representing some form of strength of relationship. For

the purposes of this essay, we will only deal with dichotomic (1,0) links.) The criterion used to create the arrows shown in Figure 2 is referred to as 1-k neighboring specification, in which a connection is only established between a particular gas station and the station that is within its closest proximity.

This 1-k criterion has directionality. For example, gas stations A and B are connected with a bidirectional arrow because, for both stations, the other is their closest unit. In the case of gas station C, the arrow goes from C to B, but there is no arrow from B to C given that for B the closest station is A. It is also evident that there is no link between gas stations A and C. The matrix representation of this figure is show in the following array:

	GAS STATION **A**	GAS STATION **B**	GAS STATION **C**
GAS STATION **A**	—	1	0
GAS STATION **B**	1	—	0
GAS STATION **C**	0	1	—

Note that the diagonal (highlighted in blue) of the array accounts for self-selection, which in the case of spatial analysis is not allowed. Note further that the link between row B and column C is 0, but the intersection between row C and column B contains a 1. This is because in the matrix of influence, rows are assumed to "send" links to columns. In this case, gas station C is "sending" a link to its closest neighbor B, but gas station B is not returning this connection given that its closest neighbor is station A, not station C. Once this matrix has been defined and operationalized, the analyst can easily test for spatial dependence based on proximity, wherein the outcome variables of units that have nonzero intersecting cells will be tested for dependence.

In this respect, it is worth noting that network analysis principles follow the same procedure in terms of matrix representation to create sociograms or visualizations of units' connections in the network as shown in Figure 2. An important characteristic of network analysis is that the only source of information used to create Figure 2 is shown in the array. That is, while distance between units was used to create the link or connections, this distance measure is no longer used to plot the network representation. Rather the network-analysis-layout-algorithm employed detected that gas stations A and B must be "closer" to one another because they selected each other, and that station C should be placed farther away given that station C was not selected by either A or B.

The most important difference between network analysis and spatial econometrics is the definition of the matrix of influence. In the latter, this definition is based on physical distance between units, while in network analysis it is based on social links, such as friendship, taking classes together, ascription to a reading club, being suspended together, or enrolling in the same higher education institution, to mention some examples. Nonetheless, as depicted in Figure 2, both procedures can be easily merged to render similar results.

The most important difference between network analysis and spatial econometrics is the definition of the matrix of influence.

From a practical point of view, it is important to note that the set of analytic techniques that are available to conduct spatial econometric analyses are transferable to the analysis of networks, which truly leads to the possibility of accounting for dependence issues in analysis of units associated among themselves. This notion was implemented in a recent study of community college students' credit-taking patterns where González Canché and Rios-Aguilar (2015) tested whether credit accumulation was associated with the average credit accumulation attained by classmates in a large community college located in California. The matrix of influence was established following the same rationale used to build the one represented in the array shown above. In this case, a student had a connection

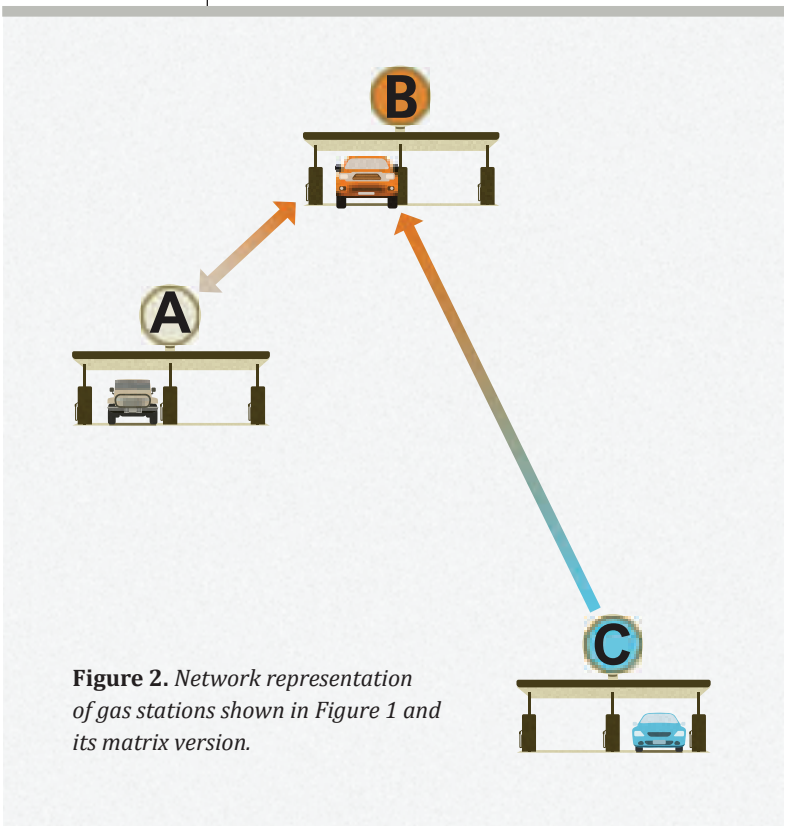


Figure 2. *Network representation of gas stations shown in Figure 1 and its matrix version.*

with another student if she or he took a class with this student during the two years of individual panel data collection. The modeling approach we employed in that study allowed for the empirical testing of peer effects in community colleges and allowed for inferences that were robust to lack of independence issues. Notably, we found that peer effects are particularly strong for underrepresented minority men attending community college. For underrepresented minority female students, peer effects were not significantly associated with their credit accumulation because, at least in this community college, minority female students accumulated more credits than everyone else in the "network."

In another recent study, I applied network principles to capture student migration patterns at the population level, demonstrating the spatial dependence of these patterns across neighboring states and assessing the extent to which these mobility patterns were related to tuition-setting behaviors across different institutional sectors within a given state. I arrived at the conclusion that since both states' abilities in attracting students and the institutions' tuition-setting behaviors are affected by geographic location, future studies should consider implementing methods that account for spatial dependence before conducting final model estimation.

These two examples help to justify the need for more studies that can be conducted employing analytic techniques to investigate the lack of independence issues in higher education settings. The possibility of accounting for dependence is important given that, as highlighted at the beginning of this essay, many areas of research in higher education to a great extent continue to assume independence of the units of analysis. Such an assumption should no longer be valid *per se* given the availability of analytic techniques capable of testing and, if necessary, correcting for dependence issues based on spatial or social proximity.

In returning to the purpose of this essay, it is clear that units of analysis more often than not are not independent from one another and that their level of interaction (based on spatial proximity, friendship, membership to a common organization) most likely influences these unit's outcomes. Fortunately, the rather problematic independence assumption can and should be tested relying on analytic techniques designed to address the bias associated with dependence among units of analysis. In this view, the overarching goal of this essay was to highlight the general mechanisms through which spatial econometrics and network analysis can be brought together to assess for and if necessary correct for spatial and non-spatial dependence before final model estimation in hopes to reach more accurate depictions of factors affecting the outcomes of interest. Nonetheless, recall that although spatial and network analysis represent a window of opportunity to strengthen researchers' estimations, the use of sophisticated and rather complex methods simply for the sake of using "fancy methods" is useless in an applied field. In this vein, if after assessing for dependence issues, results show no need for its correction, researchers should always go with the simplest model. Conversely, estimating the simplest model without testing for potential bias should no longer be acceptable.

Estimating the simplest model without testing for potential bias should no longer be acceptable.

In closing, it is worth noting that the incorporation of analytic techniques such as spatial dependence and network analysis to an applied field such as higher education should always go beyond mathematical strength and should ultimately aim for the improvement of our understanding of the phenomenon under study, thus revealing the best possible actions to be taken to impact positively on the lives of participants. ■

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MANUEL GONZÁLEZ CANCHÉ

Manuel González Canché

MANUEL GONZÁLEZ CANCHÉ, assistant professor of higher education, joined the faculty of the Institute of Higher Education in 2012, immediately after graduating from the Center for the Study of Higher Education at the University of Arizona. Earlier in his educational career, he earned a bachelor's degree in educational research and a master's degree in higher education and quantitative methods from esteemed universities in Mexico, his home country.

González Canché relies on the use of quantitative analytic techniques to address what he considers topics with clear policy implications in higher education. His research follows two different, yet interconnected paths. The first can be broadly classified into issues of access, persistence and success, with emphasis on institutional sector effects on students' outcomes. The second focuses on higher education finance, with emphasis on spatial modeling and student migration.

González Canché's research employs data-visualization methods, including geographical information systems, representation of real-world social networks, and text-mining techniques. In related work, he aims to harness the mathematical power of network analysis to find structure in written content and is proposing an analytic method (Network Analysis of Qualitative Data) that blends quantitative, mathematical and qualitative principles to analyze text data—an approach yet to be broadly implemented in education research.

As a first-generation college student and graduate himself, González Canché has a special research interest in factors and policies enhancing underrepresented students' opportunities for educational success. His findings challenge traditional ideas about the negative impacts of community college enrollment on subsequent educational attainments.

He has secured funding for research from the Spencer Foundation, the American Education Research Association/ National Science Foundation, the Association for Institutional Research and the Institute of Education Sciences.

Getting to Know You

As the 4th Executive Ed.D. cohort began studies in January, a new associate director came on board with them.

Ed.D. students get to know each other in and out of the classroom. Above, playing an interactive game called Imaginalia and cruising on a canal in the Netherlands.

WHEN THE MEMBERS of the 4th cohort of IHE's Executive Ed.D. program came together for the first time last January, they were not the only ones new to the program. Leslie Gordon was barely a month into her job as associate director, succeeding Elisabeth Hughes, who had retired in November after several years in the position.

But Gordon was no stranger to UGA or academia. A UGA Honors graduate, with a master's degree from the University of Michigan and a doctorate from Georgetown University, she had served as associate director of assessment in UGA's Office of Academic Planning since 2011. Before that, she had spent two years as assistant to the vice president for instruction at UGA and also had served as an adjunct faculty member in the department of Romance languages, teaching courses in Spanish linguistics.

Gordon first met the new cohort at their hotel in downtown Athens, then escorted them to campus. "The walk gave them a few minutes to chat with each other," she says, "and that continued over coffee when we got to Meigs."

The group of 15 is diverse in terms of background and experience. While most hold MBAs or MPAs, there is an MEd and MPH in the group, plus one student with a Master of Sacred Theology *and* a Master of Divinity.

Most currently hold administrative positions at higher education institutions, and all are working full-time while striving to complete their degrees.

The two-year program—launched in 2010—is structured to accommodate busy working professionals, with Thursday-Sunday meetings in Atlanta throughout the year, as well as two week-long international trips, scheduled in the summer months.

At the initial get-acquainted meeting in Athens, the cohort met all IHE faculty and staff and got an overview of the institute from Director Libby Morris. They also met Executive Ed.D. Director Charles Knapp, whose distinguished career in

The cohort visited the Institute of Applied Sciences on their international trip with Jon File (bottom left), of the Centre for Higher Education Policy Studies, and Executive Ed.D. Director Charles Knapp (bottom right). Associate Director Leslie Gordon is in the center of the second row.

higher education includes a decade as president of the University of Georgia.

Knapp meets with the cohort throughout the program, convening each weekend meeting with a discussion on leadership that includes a guest speaker with significant experience in higher education, business or public policy. He also travels with the group on international trips, which this year took them to the Netherlands to learn about European higher education systems.

"The cohort bonded quickly and have spent many hours together—not only in class, but at group dinners in Athens and Atlanta," says Gordon. "The trip to the Netherlands provided more opportunities for the group to spend time together and also allowed for many conversations around emerging dissertation topics."

Recruitment for the 5th cohort is getting under way.

The students are encouraged to consider research questions arising from their areas of expertise and ongoing interests and to quickly move into literature reviews and consideration of research methods. "The pace is brisk," says Gordon. "Six months into the program, the students have submitted proposals for their dissertation topics, and they're paired with major professors by the end of the summer."

The research component of the program's comprehensive curriculum helps students build the expertise necessary not only to complete the dissertation, but also to supervise and evaluate the research applied in managing complex organizations.

As the cohort begins its third semester this fall—and recruitment efforts get underway for the 5th cohort to begin in 2018—Gordon says she has enjoyed her first year in her new role.

"It's a pleasure to join the Institute of Higher Education and to work with the accomplished professionals that we have in this cohort," she says. "I have a great interest in the learning experience offered by this program, and the small cohort size allows me to observe more closely the individual paths to learning and to facilitate that process as much as I can. The interaction between the cohort members and the faculty creates a stimulating environment for inquiry and dialogue, and I enjoy studying that exchange. I look forward to watching this group advance in their dissertations and in their careers."■

From "College?" to "College!"

The Georgia College Advising Corps helps high school students further their education.

IT'S THE END-OF-THE-YEAR MEETING for the Georgia College Advising Corps, a group of 17 young men and women who have spent the 2015-16 academic year working with high school students in six school districts in the state. Themselves recent college graduates—some of them first in their families to get a post-secondary education—they are gathered to share success stories.

As each adviser delivers a Powerpoint presentation they have put together, complete with photos of the students they have worked with throughout the past year, there is an occasional catch in the throat, even a few happy tears.

Some success stories are about persuading those who don't see themselves as college material to take the SAT or ACT—with surprising results. Others are about assisting with financial aid forms and applications that led to scholarships to finance the college dream.

But all are tales of the positive outcomes that can occur when high school students get a boost of moral and practical support that they might otherwise be missing.

"GCAC meets a critical need," says program director Yarbrah Peeples. "With school counselors facing crushing caseloads, our advisers offer one-on-one help to students who are less likely to have friends or family members who have navigated the complicated world of college admissions and financial aid. And because advisers are close in age and background to the students they serve, they can connect in ways that others often cannot."

Launched in 2008, the Georgia College Advising Corps is a public service and outreach effort of the Institute of Higher Education that was initially made possible through a partnership with the Watson-Brown Foundation and the national College Advising Corps. Since then, financial support from other foundations, organizations and individual donors has allowed the program to expand from an initial four schools to 14.

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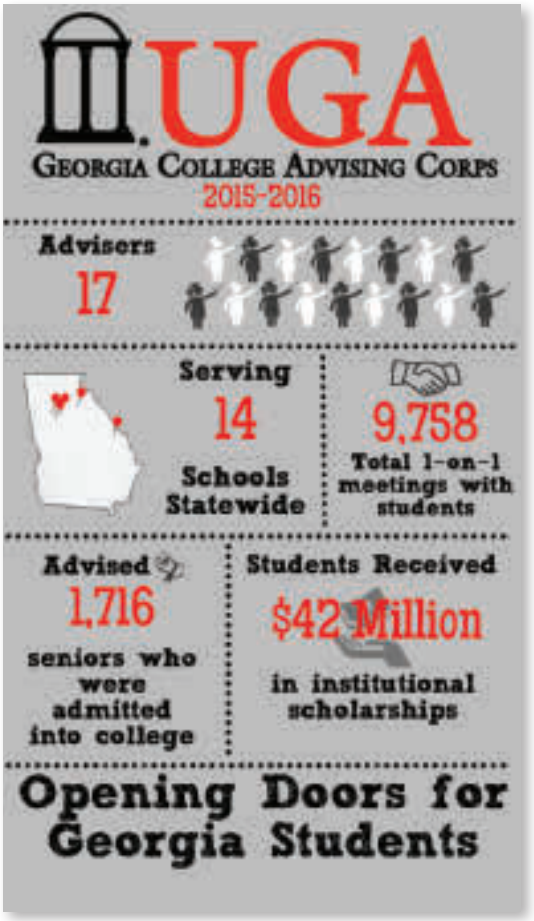
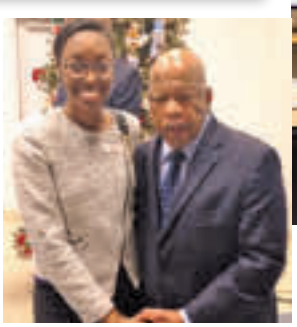
GCAC 2016-2017
PARTNER HIGH SCHOOLS

Benjamin Mays High School
BEST Academy High School
Cedar Shoals High School
Clarke Central High School
Coretta Scott King Young Women's Leadership Academy High School
Drew Charter School
Grady High School
Maynard Jackson High School
Meadowcreek High School
North Atlanta High School
Rockdale County High School
Salem High School
Therrell High School
Westside High School

Jessica Taylor, who was assisted by a GCAC adviser as a high school student, is now paying it forward as a Westside High School college adviser. She is shown here with members of the school's guidance department at their spring college fair.





North Atlanta High School adviser Mikala Bush got to meet Rep. John Lewis through a former NAHS student who was interning in the congressman's office and told him about GCAC. Bush was able to secure the same internship for one of her current seniors.

Adviser Victor Onukwuli, a UGA grad, describes why he is involved with GCAC.

UGA graduates and Therrell High School advisers Chelsea Smith (left) and Chanelle Washington pose with their 2016 Gates Millennium Scholar, Kia Surrell, who is attending Xavier University in Louisiana this fall.

Advisers are recruited to serve for two years and they go through an intensive training program before being assigned to their schools.

"We are very fortunate to have GCAC based in IHE," says Peeples, who became involved with the program during her graduate studies at the institute. "We are able to attract recent college graduates who are dedicated and passionate and then give them an opportunity to hone their skills as they figure out their future graduate school or career plans."

The end results are impressive. According to an evaluation led by a Stanford University researcher, high schools that partner with the College Advising Corps see a significant increase in college-going rates versus control schools in similar areas. Advising corps schools also see an average increase of $1 million in scholarship support for their college-going students.

Such results are celebrated at "Decision Day" ceremonies, where high school seniors proclaim their college choices with posters or t-shirts and other paraphernalia.

Clarke Central High School in Athens began Decision Day a few years ago as part of the school's effort to get more students into college. GCAC adviser Darnell Shelton served as the master of ceremonies at this year's event and obligingly took selfies with the students who came by to thank him afterwards.

And then there is the pay-it-forward success story of Jessica Taylor. As a student at Thomson High School, she was assisted by Ashley Holmes from GCAC's first corps of advisers (2009-11). She went on to graduate from Alabama A&M University and now is a GCAC adviser herself. ■

YARBRAH PEEPLES: ENABLING SUCCESS

Yarbrah Peeples

YARBRAH PEEPLES (Ph.D. 2012) began working with the Georgia College Advising Corps while still a graduate student at IHE and became director of the program after earning her doctoral degree.

Her interest in higher education access and success issues related to first generation, low-income and minority students dovetail well with her GCAC responsibilities.

"We are fortunate to have Yarbrah Peeples lead the GCAC program," says IHE Director Libby Morris, who worked to establish GCAC as an outreach program of IHE in 2008. "As director, Dr. Peeples is in charge of the staffing and network overall, including relating to the high school principals and counselors. The position requires an incredible array of skills —from understanding the research and literature on college going, to measuring outcomes, to hiring and staffing, to making the dollars and cents work."

Last year, Peeples applied to participate in the Education Policy Fellowship Program and was selected as a member of the class of 2015-16. The 10-month professional development program is sponsored by the Institute for Educational Leadership, a national organization based in Washington, D.C. that helps emerging leaders in education and related fields acquire new perspectives and skills through state-site programs.

"I learned a great deal through the EDFP," says Peeples. "The readings and meetings and guest speakers helped me understand what our GCAC advisers are dealing with in schools."

As a doctoral student at IHE, Peeples was the recipient of the Zell and Shirley Miller Graduate Fellowship for the 2010-2011 academic year. She holds an M.S. in higher education from Florida State University and earned a B.S. in business management, along with an MBA, from Florida A&M University. Prior to starting her doctoral studies, Peeples was an academic program specialist with the TRIO Student Support Services Program at Florida State.

AROUND IHE

IHE Welcomes New Postdoctoral Fellow Ashley Clayton

■ ASHLEY CLAYTON joined the Institute of Higher Education in August after earning her Ph.D. in educational research and policy analysis at North Carolina State University, where she gained research and teaching experience, in addition to rigorous methodological training.

She was the recipient of an Association for Institutional Research dissertation grant for her dissertation "Assisting Students in the College Choice Process: Three Essays on the Role and Effectiveness of College Advising Professionals in Public High Schools." Additionally, she served as the editorial assistant for the *Journal of Higher Education* for the past two years.

"I am honored and excited to be joining the Institute of Higher Education. I am looking forward to collaborating with faculty on research projects, teaching in the quantitative methods sequence, and serving as a resource for students." Ashley B. Clayton

Her research agenda broadly focuses on postsecondary outcomes for underrepresented student populations, with an emphasis on college access and success. Specifically, her research is focused on examining postsecondary policies and systems that aid or inhibit the educational transitions of marginalized populations. Several of her publications examine college access interventions, pre-college advising, community college pathways, remedial education, and the postsecondary experiences of underrepresented minority populations.

Clayton earned her M.S. in higher education administration from Florida International University and her B.S. in interior design from Virginia Tech. She has worked professionally in undergraduate admissions and TRIO Upward Bound programs.

"I am honored and excited to be joining the Institute of Higher Education," says Clayton. "I am looking forward to collaborating with faculty on research projects, teaching in the quantitative methods sequence, and serving as a resource for students."

Elisabeth Hughes Retires

ELISABETH HUGHES retired last December after serving for six years as the associate director of IHE's Executive Ed.D. program. She worked with the first three cohorts after the program was launched in January 2010. At her retirement reception, Executive Ed.D. Director Charles Knapp read a proclamation thanking Hughes for her service as the administrative liaison between the Ed.D. students and IHE faculty and for handling the logistics of delivering the program in Atlanta.

Susan Sheffield Retires ... But Not Quite

SUSAN SHEFFIELD, who has worked at the Institute of Higher Education since 1982, retired from her full-time position as IHE's administrative manager in March of this year, but returned in May and continues to work on a part-time basis.

Meet the New Ph.D. Students

INCOMING PH.D. STUDENTS (left to right) Holly Hawk, Jennifer May, Charles Sanchez, Linsey Hammond, Justin Jeffrey, Danielle Kerr, Ngozi Okafor and Hee Jung Gong come to IHE from other universities and positions in higher education administration in the U.S. and abroad.

Karen Webber

Distinguished Service Award

IHE FACULTY MEMBER KAREN WEBBER was presented a distinguished service award for exceptional contributions to the activities and success of the Society of College and University Planning (SCUP) at the 2016 international conference held in Vancouver in July. The award was in recognition of her "exceptional leadership as a member of the SCUP Planning Institute Concept Team." Recipients are nominated and selected by the SCUP Board of Directors on the basis of their contributions to SCUP, length of service, and commitment to its purposes, goals and activities.

Webber came to UGA in 2003 from the Office of Institutional Research & Planning at the University of Delaware. Prior to joining the IHE faculty on a full-time basis, she served as director of UGA's Office of Institutional Research and interim associate provost for institutional effectiveness.

She co-edited a book published in 2015 titled *Institutional Research and Planning in Higher Education: Global Contexts and Themes*. The book explores the impact of globalization, changes in student demographics, new technologies, and market forces on strategic planning and the nature of institutional research and decision support in higher education.

***Presidential Moment**—UGA President Jere Morehead shakes hands with former president Charles Knapp, director of IHE's Executive Ed.D. program, at Graduate Commencement ceremonies last spring as Tandeca King Gordon exits the stage after her hooding by Knapp.*

INSTITUTE OF HIGHER EDUCATION FELLOWS

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

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

Christopher Cornwell
Professor of Economics
University of Georgia

Angela Bell
Associate Vice Chancellor
Research and Policy Analysis
University System of Georgia

Houston Davis
Interim President
Kennesaw State University

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

Catherine Finnegan
Assistant Vice Chancellor for Institutional Effectiveness
Virginia Community College System

Mary Lou Frank
Educational Consultant, Adjunct Professor
Brenau University

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

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

David Mustard
Professor of Economics
University of Georgia

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

Brian Noland
President
East Tennessee State University

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

Linda Renzulli
Professor and Dept. Chair, Sociology
Purdue University

Lorilee Sandmann
Professor Emerita of Adult Education, Leadership and Organization Development
University of Georgia

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

Dave Spence
President
Southern Regional Education Board

Randy L. Swing
Higher Education Consultant

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

Meihua Zhai
Sr. Institutional Researcher and Data Scientist
Office of Institutional Research
University of Georgia

2016 McBee Lecturer Advocates for College Access

EARL LEWIS GREW UP WITH an appreciation for a college education, fostered by his maternal grandmother. The daughter of a man born into slavery, who still managed to learn to read and write, she aspired to attend college but never made it; the money she had saved to pay her way having gone to more pressing needs. But she passed her ambition on to her children and grandchildren.

"There was never a question of whether I was going to college," Lewis told the audience who had come to hear him deliver the 27th annual Louise McBee Lecture in the Chapel last March. "The only choice afforded to me was where."

Lewis not only went to college, but also to graduate school and on to an illustrious academic career, which included faculty appointments at the University of California at Berkley and the University of Michigan on the way to serving as provost and executive vice president for academic affairs at Emory.

He left that post to become the sixth president of the Andrew W. Mellon Foundation, which provides support for humanistic scholarship, liberal arts and doctoral education, as well as the performing and visual arts.

The topic of Lewis' lecture was America's future, which he believes depends on continuing to expand access to higher education.

Earl Lewis at the 27th annual Louise McBee Lecture.

Today, Lewis noted, research has shown the benefits—to the individual and to society—of obtaining a college degree: from earning more to being more likely to be an active citizen and enjoy a healthier lifestyle.

"Education is the only thing that can't be taken away," a young Lewis was told by his grandfather, a firm believer in the power of education. Today, Lewis noted, research has shown the benefits—to the individual and to society—of obtaining a college degree: from earning more to being more likely to be an active citizen and enjoy a healthier lifestyle.

But access to education is not enough, Lewis said. "College and universities need to move from an emphasis on admission to an emphasis on completion," he said, which involves asking questions about how students learn, and being innovative and adaptive.

"We used to think of a generation in terms of 20-25 years," he said. "But the digital age has altered that. Now a 'generation' is 18 months—the time it takes to introduce a new technological innovation."

America's public research universities have a key role to play in meeting today's "grand challenges," Lewis said, including such issues as migration and demographic change, social injustice, and climate and environmental change.

But tackling such challenges involves not only science and engineering, but also the humanities and arts. Citing Apple's decision not to cooperate with the Federal government to crack into an iPhone, he noted, "These are not just technical questions, but moral and philosophical ones."

Louise McBee (right) greets a friend.

About the McBee Lecture

THE MCBEE LECTURE honors Louise McBee, who held leadership positions for more than 25 years at the University of Georgia before serving for over a decade as a champion for higher education in the Georgia General Assembly. Launched in 1989 under the auspices of the Institute of Higher Education, the McBee Lecture annually brings to campus a distinguished leader in higher education to deliver a public talk.

The next lecture will be scheduled for spring 2017. Details will be announced on the IHE website and Facebook page.

A video archive of lectures from the past several years, all focused on key directions and themes in higher education, can be found on the IHE website.

IHE alumnus Randy Swing (far right) met with IHE faculty and University System of Georgia staff to discuss institutional research analytics.

IHE Seminars and Brown Bags Explore Topical Issues

IHE ALUMNUS RANDY SWING (Ph.D. 1998) spent two days at the Institute in June to meet with IHE faculty and others to discuss new institutional research analytics.

Swing, who served as executive director of the Association for Institutional Research from 2007-2016, authored a 2016 *Change Magazine* article and Aspirational Statement for Institutional Research that posited a new student-focused vision for the field of institutional research.

IHE director Libby Morris and faculty members Jim Hearn, Karen Webber, and Rob Toutkoushian (a former AIR president) planned the meeting and invited staff from the University System of Georgia's Office of Research and Policy Analysis to join all IHE faculty in the discussion. The USG group included IHE alums Angela Bell and Jennifer Rippner, as well as current IHE student Lori Hagood.

"We share the goal of wanting Georgia to be on the cutting edge of research and higher education study in the U.S.," says Morris. "In the area of institutional research, Randy has a vision of going beyond traditional analytics and is a big player in this arena."

Such discussions and networking sessions happen at IHE throughout the year. Other seminars and brown bag sessions during the 2015-16 academic year included:

Educational Policy Seminar
"Private AAU University Networks as Enclaves for University-Industry Innovation and Co-evolution"
Presentation by McBee Professor Sheila Slaughter in May

Brown Bag Seminar
"Equity and Educational Attainment: Policies and Interventions in the K-16 Pipeline"
Presentation by Ashley Clayton (see page 23) in February

Brown Bag Seminar
"Data Analysis and Visualization"
Presentation by Angie Bell, University System of Georgia and David Tanner, Matt Hauer and James Byars (IHE Ph.D. student) of UGA's Carl Vinson Institute of Government in February

Education Policy Seminar
"Implementation of European Standards and Guidelines: A Croatian Accreditation Perspective"
Presentation by Jasmina Havranek and Sandra Bezjak, from Croatia's Agency for Science and Education in February (see page 9)

Brown Bag Seminar
"The Influence of Student Experiences on Educational Aspirations and Outcomes"
Presentation by Teniell Trolian, University of Iowa, in January

Education Policy Seminar
"Degree Production and Cost Efficiency: An Application of Stochastic Frontier and Spatial Analysis"
Presentation by Marvin Titus, associate professor of higher education at the University of Maryland, in December, 2015

International Connections

IHE FACULTY MEMBER ERIK NESS (left) participated as an external member of a doctoral dissertation defense committee for Jens Jungblut in June at the University of Oslo. Jungblut is now a post-doctoral researcher with the International Center for Higher Education Research at the University of Kassel in Germany. They are shown with Berit Karseth (center), dean of the Faculty of Education Sciences at the University of Oslo, who has made numerous visits to IHE, including a four-month sabbatical in 2010, when she was a guest lecturer in both Ph.D. and the Executive Ed.D. classes.

Facebook Favorite

WHEN IHE FACULTY AND STUDENTS GATHERED IN JANUARY in front of Meigs Hall to "call the dogs" with IHE Director Libby Morris to celebrate the founding of the University of Georgia, the resulting video became the favorite post on the IHE Facebook page this year, reaching nearly 3,000 people.

BEYOND THE CLASSROOM

Miller Fellow Jason Lee Interns in Washington

Jason Lee

THE 2015-16 ACADEMIC YEAR was a good one for Jason Lee, an IHE graduate student and research assistant. Last November, he was named the 2016 recipient of the Miller Fellowship, awarded annually to an IHE doctoral student of high promise. The fellowship was established in 2005 to honor former Georgia Governor Zell Miller and his wife, Shirley, and Lee is the tenth recipient of the award.

Lee spent much of the past year at the College Board in Washington, D.C. on an extended internship, working on projects related to the board's social justice, advocacy, and research missions. The projects included examining SAT test score gaps by race among middle-income students, looking more closely at AP course and exam-taking patterns, and evaluating the impact the College Level Examination Program has on degree attainment and time-to-degree.

Lee also was featured on the Graduate School's website as a 2016 "Spotlight" student. The accompanying article focused on his research with IHE colleagues examining the impact of increases in annual loan limits within the Stafford loan program, one of four primary sources of loans available to postsecondary students.

"While student loans are a common topic of conversation in a number of media outlets, we actually know surprisingly little about what causes students to borrow, how the availability of loans affects access and success in college, or what increased debt loads mean for students and families after graduating or dropping out," Lee says.

His dissertation research will consider the effects of student debt on post-graduation outcomes.

"For example, are students who have higher debt loads less likely to enroll in graduate or professional school, pursue a lower-paying public service job, purchase a home, or even start a family," he says. "Anecdotally, people are making these claims, so I think investigating them not only has merit for policy makers but may also contribute to the national conversation."

As part of a research team led by Manuel González Canché, Lee also studies the impact of the Budget Control Act of 2011, which removed subsidized loans from the graduate student loan portfolio.

The research team received a grant sponsored by the Association for Institutional Research and the Access Group to investigate whether or not borrowing changed after these subsidized loans were no longer available to graduate and professional students.

"I feel really lucky to be a part of the research team," Lee says. "I don't know of any other higher education program in the country where students are involved in these kinds of efforts with faculty. By the time I graduate, I'll have been a part of the grant process from conception through completion, which is an invaluable experience."

Lee expects to graduate next May. Before coming to the IHE in 2013, he worked as a resident director at the University of Pittsburgh and as a high school English teacher in both Pennsylvania and Nevada.

Thank You!

The IHE faculty would like to express their appreciation to every unit who helps sponsor an IHE doctoral student through an assistantship. Your support is invaluable to our recruitment efforts and offers an enriched experience for our students.

UGA Career Center
UGA Carl Vinson Institute of Government
UGA Center for Undergraduate Research Opportunities
UGA College of Education
UGA Center for Latino Achievement and Success in Education
UGA Graduate School
UGA Honors Program
UGA Latin American and Caribbean Studies Institute
UGA Office of Academic Planning
UGA Office of Institutional Research
UGA Office of Service Learning
UGA Office of Student Affairs
UGA Office of the President
UGA Small Business Development Center
Georgia Gwinnett College
University System of Georgia, Board of Regents

New HESS Officers

President: Melissa Whatley (2nd year, PhD)
Secretary: Rachel Burns (3rd year, PhD)
Treasurer: Joshua Patterson (2nd year, PhD)

IHE Students Report on Papers, Presentations, and Other Activities

Karley Riffe

■ KARLEY RIFFE works on an NSF-funded project with Sheila Slaughter, Barrett J. Taylor, and Sondra N. Barringer to evaluate how university trustees connect AAU institutions to the larger economy. Additionally, Riffe serves as a research assistant on a TIAA-sponsored project with Jim Hearn, which addresses the influence of the growing use of contingent faculty members on institutional outcomes. Riffe's own research explores the nature of faculty work and the changing academic profession within different institutional contexts across colleges and universities in the U.S.

During the 2015-2016 academic year, Riffe presented research papers at both ASHE and AERA conferences and was selected to be a graduate student representative for Division J (Postsecondary Education) of AERA. Riffe also served as president of the Institute's Higher Education Student Society (HESS) this past year. Finally, Riffe has a forthcoming book chapter from research she conducted with Meghan Pifer as a master's student at Widener University. The chapter is titled "Working-class Academics at Work: Perceptions of and Experiences within the Academy" and is based upon work funded by a Clinton Global Initiative grant.

Kelly Slaton

■ KELLY SLATON was selected as a fellow for the 2016 NCES Summer Data Institute. Slaton is the most recent in a long line of IHE members who have attended the institute. Held June 20-22, 2016, in Washington, D.C., the institute is an intensive short-term study with NCES datasets and research methodologies using large-scale national data sources. Slaton will also present a paper at ASHE with Karen Webber this November. The paper investigates issues of work-life balance and career satisfaction for female faculty using Harvard's restricted Collaborative on Academic Careers in Higher Education (COACHE) dataset.

Rachel Burns

■ RACHEL BURNS recently started a graduate research assistantship with Karen Webber to study the determinants and consequences of graduate student borrowing. This past spring, she also joined a grant-funded research project on the changing faculty role and the use of contingent faculty (PI: Jim Hearn). In November of 2015, she presented a paper at the ASHE conference that analyzed the association between student attainment (graduation success) and participation in study abroad programs. This past spring, she presented a paper at the AERA conference that analyzed the effects of studying abroad on second language acquisition. She also presented as a co-author with Webber at the AIR conference on the determinants of graduate student borrowing. This fall, she will present as a second author at ASHE with fellow IHE student Karley Riffe on the implications of hiring contingent faculty for institutional finances. She will also attend the Access Group conference this fall with Webber as a part of her graduate assistantship research.

"Outstanding students are the hallmark of the Institute, and we are proud of our role in the education of these future scholars and leaders."

—IHE Director Libby Morris

James Byars

■ JAMES BYARS has been a data scientist on a multi-year grant with UGA's Carl Vinson Institute of Government in collaboration with the University System of Georgia's Board of Regents. This spring, Byars presented a paper with Mathew Hauer on the application of machine learning models to predict the type and timing of student departure outcomes with high-dimensional data at the 2016 annual meeting of the Population Association of America in Washington, DC. His research has continued to focus on the use of advanced quantitative methods, which uncover new relationships and predictive capacity regarding student access and success and postsecondary decision support.

Erin Ciarimboli

■ ERIN CIARIMBOLI collaborated with IHE colleagues Jim Hearn and Jarrett Warshaw on a recent publication for the Council of Independent Colleges (CIC), "Strategic Change and Innovation in Independent Colleges." She also partnered with Hearn and Warshaw on a published manuscript on privatization and accountability trends in U.S. public higher education. Ciarimboli participated in the 2015 ASHE Graduate Student Policy Seminar and ASHE-CIC Collaboration and presented a paper on common application adoption and effects at the 2016 AERA annual conference. In June 2016, Ciarimboli and Warshaw were awarded a grant by the Jandris Center for Innovative Higher Education to support new research on academic innovation and change on the small college sector. Her dissertation focuses on the impact of family and institutional assets in shaping stratification in college access, enrollment, and choice.

■ ANDREW CRAIN is completing a study on student outcomes related to unpaid internship participation, with grant support from the National Association of Colleges and Employers (NACE). The study uses new and existing data on UGA students to assess when and why students participate in unpaid internship opportunities and whether unpaid experiences have any effects on student developmental or economic outcomes. The project is intended to better inform campus and labor market policies surrounding college student internships and gauge whether certain populations on campus are placed at a disadvantage by unpaid internship opportunities.

Andrew Crain

Jeremy Daniel

■ JEREMY DANIEL is a master's student who participated in the Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education Student Showcase (How Service-Learning Affects Students' Cognitive Development). Additionally, he will participate in a round table presentation/discussion at the Annual Education Law Association Conference in November. Daniel was awarded the 2016 Fowler Drive Elementary School Mentor of the Year. The Clarke County Mentor Program pairs students who want or need mentors with local volunteers who visit with them at school on a weekly basis and take them to community events and educational field trips. He continues mentoring college students via the UGA Office of Student Conduct/Health Promotion Department Mentor Program.

■ LORI PRINCE HAGOOD accepted a position in April as a research associate for the Board of Regents of the University System of Georgia in the Office of Research and Policy Analysis. In her new role, Hagood conducts policy-related research regarding student success initiatives as well as higher education finance and affordability. She also assists in data collection, analysis, and reporting for the system's 29 colleges and universities. Over the past academic year, Hagood presented three papers at ASHE related to higher education state policy and the completion agenda and a project at the annual AIR Forum investigating time to employment for college graduates. She will present two papers at ASHE in November. The first is part of her dissertation research—a study of performance funding policy designs and their impact on institutional resources. The second paper, written with IHE colleague Kristen Linthicum, explores the utility of Principal-agent Theory regarding institutional influence in state policymaking.

Lori Prince Hagood

■ KRISTEN LINTHICUM serves as a graduate assistant in the Office of the President at the University of Georgia. She also participates in a grant-funded research project on the role of intermediary organizations and research utilization in state-level college completion policy (PI: Erik Ness, Co-PI: Jim Hearn). She is a co-author with Jim Hearn and Michael McLendon on a forthcoming chapter in *Higher Education: Handbook of Theory and Research*. She will present a paper at the upcoming 2016 ASHE conference with Lori Prince Hagood that examines the role of a single institution in state higher education policymaking. At the ASHE 2015 conference, Linthicum presented two papers focused on state-level postsecondary policy and the college completion agenda and one historical paper with IHE colleague Caleb Keith on student affairs professionals' responses to the University of Georgia's desegregation efforts.

Kristen Linthicum

Paul Rubin

■ PAUL RUBIN is the lead graduate researcher of a five-state W.T. Grant-funded project investigating the role of intermediary organizations on research utilization in the college completion policy process (PI: Erik Ness, Co-PI: Jim Hearn), currently in its third and final year. This past April, Paul presented twice at AERA: a paper on the impact of test-optional admissions on a public research university's student enrollment and a poster investigating the role of higher education agencies on research utilization in the state policy process. He also participated in the Division J Emerging Scholars Workshop and the William L. Boyd National Education Politics Workshop through Division L. At the 2016 ASHE meeting in November, he will present a paper with Hearn examining how organizational and other characteristics have influenced the policy response by three states to the national college completion movement. Rubin's dissertation research focuses on state higher education governing boards and how means of appointment influence trustee perceptions on their role in the policy process.

Keep up with news of IHE students, faculty and alumni by visiting the IHE Facebook page.

Stay Connected

Keep up with the latest news about IHE people and programs by checking the calendar of events and news stories on the IHE website. Designed for optimal viewing on mobile phones, the site can be accessed wherever you are and whenever you want.

If you use social media, check out our Facebook posts and Twitter feed.

And don't forget that we want to hear updates from you!

ihe.uga.edu

The Institute of Higher Education is sponsoring a pre-conference reception at the

ASHE
2016 ANNUAL CONFERENCE

Wednesday, November 9, 2016

6:30 p.m. to 8:00 p.m.

Hyatt Regency
Columbus, Ohio

Members of Ed.D. cohort 3 at the Graduate Commencement last December.

Congratulations to IHE Graduates 2015-16

Ph.D.

LUCIA BRAJKOVIC
MORGAN JONES
DENISA GÁNDARA
JONATHAN TURK
JARRETT WARSHAW

Ed.D

MELISSA ALPERIN
RAYMOND CARNLEY
DEBORAH DIETZLER
TANDECA KING GORDON
LYNN LABUDA
KATHERINE LLOYD
MICHAEL SACCO
DINA SWEARNGIN
JARRETT TERRY
DANIEL THOMPSON
ARTHUR VAUGHN
MICHAEL WEST

M.Ed.

KRISTIN DRAPELA
ALI HAMILTON
NIKKI HON

ALUMNI NEWS

Linda Bachman

■ LINDA BACHMAN (Ed.D. 2013) was recently asked to speak to the Indiana Commission for Higher Education about UGA's experiential learning initiative, which goes into effect with this year's entering freshman class. As UGA director of experiential learning, Bachman started working on the initiative in 2014. After it was approved for implementation, she worked with UGA schools and colleges to draft plans for how each would define the activities that fulfill the new requirement. An article about the initiative and Bachman's efforts appeared in the December 2015 issue of UGA's alumni magazine, available online at http://www.ugamagazine.uga.edu/. The article also quotes IHE associate professor Tim Cain on the potential benefits—to the students and to the university—of the initiative.

■ CHARLES MATHIES (Ph.D. 2010) co-led a series of workshops at the University of Rijeka with Karen Webber in February 2016. The workshops focused on strategies and development of skills in institutional effectiveness for Croatian higher education officials. In addition to presenting several session with Webber, Mathies led a well-received discussion on global rankings. He is currently senior expert in the Division for Strategic Planning and Development at the University of Jyväskylä, Finland.

■ LEASA WEIMER (Ph.D. 2013) is currently the knowledge development adviser for the European Association in International Education, located in Amsterdam. In this role, she oversees the strategic development of research and knowledge for the association. She also serves on the Fulbright Finland alumni board and the Erasmus+ Students and Alumni Association board and is the past president (2013-15) for the Erasmus Mundus Student and Alumni Association.

■ WESLEY K. WICKER (Ed.D. 1990) is a fund raising consultant with Sinclair, Townes & Company of Sandy Springs, GA, a full service firm that serves a non-profit clientele from coast-to-coast. Wicker and the firm offer strategic planning, board development and coaching, executive search, GAP analysis, feasibility studies, and capital campaign consulting. Wicker has been with the firm since 2011.

■ DANIEL PUGH (Ph.D. 2000) has completed his first year as vice president for student affairs at Texas A&M University, which has one of the largest student bodies in the nation. Pugh previously served as the senior student affairs officer at the University of Arkansas.

■ REBECCA OWENS (Ed.D. 1992) is teaching higher education graduate courses at LSU and also serves as the coordinator for the online master's of education with an emphasis in higher education administration. She designed and teaches courses in the curriculum and is responsible for program assessment. She also teaches traditional format courses.

■ D. R. "BOB" MCGINNIS (Ed.D. 1980) recently retired from Auburn University as vice president for development after leading a successful $610 million capital campaign. He also served as senior counsel to the president. Upon retirement, he was designated vice president, emeritus.

■ TOM BOWEN (Ed.D. 1990) retired in June after a 45-year career in higher education—33 years (1971-2004) in UGA academic and financial administration and some teaching, six years (2004-2010) as vice president for administration and finance at Piedmont College, and 22 years (1994-2016) as a founding partner in Comprehensive Facilities Planning, Inc., a higher education space planning consulting firm. Tom writes: "I could not have imagined for myself such a long, varied, interesting and rewarding career and I could never have succeeded without the advice, guidance and support throughout my career from current and former IHE faculty and staff. I will always carry deep in my heart fond memories of friendships with IHE icons such as Cameron Fincher, Tom Dyer, Larry Jones and many, many more."

Snapshots

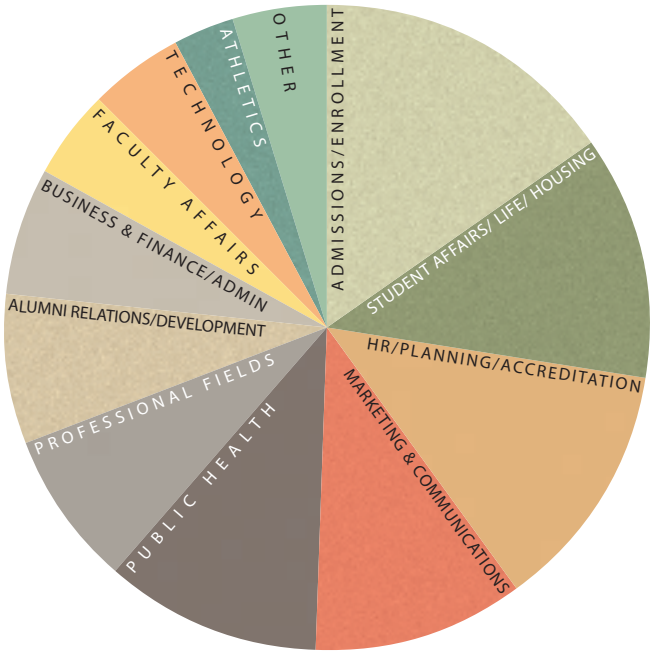
<*Michael Horan, left, (Ed.D., 2013) and Arthur Vaughn, right, (Ed.D., 2015) met up at the 2016 meeting of the National Association of College and University Business Officers (NACUBO) in Montreal.*

^*Chuck Ambrose (Ed.D. 1989), currently president of the University of Central Missouri, visited Anna Dyer at the farm in Missouri where former IHE director Tom Dyer grew up. The Brown-Dyer house, built in 1891, was added to the National Register of Historic Places in 2010—coincidentally the year Ambrose became president of UCM.*

>*From left, Michael Trivette (Ph.D. 2015), Andrew Belasco (Ph.D. 2014) and Doug Chadwick (Ph.D. 2015) met up at the Army v. Duke game last fall. Chadwick, a former Army letterman, was director of West Point's Center for Enhanced Performance.*

BY IHE THE NUMBERS

Professional Fields Represented by Entering Executive EdD Students



- Admissions/Enrollment
- Student Affairs/Life/Housing
- Human Resources/Planning/Accreditation
- Marketing & Communication
- Public Health
- Professional Fields
- Alumni Relations/Development
- Business & Finance/Administration
- Faculty Affairs
- Technology
- Athletics
- Other

Top 10

For ten years in a row, the Institute of Higher Education has been ranked among the Top 10 higher education programs in the nation by *U.S. News & World Report*.

$2 MILLION+ in total grants awarded to the IHE faculty.

95%

Completion rate of all IHE doctoral students over the last 10 years.

60+

Percentage of PhD students who are full time.

100%

Percentage of student conference funding requests granted by the Institute of Higher Education.

Total presentations by PhD students at major conferences in the academic year of 2015-16:

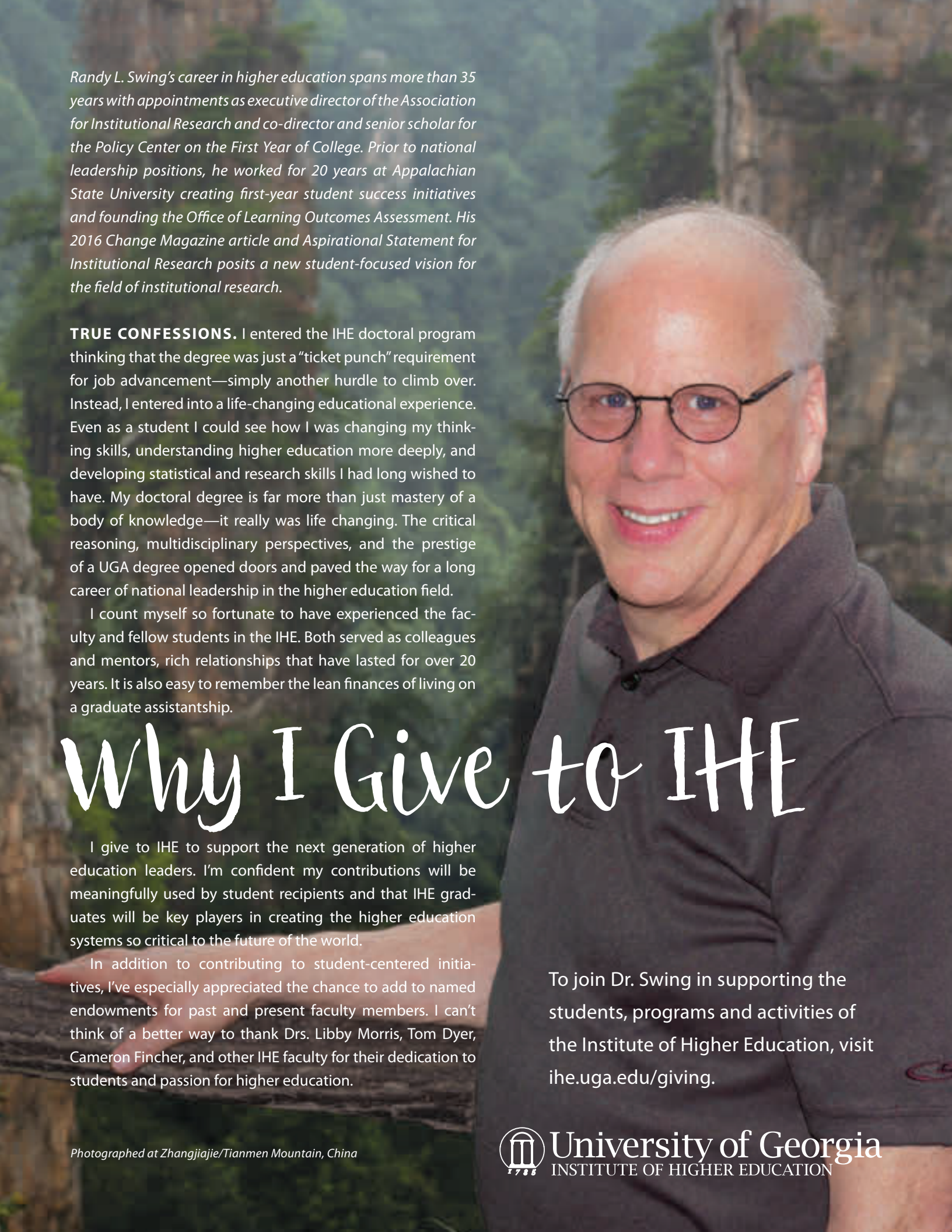
41

64

Total Executive EdD students who have enrolled in the program representing

37

different institutions.



Randy L. Swing's career in higher education spans more than 35 years with appointments as executive director of the Association for Institutional Research and co-director and senior scholar for the Policy Center on the First Year of College. Prior to national leadership positions, he worked for 20 years at Appalachian State University creating first-year student success initiatives and founding the Office of Learning Outcomes Assessment. His 2016 Change Magazine article and Aspirational Statement for Institutional Research posits a new student-focused vision for the field of institutional research.

TRUE CONFESSIONS. I entered the IHE doctoral program thinking that the degree was just a "ticket punch" requirement for job advancement—simply another hurdle to climb over. Instead, I entered into a life-changing educational experience. Even as a student I could see how I was changing my thinking skills, understanding higher education more deeply, and developing statistical and research skills I had long wished to have. My doctoral degree is far more than just mastery of a body of knowledge—it really was life changing. The critical reasoning, multidisciplinary perspectives, and the prestige of a UGA degree opened doors and paved the way for a long career of national leadership in the higher education field.

I count myself so fortunate to have experienced the faculty and fellow students in the IHE. Both served as colleagues and mentors, rich relationships that have lasted for over 20 years. It is also easy to remember the lean finances of living on a graduate assistantship.

Why I Give to IHE

I give to IHE to support the next generation of higher education leaders. I'm confident my contributions will be meaningfully used by student recipients and that IHE graduates will be key players in creating the higher education systems so critical to the future of the world.

In addition to contributing to student-centered initiatives, I've especially appreciated the chance to add to named endowments for past and present faculty members. I can't think of a better way to thank Drs. Libby Morris, Tom Dyer, Cameron Fincher, and other IHE faculty for their dedication to students and passion for higher education.

Photographed at Zhangjiajie/Tianmen Mountain, China

To join Dr. Swing in supporting the students, programs and activities of the Institute of Higher Education, visit ihe.uga.edu/giving.

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Members of the 4th cohort of IHE's Executive Ed.D. program traveled to the Netherlands in June to study how European systems of higher education compare with those in the U.S.—and enjoyed the trip!

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