IHE2019REPORT

INSTITUTE OF HIGHER EDUCATION • UNIVERSITY OF GEORGIA

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IHE seeks answers and connects to change.

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As part of its public service and outreach mission, the Institute of Higher Education sponsors the Georgia College Advising Corps, a college access program that works to increase the number of low-income, first-generation, and historically underrepresented students who enroll in postsecondary education.

In 2019-2020, twenty-three GCAC college advisers will provide one-on-one support to high school seniors as they navigate the complex college admissions process.

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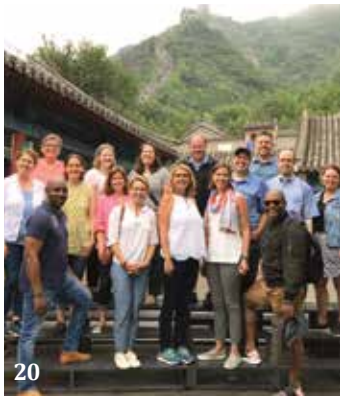
Institute of Higher Education
UNIVERSITY OF GEORGIA

Contents

INSTITUTE OF HIGHER EDUCATION REPORT 2019

8

18


20

29

2 FROM THE DIRECTOR
Libby V. Morris on highlights of the past academic year.

3 IHE NOTES
An IHE "bulletin board" of notable items.

4 IN THE NEWS
IHE people and programs in the international and national press.

6 KUDOS
Awards and honors for IHE people.

FEATURES

8 CLOSING THE GAP
New faculty member George Spencer on removing barriers for underrepresented students.

10 FACULTY RESEARCH COLLOQUIUM
IHE professors share a sampling of current projects.

14 THE MORE THINGS CHANGE…
Tracking the stubborn lineage of inequality in higher education.

16 ECONOMIC DEVELOPMENT BY DEGREES
Making the case for postsecondary education's impact on statewide growth.

18 NEAR-PEER ADVISING HAS FAR-REACHING EFFECTS
Alumni advisers carry their experiences into new professional and academic pursuits.

21 INTERNATIONAL
IHE people traveling for study, teaching, and research.

22 AROUND IHE
A report on the activities of faculty and students at IHE.

26 BEYOND THE CLASSROOM
IHE students and fellows carry their talents throughout the community.

31 ALUMNI NEWS
Keeping up with IHE alumni and their accomplishments.

32 BY THE NUMBERS
The Institute of Higher Education in statistics.

The Cover: Students in Washington, D.C., at IHE's annual education policy seminar. Justin Jeffery, Rob Clark, Stan Jackson, Julianne O'Connell, Jihye Lee, Stephen Mayfield, Hee Jung Gong.

Institute of Higher Education
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University of Georgia: Jere W. Morehead, *President.* Jack Hu, *Senior Vice President for Academic Affairs and Provost.* Marisa Anne Pagnattaro, *Vice Provost for Academic Affairs.* **Institute of Higher Education:** Libby V. Morris, *Director*; Jim Hearn, *Associate Director*. **IHE Report 2019:** Suzanne Graham, *Editor*. Rick Fiala, *Graphic Designer*. Tim Cain, Jim Hearn, Erik Ness, George Spencer, Amy Stich, Rob Toutkoushian, Karen Webber, Greg Wolniak, *Contributing Writers.* Jason Thrasher, Dorothy Kozlowski, Megan Holloway, Karen Ness, Susan Sheffield, *Contributing Photographers.*

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From the Director

THE HIGHLIGHTS IN THE PAGES of this *2019 IHE Report* match well with our mission to be influential scholars addressing important questions and preparing our students for their roles in informing decisions, implementing reforms, directing change, and generally acting to improve higher education.

Returning after a year serving in the role of senior vice president for academic affairs and provost, I am struck by the Institute's deep engagement in instruction, research, and public service.

- We mentor our students and alumni and expect them to add their voices to the professional conversations as researchers and administrators.

- Our master's and doctoral students meet and engage with leaders of major intermediary and advocacy groups, like SHEEO, IHEP, AAC&U, and NACUBO, the leaders of which serve as IHE Fellows.

- Our Georgia College Advising Corps (GCAC) places more than 20 advisers in Georgia high schools annually. These near-peer advisers change the trajectory of students' lives by guiding them through the college admission and financial aid processes.

- Our Governor's Teaching Fellows (GTF) program engages more than 30 faculty annually from colleges across Georgia for workshops on issues of teaching and learning and the challenges of retention and progression to graduation. Together GTF and GCAC support the University System's Complete College Georgia initiative.

- Our faculty and alumni pursue collaborations and research grants from the Spencer Foundation, William T. Grant Foundation, Horatio Alger Foundation, TIAA Institute, and other agencies that lead to working papers and policy recommendations. They lend expertise to advocacy groups and educational organizations to help them chart their courses.

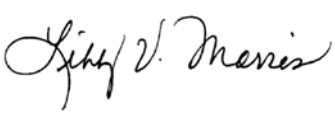
- We host lectures and small group discussions with leaders, like University of Connecticut President Susan Herbst, to expand our perspectives and introduce us to new models. We invite scholars and practitioners to spark synergy around shared research interests and to develop big picture answers from all the pieces.

- Our faculty publish their pre-publication research online to promote our work to a larger audience without access limitations or paywalls.

- We collaborate internationally and exchange expertise with colleagues in Croatia and Austria to help shape higher education programs in southeastern Europe.

I am enthusiastic about where we will go this year as we welcome assistant professor George Spencer from the Harvard Graduate School of Education and postdoctoral scholar Maurice Shirley from New York University to our team.

Finally, thank you for being a friend of the Institute and for sharing your ideas, time, and donations. We depend on you. I hope you enjoy reading about all the energetic activity and see the many ways we work to fulfill our mission "to improve postsecondary education policy and practice in the state, region, and beyond."



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

IHE NOTES

Spotlight on Pre-Publication Research

A KEY FACTOR IN MOVING RESEARCH from an intellectual exercise to a group discussion is inviting dialog and making research-in-progress accessible to a wide audience without any paywall or password.

Over the summer, the Institute launched the **IHE Research Projects Series** online (ihe.uga.edu/rps). In addition to providing a vehicle for uploading, sharing, and citing emerging research, the series offers an overview of the kinds of professional inquiry in which our faculty engage. Faculty members submit recent conference papers and manuscript versions of their works to the site to ensure open access to their research.

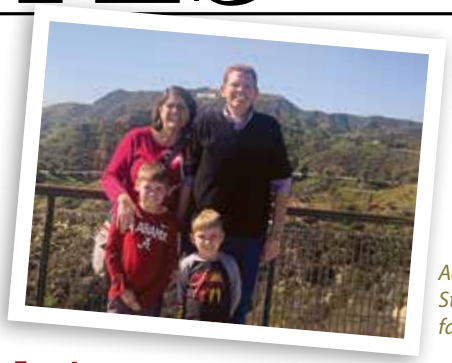
Peer-reviewed academic journals provide an authoritative stamp of quality, but authors wait through extensive delays between an article's acceptance and its publication. Online first venues help shorten the interim, but access is limited to subscribers. Our new RPS project makes it easy for anyone to find and read the research pursued by the IHE faculty.

Renovations in Classrooms

CLASSROOMS IN MEIGS HALL received video conferencing upgrades this summer. The projectors, screens, lighting, speakers, and microphones were modernized for a better overall experience. The project also upgraded the podium command screens to integrate video capabilities more seamlessly into one convenient location.

IHE maintains a strong commitment to connect with other thought-leaders, innovative researchers, and key administrators from around the country. Jim Hearn, interim director during the project, said, "It's ideal when visiting speakers can interact with our faculty and students in person here in Meigs, but improvements to our video conferencing capabilities will allow us to engage effectively with more speakers and more members of the larger IHE community."

Joshua-fleming Walker, IHE's IT specialist, spent time investigating and showing the faculty the various state-of-the-art options from around campus. Professor Amy Stich added, "In addition to strengthening engagement with the broader IHE community, the upgrades will provide our faculty with improved pedagogical tools that will enhance the learning experiences of our students."



Adam Sterritt and family.

Why I give…

AT THE INSTITUTE, I was able to learn from and build relationships with the incredible core faculty of the Institute, world-renowned faculty from across the globe, as well as top leaders from throughout higher education, government, and related fields. The faculty and staff were invested in both my education and in my overall success.

The program prepared me well, and I would not be the same professional if it weren't for the educational experience I received at the Institute, both inside and outside of the classroom.

Giving back to the Institute allows me to honor the faculty and administration that have helped to shape my life and career, while hopefully providing more opportunities for future students to have the same powerful experience.

Adam Sterritt is assistant vice president for student success and engagement at the University of Alabama, where he provides enhanced coordination and collaboration for UA's programs and services related to student success. Sterritt currently serves on the editorial board for the National Association of Student Personnel Administrators' (NASPA) *Journal of College and Character*, and on the Board of Directors for the Hardee Center for Leadership and Ethics in Higher Education at Florida State University.

Celebrating Just and Inclusive Leadership

ALUMNUS DOMINIQUE QUARLES, director of diversity of inclusion at the UGA Office of Diversity, sat with IHE students, staff, and alumni at the annual Martin Luther King Jr. Freedom Breakfast in January. Quarles's office coordinates the annual event and participates in the selection of the President's Fulfilling the Dream Awards to recognize the work of local people who have made significant contributions to social justice, race relations, justice or human rights.

Left to right: Dominique Quarles, Julia Butler-Mayes, Megan Waters Holloway, Charles Sanchez, Erik Ness, Libby Morris, Amy Stich, Narke Norton, and Maggie Parker.

IHE PEOPLE

IN THE NEWS

The Chronicle of Higher Education

Mission to the Middle

■ KELLY ROSINGER (PhD 2015) shared her financial aid expertise in an article on middle-income scholarships ("Public Flagships Are Offering More Middle-income Scholarships. What Gives?," October 23, 2018). "If [public flagship institutions] are seeing middle-class students leaving college with debt or not enrolling because [of costs], they are not really serving all their mission." Her work indicates that grants, which target students in the middle class, are beneficial if promoted effectively within the target communities and if they are designed to be easily accessible.

To Your Health

■ ASSOCIATE PROFESSOR TIMOTHY CAIN, who researches faculty unionization and campus activism in the United States, offered insight into negotiations at Wright State University in "Standing Up for What's Right" by Colleen Flaherty (February 13, 2019). As the number of strikes per year in higher education continues to rise in the Unites States, Cain noted that health care has become "such a large portion of compensation for both individuals and employers that it necessarily is a key negotiating issue."

Atlanta Journal Constitution

Is Test-Optional the Right Answer?

■ RESEARCH CONDUCTED by Andrew Belasco (PhD 2014), James Hearn, and Kelly Rosinger (PhD 2015) appeared in "Why Some Colleges Don't Rely on SAT or ACT Scores" (January 12, 2019). Their findings, based on data from 180 liberal arts colleges over three decades, showed that test-optional schools receive many more applications. However, the larger pools did not lead to enrollments of more students from underrepresented minorities. The article reported, "Ironically, the [UGA] researchers found 'liberal arts colleges that implement test-optional policies experience a subsequent rise in their reported SAT scores, by approximately 26 points, on average.'"

MORE FROM THE CHRONICLE OF HIGHER EDUCATION

John Fuchko III

Finding the Right Combination

■ JOHN FUCHKO III (EdD student) was quoted in *The Chronicle of Higher Education* on college mergers ("Mergers Can Benefit All Involved—But They're Never Easy," October 21, 2018). When Fuchko became the vice chancellor for organizational effectiveness in 2013, he assumed primary responsibility for leading the consolidation efforts at the University System of Georgia, but he has been involved in the mergers since day one.

The article noted that the "Georgia example" has been "closely watched and largely admired by those in higher education." Fuchko said, "Our No. 1 priority is to increase degree attainment within the state, and the second piece is student affordability. The third is efficiency." The strategy is bearing fruit. A recent paper by Lauren Russell in *Economics of Education Review* found a 29% increase in on-time graduations for the 2013 cohort at five of the consolidated Georgia institutions.

Right Relationships

■ ALLISON MCWILLIAMS (PhD 2008) comments on the inherent risks in campus mentoring programs since the #MeToo Movement. McWilliams is the assistant vice president of mentoring and alumni personal & career development at Wake Forest University. In an article in *The Chronicle of Higher Education* ("For Mentorships to Work, Colleges Have to Commit," November 2018), she urged schools not to avoid mentoring relationships but rather to offer multiple mentors to reduce a student's dependency on an uncomfortable or unproductive one. "Trust your instincts," she advised. "Not every mentoring relationship works."

Allison McWilliams

Times Higher Education

Benefits of Studying Abroad

IHE ADJUNCT FACULTY member and alumna Angela Bell (PhD 2008) investigates student outcomes after participation in study-abroad opportunities for the University System of Georgia. Part of her findings appear in the article "Drive to Get More Lower-income US Students to Study Abroad" (February 23, 2019). Despite the financial demands on the students and their institutions, Bell's research indicates real benefits from these programs for lower-income and minority students. Six-year graduation rates experienced increases as high as 15%, and overall GPAs rose 0.12 points.

She hopes potential funders and policymakers will see these figures as part of a compelling case for improving college success and college completion results. Currently, fewer than 30% of students who participate in study abroad programs in the United States identify as ethnic minorities.

Inside Higher Ed

Unequal Higher Education

A QUESTION AND RESPONSE exchange with the authors of *Unequal Higher Education: Wealth, Status and Student Opportunity (Rutgers University Press, 2019)* was featured in *Inside Higher Ed* (June 12, 2019).

Co-authors Barrett Taylor (PhD 2012) and Brendan Cantwell (former IHE postdoctoral associate) shared their thoughts on a range of key challenges in higher education, including the top inequities in U.S. education, possible approaches to amelioration, public opinion of higher education, and the impact of the recent college admissions scandal. They noted, "[W]e think the most consequential inequality is the gap between where smaller nonselective public colleges and universities used to be and where they are now.... When these institutions suffer, so do the students whom they serve."

Lawyer2Lawyer Podcast

Layers of the Admissions Scandal

JOY BLANCHARD (PhD 2008) joined host J. Craig Williams and guest Steven Cohen for the March 22, 2019 episode of the *Lawyer2Lawyer* podcast on the Legal Talk Network. In the discussion of legal aspects of the college admissions bribery scandal, Blanchard acknowledged, "There has been a long-standing tradition that universities have been allowed to select who they would bring to their university whether it be [based on] money or arbitrary metrics that they institute." She added that accompanying this tradition is the equally long-standing practice of people manipulating it.

While private institutions have more latitude, Blanchard noted, "State institutions… have a legal and public mandate to be equitable and fair in the admissions process."

MORE FROM INSIDE HIGHER ED

How May I Help You?

STEVEN BETTNER (EdD 2017) described the Crimson Concierge service piloted at New Mexico State University in *Inside Higher Ed* (October 23, 2018) and in *Forbes* (October 21, 2018). Bettner, the assistant vice president of auxiliary services, said the offered amenities remove items on a to-do list and keep students focused on their studies.

"We're using this as a tool to help students through their matriculation and graduating on time." The program is administered by Sodexo with concierge training performed by representatives of the Ritz-Carlton Hotel Company. NMSU funds the program through partnerships with outside companies and commissions on the services.

Nature: International Journal of Science

Salaries Reflect Institutional Wealth Gaps

THE OVERALL HIGHER EDUCATION SALARY figures discussed in Chris Woolston's May 3, 2019 article, "Pay Rises for US Faculty Members Remain Low for Third Year in a Row," reflect inflation tracking rather than any real gains for most faculty members. Based on the research from his book (co-authored with Brendan Cantwell), Barrett Taylor observed, "There are enormous and growing gaps between the wealthiest higher-education institutions and all others."

While competitive demand for top administrators and faculty remains high, Taylor noted that wealthy institutions can offer more and do. "At campuses where money is tight, the gap … simply cannot be as large as it is at wealthy, prestigious institutions."

KUDOS

IHE PEOPLE

AERA Dissertation Award Received by Jones

■ NOBLE JONES (PhD 2018) received a 2019 Outstanding Dissertation Award from the American Education Research Association (AERA) Division J at the annual conference in Toronto in April.

One of the leading research societies, AERA Division J, promotes the use of research to improve education and serve the public good.

Jones' dissertation, *Inside the Black Box: The Garbage Can Model of Decision-Making in Selective College Admissions*, was praised by the AERA selection committee "for its emphasis on such a critically important issue in higher education." The members commended Jones for "the enormous richness of findings that [he] presented in such an engaging manner."

"It means a tremendous amount to be recognized by the field for your work, and I am truly honored to receive this award," said Jones. "I remain indebted to my IHE committee members for the thoughtful guidance and encouragement they offered throughout my dissertation process, and in particular to my major professor, Jim Hearn, who devoted hours of thought and reflection as my research design unfolded, took shape, and became real. Personally, I'm excited to share my research more broadly and always welcome a conversation."

Jones with Ana Martínez Alemán, who presented the award, and Tim Cain

The findings of his study confirm the need for future research into the college admissions decision-making process to meet the institutional mission and organizational needs of universities and colleges. Jones joined Wesleyan University as associate dean of admission in August.

Webber Co-edits Data Analytics Book

■ PROFESSOR KAREN WEBBER and colleague Henry Zheng at The Ohio State University are co-editing a book on data analytics in higher education. They share important issues related to the benefits and challenges and offer some points to consider as leaders in higher education move further into data-driven analytics. Webber and Zheng received expert contributions from a number of leaders in higher education teaching and administration, including IHE doctoral student Jillian Morn, who is director for institutional research and decision support for Emory University's School of Law.

Karen Webber

Webber explains, "In many ways, data and analytics have the potential to help higher education students and institutions succeed, and this book is intended to help graduate students and higher education leaders to understand how to best greet the era of Big Data and new analytics on campus."

Individual chapters include principles of good practice, examples of analytic strategies, techniques for data representation, and arguments for the use of data analytics in a variety of educational activities. The book, which is expected to be released in early 2020 by Johns Hopkins University Press, offers important discussions on the value of support from institutional leaders, institution-wide organizational strategies, and strong data governance.

Morris Honored for Excellence and Service

■ LIBBY MORRIS received several accolades and honors over the past year. Among those was induction into UGA's chapter of Phi Kappa Phi, which is the nation's oldest and most selective honor society for all academic disciplines. She was honored with the inaugural Spirit of Public Service and Outreach Award in recognition of her advocacy for UGA's public service mission, and a plaque honoring her was placed beneath a mature poplar tree in the State Botanical Garden of Georgia.

Libby V. Morris

Also in 2019, she joined an eminent group of recipients when selected for a Blue Key Service Award, which is presented to distinguished individuals who have made a major contribution to the university, the state, and the nation. At the annual Women's Faculty Reception, Morris received the 2019 Women's Studies Faculty Award for her exceptional leadership and mentorship.

Hutchinson Receives President's Medal

■ SYLVIA HUTCHINSON, Professor Emerita of Reading Education and Higher Education, received a 2019 University of Georgia's President's Medal. The medal recognizes extraordinary contributions of individuals who are not current employees and who have supported students and academic programs, advanced research, and inspired

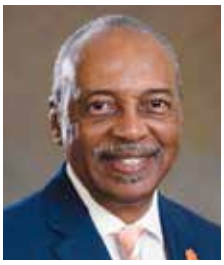
Sylvia Hutchinson

community leaders to enhance the quality of life of citizens in Georgia.

After her retirement, Hutchinson served UGA through the Coca-Cola Foundation's First Generation Scholarship program and on boards for a variety of organizations, including UGA's Graduate Development program, the Education and Law Consortium, the Athens Tutorial Program, and *Georgia Voyager* magazine.

Jones Designated Provost Distinguished Professor

■ ROY I. JONES (EdD 1981) was recognized as an outstanding scholar who is highly productive and building a positive national reputation for Clemson University. In the announcement, Provost Robert H. Jones commended Jones, "Through scholarship and teacher education, Dr. Jones has served as an advocate for underrepresented and underserved students, families and communities in South Carolina and across the nation."



Roy I. Jones

During his four-year appointment (2019-2023), Jones plans to "continue to shed light on and give voice to the realities faced by students who can truly benefit from a teacher workforce that is more representative of the communities around them."

Billings and Whatley Accepted into 2019 NCES Data Institute

■ POSTDOCTORAL ASSOCIATE Meredith Billings and Melissa Whatley (PhD 2019) were fellows of the 2019 NCES Data Institute: Using Federal Datasets to Support Research on Postsecondary Education.

Both participants appreciated the deeper exposure to postsecondary education data available through the federal government.

Left: Meredith Billings

Right: Melissa Whatley

The program also enabled them to connect with higher education professionals across the United States and to collaborate on a substantive research project using NCES publicly available data.

Acceptance into the Institute is very competitive, and less than one-third of applicants were selected this year. In addition to Billings and Whatley, the 2019 class included IR practitioners, graduate students, and faculty members currently working in public two- or four-year institutions, private nonprofit organizations, and professional associations.

Little Recognized as Rising Star

Emmanuel Little

■ EMMANUEL LITTLE (PhD 2018) is featured on the cover of the *Milledgeville Scene*'s Winter 2019 issue. The magazine selected Little as one of their "20 under 40" rising stars who make a significant impact on the Milledgeville/Baldwin County area. He was recognized for his work recruiting, preparing, and mentoring undergraduate males into inspirational K-12 teachers. Little is the founding director of the Call Me MISTER program at Georgia College and State University, and he wrote his dissertation on the MISTER program at Clemson University, which is directed by IHE alumnus Roy Jones.

Little remembers seeing very few African American male instructors when he was in grade school, and he is working to change that for present and future generations. He tells high school students, "[There are] not many jobs that you can say, 'I wake up every single day and have a brand new opportunity to change the world.'"

Christenson Awarded Housing Award

Larry Christenson

■ LARRY CHRISTENSON (EdD 2011) has been awarded a 2019 Parthenon Award, the most prestigious award given by the Association of College and University Housing Officers – International.

The award recognizes supreme achievement in the profession, outstanding service, leadership, and contributions to the field of campus housing. Dr. Christenson is one of five to receive the award, which was presented at the 2019 ACUHO-I Conference and Expo in Toronto on June 22.

Leming Recognized for Student Affairs Work

Heidi Scheusner Leming

■ HEIDI SCHEUSNER LEMING (PhD 2013), vice chancellor for student success at the College System of Tennessee, has received the 2019 John Jones Award for Outstanding Performance as a Senior Student Affairs Officer from the leading student affairs organization, NASPA, Region III.

The award recognizes student affairs officers, who are well-respected as collaborative, effective, and inspirational leaders by a range of campus constituencies, who show strategic and innovative leadership in providing programs and services to students, who demonstrate a high level of competency in developing staff, and who engage actively in their communities, professional associations, and scholarship.

Leming received the award at the NASPA Regional Summer Conference & Symposium on June 7 in Washington, D.C. ■

Closing the Gap

New faculty member George Spencer works to remove barriers for underrepresented students.

THE INSTITUTE OF HIGHER EDUCATION welcomed George C. Spencer, Jr. as assistant professor of higher education beginning fall 2019. He joined IHE from the Steinhardt Graduate School of Culture, Education, and Human Development at New York University where he had been a Dean's Faculty Fellow since 2017. "I am delighted to join the faculty of the Institute of Higher Education at UGA," says Spencer. "It is exciting to join such an incredibly talented and innovative community of scholars—both faculty and graduate students—with whom I share a passion for understanding how we can best ensure college access and success for all students."

Spencer's research seeks to understand how public policies and program interventions can diminish socioeconomic and racial/ethnic opportunity gaps in education. Drawing primarily from the economics of education and sociology, he employs rigorous quantitative methods to improve understanding of students' educational pathways from high school through college and evaluate the effectiveness of policy levers intended to improve college readiness, access, and completion.

His current projects include an evaluation of statewide articulation policies to support student transfers from two-year to four-year public colleges. He also recently collaborated on a quasi-experimental investigation into the effects of college-level coursework in Ethnic Studies on students' racial attitudes.

The American Educational Research Association (AERA) awarded Spencer a 2019-2020 grant to investigate how institutional context and state-level policies relate to high-school students' dual enrollment access.

Associate Director Jim Hearn says, "We are pleased that Dr. Spencer is bringing his expertise, experience, and commitment to the Institute. Expanding access and opportunity for all is postsecondary education's most pressing challenge, and he will help us ensure that our research, teaching, and public engagements each effectively address that challenge."

ALUMNI ON THE MOVE

Melissa Whatley

Researching Student Outcomes

MELISSA WHATLEY (PhD 2019) was named a postdoctoral research scholar at the Belk Center for Community College Leadership and Research at the North Carolina State University. This appointment fits well with Whatley's research interests and experience. She conducts quantitative research into community college campus cultures and student outcomes.

Accommodating Student Transfers: Does State Policy Support All Pathways?

By George C. Spencer, Jr.

STUDENT MOBILITY increasingly has become commonplace in higher education. According to the National Student Clearinghouse data, nearly one in every three students moves from their initial institution to another. While students who transfer vertically from community colleges garner much of the attention in both research and policy circles, a commensurate number of students who first enroll in four-year colleges will also transfer. Like vertical transfers, the students moving laterally from a four-year college to another or to a community college are also susceptible to risks that may threaten degree completion. In particular, they might lose a considerable number of credits in the transfer process.

Thirty-one state governments have employed statewide articulation agreements to help students preserve credits in the transfer process, but there is limited empirical research of their effectiveness. Angela Boatman and Adela Soliz have found interesting evidence in their study of articulation efforts in Ohio, but their work focuses singularly on the population of students transferring vertically from community colleges. Building on and broadening their work, my current project investigates if students who transfer laterally or in reverse from four-year colleges have improved post-transfer success if they complete universally transferable (UT) courses before doing so.

George Spencer's research indicates that all transfer students are susceptible to risks that may threaten degree completion, and articulation agreements can help.

The initial findings suggest that there is no relationship between UT course completion and associate degree obtainment among reverse transfers. Importantly, because reverse transfers are more likely to be academically at-risk, the probability of degree attainment is low generally for this population of students. This outcome suggests that additional efforts are needed to support these transfer students.

In contrast, the study uncovered a positive association between UT course completion and bachelor's degree attainment among lateral transfers. The overall positive association suggests that UT credit policies ensured that students could make degree progress and could continue seamlessly in their intended program of study. The pathway is notable because the transference of credits for coursework at the department level is often a critical barrier in mobility.

This study illuminates at least two important implications for policy consideration. First, the results suggest that articulation agreements can support students transferring in multiple directions. The finding carries important practical significance given the increasing student mobility between institutions and the severity of credit loss that these students may suffer. Second, the study further advances the necessity to consider the impact of specific approaches to achieve statewide articulation and the nuanced ways that such policies may advance or impede student success. While most approaches to achieve articulation are intended explicitly to support students transferring from community colleges, not all accommodate the other pathways. ■

Faculty Research Colloquium

Faculty around the Institute of Higher Education know that research is a verb. They seek to connect their investigations to policy initiatives and general improvements in decision making in higher education. Here, IHE professors share a sampling of current projects.

Erik Ness | How Can SHEEOs and Intermediary Organizations Work Together?

RECENTLY, higher education scholars have highlighted the roles and influence of foundations, think tanks, and other advocacy organizations in education policy. Researchers often refer to these organizations as intermediaries, or intermediary organizations, due to their boundary-spanning role in connecting governmental and private actors with higher education campus and system upper-level administrators.

Unfortunately, despite this rising visibility, little attention has been given to the actor most likely to engage with these organizations: the State Higher Education Executive Officer (SHEEO). As the leader of the state higher education agency or system, the officer has a dual responsibility both to govern or coordinate campuses and to build public support for the higher education sector. By better understanding the context, mission, and objectives of intermediary organizations, SHEEOs can better collaborate.

A recent study by Jim Hearn, Paul Rubin (PhD 2017), and me found that SHEEOs engage with intermediaries in three main ways. First, they may invite intermediary organizations to consult on policy and practice issues, collect data, or participate in presentations and deliberations of policy. Second, outside actors or internal state actors such as governors, foundations or legislators may influence SHEEOs directly to work with a specific intermediary organization focused on the state's policies and practices. Finally, SHEEOs may learn indirectly of activity by intermediary organizations within the state and may find themselves debating with these organizations without prior coordination.

This study benefitted from a multiyear grant-funded project led by Jim Hearn and me, along with eight IHE doctoral students over several years into the role that intermediary organizations play in fostering research used in state-level college completion policy activities. In addition to observing key meetings and analyzing documents, our research team interviewed 99 policy actors—including elected officials and their aides, state higher education leaders, campus officials, and intermediary organization leaders. Ultimately, our study revealed dozens of intermediaries that state-level policy actors identified as playing significant roles in the final college completion policies adopted by the state.

Erik Ness

One key over-arching finding from this project was that intermediary organizations can be positioned on a "two-communities" continuum between researchers and policymakers. Researcher communities tend to value systematic, rigorous analysis with an aim to inform decisions rather than promote specific policies. At the other end of the continuum, policymaker communities tend to value clear policy positions that are practical, timely, and cognizant of political realities.

An appreciation of an intermediary's goals and conceptualization of its role in the process can assist SHEEOs and other higher education advocates to recognize which organizations will be most effective in different settings and for specific projects. Our study may also help intermediaries position themselves and advocate more effectively with SHEEOs and other key actors. ■

Professor Ness conducts research on higher education politics and policy. His research agenda primarily follows two paths: public policy effects, especially on students, institutions, and state systems; and the public policymaking process, specifically research utilization and the political dynamics associated with state-level higher education policy adoption.

Karen Webber | How Do We Make Sense of the Numbers?

THE ERA OF BIG DATA in higher education has arrived. Strategies for the collection of data and advanced analytics related to students and to institutional performance have evolved quite rapidly, and they continue to advance as the field of data science captures more attention across the higher education sector.

Pausing to consider the implications of how data is stored and used at the federal government level through the individual institutional programs, I structured my research into a critical assessment of the education community's approach to analytics. The resulting multiyear investigations and discussions with other colleagues led to a new book and the development of a new graduate-level course at IHE.

In the handling of data, higher education leaders must be mindful of ethics, privacy, and the general responsible use of data. Senior administrators, and especially officials in institutional data governance programs, should plan strategies for proper treatment before its collection. Student and staff privacy, as well as adherence to data collection and sharing policies (e.g., GDPR, FERPA, HIPPA), must be ensured.

Beyond collection and storage, the way analysts represent data and construct explanatory statements, tables, and images often runs counter to established standards of good design. Infographics, while intuitively appealing, may offer challenges to read and understand them fully. My research continues to draw on studies by cognitive psychologists such as Barbara Tversky and the writings of Alberto Cairo and Edmund Tufte to promote best practices in data presentation.

Karen Webber

We also make the case for the importance of Data-Informed Decision Making (DIDM) rather than Data-Driven Decision Making (DDDM). Where DDDM lets the data "drive" the decision making, removing human consideration of the context, DIDM recognizes that human judgement is a key element in complex, dynamic, and strategic decision making.

The more intense use of data analytics offers many positive and exciting advantages; however, potentials for misuse, misinterpretation, and/or unintended consequences cannot be ignored. Even when equipped with sufficient data and excellent analysis, higher education leaders should draw also on their professional experience, political acumen, ethical practice, and strategic considerations in making decisions.

Continued advocacy for and education of responsible data handling and representation is necessary to protect students and allow the data to tell its many stories accurately. ■

Professor Webber publishes research on a number of issues related to institutional effectiveness in higher education. Her primary research interests remain centered on the assessment of academic, cognitive, and psychosocial growth of college students, with additional interests in gender studies, and higher education data management.

Jim Hearn | Does Turning to Non-tenure-line Faculty "Pay off" for Struggling Institutions?

INCREASINGLY, universities are relying on non-tenure-line faculty for delivering their courses and advising their students. Currently, only about a third of the faculty in public universities are tenured or on tenure lines, a drop from well over half only 30 years ago. In the corporate world, moving away from a stable long-term labor force with employer-provided health and retirement benefits is often portrayed as a way to reduce costs, increase strategic flexibility, and improve overall financial health. In higher education, Clayton Christensen and other "disruption" advocates have made the same argument: college and university finances will improve if institutions step away from their longstanding commitments to faculty tenure.

Strikingly, empirical evidence supporting this claim to fiscal benefit for postsecondary institutions is lacking. In response, IHE alumna Rachel Burns (PhD 2018) and I are working quantitatively to test proponents' claims that moving to a more "contingent" (i.e., contractual, non-tenure-line) faculty work force provides meaningful financial benefits. We are building on my work with earlier IHE doctoral students, including Mary Milan Deupree (PhD 2013), Austin Lacy (PhD 2011), and Karley Riffe (PhD 2018). We are benefitting conceptually and empirically from recent work by IHE professor Sheila Slaughter, IHE alums Barrett Taylor (PhD 2012) and Kelly Rosinger (PhD 2015), and former IHE postdoctoral fellows Brendan Cantwell and Sondra Barringer.

Jim Hearn

Our project focuses on financially stressed public universities, where funding cuts have driven leaders to adopt new internal approaches while seeking new revenue channels. Across these struggling institutions, substantial variation exists in how aggressively schools have disrupted their faculty employment arrangements. Using the federal IPEDS data, we are exploiting that variation to discern whether moving away from tenure-centered employment contributes over

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time to improved financial health.

Our early results do not support the disruption hypothesis. Controlling for a variety of related organizational and financial characteristics, we have thus far been unable to discern any significant improvement in public universities' finances from retreating from tenure-line appointments. Of course, even if our initial findings hold up, they do not necessarily imply that there are no benefits to institutions that move to contingent faculty hiring. It may be that, over time, advantages may emerge that are not apparent from our current data. It is clear that the costs potentially associated with contingency (to student success, faculty engagement, and employee turnover) are substantial and may offset whatever gains the lower payouts for faculty salaries achieve. ■

Professor Hearn focuses his research on organization, policy, and finance in postsecondary education. His research has appeared in education, sociology, and economics journals, as well as in several edited books.

Rob Toutkoushian | What Are the Supply and Demand Determinants of Distance from Home to College?

RESEARCHERS have long been interested in studying how students choose whether and where to go to college. An understudied issue, however, is why some students stay close to home for college while others do not. The distance that a student travels from home to college is important because the cost of going to college may become prohibitive with distance. Students with fewer proximate postsecondary options may be less inclined to pursue a degree.

In this study, we will use data from the Educational Longitudinal Survey of 2002 (ELS:02) to examine the distances between a student's home and the colleges to which they apply, and the factors that are associated with student application behavior. We also will use data from Nicholas Hillman's (2016) study on commuting zones to test the notion that the availability of college options within commuting distance from students' homes affects the geographic size of postsecondary markets they consider at the application stage. The study relies on quantitative research methods, primarily multiple regression analysis, to isolate how personal, family, and geographic factors are associated with the distance between a student's home and the colleges and universities that he or she considers.

In some of our preliminary results, we have found that students with higher academic ability tend to apply to colleges farther from home, as do students coming from higher-income families. Likewise, the distance from home to college tends to increase along with parental education levels. Our findings also suggest that students who live in areas with fewer postsecondary options develop larger geographic spans of markets. Accordingly, this implies that students in "higher education deserts" partially offset the geographic disadvantage by expanding the distance that they travel from home to college.

Rob Toutkoushian

The study is funded in part by the Spencer Foundation and is a collaborative project involving IHE doctoral student Stephen Mayfield and alumna Samantha Rogers (PhD 2018). Our hope is our work will help education policymakers gain a better understanding of how students form the geographic span of higher education markets that they consider and will identify possible barriers that students face in going to college. ■

Professor Toutkoushian is currently involved in an analysis of educator pension plans, a study of the success of first-generation college students, a study of the determinants of excess revenues for colleges, and a study of how students define the markets that they consider for going to college.

Greg Wolniak | How Does One Know the True Cost of College?

ABOUT FOUR YEARS AGO, colleagues and I noticed that public colleges and universities were cultivating new revenue streams to cope with declining state appropriations and rising instructional costs. One emergent coping strategy is to charge differential tuition (DT) amounts based on a student's major or year of enrollment. While the practice may raise revenue for the institution, we noted that it adds complexity and potential for misinterpretation among prospective students who are attempting to estimate the true costs of attendance.

In 2016, in collaboration with Casey George (University of Louisville) and Glen Nelson (Idaho State University), I received a one-year grant from the Spencer Foundation to study the prevalence of DT practices in the United States.

Our team documented the history of, and substantial rise in, DT practices at public four-year, research-intensive universities over the past 25 years. Based on our calculations, more than half of the nation's public research institutions engage in DT. In addition to the near tenfold rise in DT practices, we found that an institution's historical

Greg Wolniak

group membership (such as land-grant status) significantly affect its adoption of DT policies. ("The Emerging Differential Tuition Era among U.S. Public Universities" (https://doi.org/10.1163/9789004398481_012) in *Under Pressure* (Brill, 2019)).

That work has expanded into a robust line of inquiry that I refer to as the "Affordability and Transparency Initiative." While tracking DT practices, our data collection was hindered by difficulty in locating accurate tuition and cost information on college websites. I enlisted qualitative researcher Laura Davis (University of Chicago Consortium on School Research) on a new project to uncover how information representation might affect students' decision making. Among the study's main findings was a wide variation of informational quality based on clarity of language, consistency and coherence of visual displays, and the navigational challenges stemming from information fragmentation and discontinuity. One notable and policy-relevant finding was that many net price calculators that universities are mandated to include on their websites show outdated or inaccurate information.

In our paper "Demystifying Tuition? A Content Analysis of the Information Quality of Public College and University Websites" (http://doi.org/10.1177/2332858419867650), we offer several recommendations for institutional practice. Efforts to redesign institutional websites should enlist support and guidance from campus officers, program leaders, and support providers who assist underrepresented groups. Higher education remains our society's primary mechanism for social mobility, and as cost of attendance continues to rise, colleges and universities should work to clarify and simplify their bottom-line tuition rates for prospective students from across diverse backgrounds. ■

Professor Wolniak conducts research on the socioeconomic effects of college. He is particularly interested in understanding how college students' socioeconomic trajectories are affected by their educational choices, their institutional environments, and the degree to which their college experiences translate to post-college outcomes.

Tim Cain | What If Agricultural Education Was Designed to Produce Revenue, Not Crops?

AT MIDNIGHT ON SUNDAY, November 20, 1904, a delegation of 42 people boarded the "University of Georgia Special" and set out for a two-day train ride to Madison, Wisconsin. The party—composed of University of Georgia (UGA) leaders, state governmental officials, many of their wives, and journalists tasked with capturing the experience—was embarking on a site visit to examine the University of Wisconsin's agricultural, extension, and other efforts. Their intent was to consider whether these initiatives might be implemented in the state of Georgia and to generate publicity that might drive state appropriations for university enhancement.

The delegation's experiences in Madison, and the ideas that both fostered the trip and emanated from it, fundamentally altered the relationship of UGA to its state and the funding streams available to the institution. UGA launched university extension as a formal program and changed the character and scope of agricultural education in the rural state.

Pivoting around the week-long trip to Madison, this project, which I am undertaking with IHE doctoral students Erin Leach and Phil Adams, examines the rise of agricultural education and cooperative extension at UGA. It demonstrates the financial motives and political machinations that led the institution to adopt on- and extra-campus programs aimed at shoring up institutional finances as much or more than serving the needs of the state.

This project contributes to ongoing historiographical reconsiderations of land-grant colleges' enactment of their democratic and service missions, as well to broader understandings of both institutional-state relations and what historian of higher education and long-time IHE friend John Thelin has termed the "horizontal" history of higher education.

We rely heavily on archival and other primary source materials that help us understand the context of educational funding, the efforts to improve the institution's financial standing, and the reaction to both the Wisconsin trip and its aftermath. Phil Adams's use of state legislative and related records to reconstruct state K-12 and higher education funding from the founding of UGA into the 20th century demonstrates the woeful state of institutional finances.

Tim Cain

Erin Leach's extensive examination of documents related to the planning for and experience of the trip to Madison reveal the political, publicity, and financial motivations behind the visit, as well as the influence of George Foster Peabody.

Together with additional archival work at UGA and beyond, as well as consideration of contemporaneous newspapers and related published sources, these pieces are helping us re-think the modernization of UGA and its implications for understanding land-grant colleges at the turn of the 20th century. ■

Professor Cain's research includes examinations of both modern and historic issues involving college students, faculty, and academic administrators. Current projects include considerations of college student protests in the long 1960s, the history of faculty unionization, and academic freedom at the turn of the 21st century.

The More Things Change...

Tracking the stubborn lineage of inequality in higher education.

By Amy E. Stich

DESPITE DECADES OF RESEARCH that documents the unintended consequences of academic tracking in secondary schools, the practice remains widespread in the American education system (Kelly & Carbonaro, 2012; Tyson, 2011; Oakes & Saunders, 2008; Oakes, Gamoran, & Page, 1992; Oakes, 1985; Rosenbaum, 1976; Kelly, 2019). As a "'ubiquitous practice' in the United States and other countries" (Kelly, 2019, p. 180), tracking sorts students into separate and unequal academic tracks, ostensibly based upon academic ability. However, low-income and minoritized students are more likely to be assigned to lower tracks wherein resources, expectations, the curriculum, and the ways in which knowledge is disseminated can differ in detrimental ways from higher tracks (Kelly & Carbonaro, 2012; Gamoran, 1987; Oakes, 1985; Oakes, Gamoran, & Page, 1992; Oakes & Saunders, 2008; Rosenbaum, 1976).

As "the postsecondary system mimics and magnifies the racial and ethnic inequality in educational preparation it inherits from the K-12 system," attention to tracking remains largely concentrated within our nation's high schools (Carnevale & Strohl, 2013, p. 7; Kelly & Carbonaro, 2012; Oakes, 1985; Rosenbaum, 1976; Tyson, 2011). This lack of scholarly attention at the postsecondary level suggests that tracking and its consequences end upon a student's graduation from high school.

Though few in number, exceptions most notably include Alba and Lavin (1981) and Brint and Karabel (1989) who conceived of postsecondary tracking as a process that sorts students into 2-year and 4-year institutions. However, this two-track conception no longer captures the contemporary breadth and depth of stratification within the U.S. postsecondary system and ignores deeper levels of stratification *within* individual institutions. At the institutional level, Armstrong and Hamilton (2013) have identified distinct pathways available to students from particular backgrounds (e.g., the "party" pathway) and Goyette and Mullen (2006) have examined divisions between students' background characteristics and "choice" of major.

ALUMNI ON THE MOVE

Andrew Pearl

Supporting Community Engagement

ANDREW PEARL (PhD 2015) joined the University of Alabama's Center for Community-based Partnerships (CCBP) as director of community engagement research and publications on February 1, 2019. Pearl supports students and faculty in the new Student Community Engagement Center (SCEC). Through his work in the SCEC, he hopes to encourage more transdisciplinary work and move partnerships "beyond reciprocity and into co-creation." He also works across campus to promote academic publications, presentations, and research related to community-engaged scholarship.

Amy Stich

However, no major studies have acknowledged or investigated curricular tracks carved out through institutional efforts to attract both high-achieving students via honors education and to serve a growing proportion of students in need of remedial/developmental education. My research explicitly extends the language of academic tracking to higher education in order to examine the structure and consequences of postsecondary tracking.

My most recent work, generously funded by a National Academy of Education/Spencer Foundation Postdoctoral Fellowship, used an embedded case study approach (Stake, 2006) to examine three academic tracks common within a significant proportion of our nation's colleges and universities (the honors track, the "traditional" track, and the developmental/remedial track). For this study, I focused on two public, 4-year institutions of similar structure, mission, and selectivity. Over a two-year period, I conducted 122 interviews with students, faculty, staff, and administration associated with each of the three tracks, observed roughly 200 hours of general campus and programmatic interactions, and collected documents related to the intent and outcomes of the programs.

Findings indicate that an earlier tracking structure indeed extends into postsecondary education and similarly is held intact by mechanisms that function to reproduce race- and class-based inequality. Postsecondary tracking is perhaps best evidenced by the heavy concentrations of students from low-income, minoritized backgrounds within the "low" track (e.g., developmental/remedial track) and concentrations of students who are both racially and socio-economically privileged within the "high" track (e.g., honors education). Importantly, the structures of opportunity within high and low tracks are far from equal, contributing to inequality of academic outcomes. Statistically, this was indeed the case at each of the institutions in my research.

The structure and negative consequences of postsecondary tracking are further evidenced by qualitative findings that highlight a "familiar clash between egalitarian principles and competitive excellence" (Stich, 2018, p. 14). For example, while one of the predominantly white universities in the study attempted to admit a more diverse student population into its Honors College and provide greater access to minoritized students, it did so by stratifying the Honors College itself. In other words, the Honors College was able to simultaneously broaden its membership while preserving the privilege of students within its ranks deemed the most meritorious—those seemingly worthy of greater financial assistance, a more rigorous curriculum, and a number of highly prestigious, dossier-building opportunities that will beget more privilege.

At the opposite end of the institutional tracking structure, students in the "low" track (admitted via the university's alternative admissions program)—those arguably in need of the most support—are provided with fewer resources and a relatively thin structure of opportunity. This imbalance (combined with poor outcome data and questionable changes to policies and practices over time that appeared to benefit institutional reputation over students' best interests) reveals the consequences of deeply entrenched racist and classist structures that often operate under the guise of increasing access and equity.

I hope this research will encourage further examination of postsecondary academic tracking and similar practices that, although often well-intended, serve to undermine the very equity goals upon which they are based. ■

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Economic Development By Degrees

Making the case for postsecondary education's impact on statewide growth.

THE POSITIVE RELATIONSHIP between workforce postsecondary credentials and regional economic development may seem well documented to people in the field of higher education, but the pragmatic case and a detailed plan for success in Georgia have yet to be demonstrated convincingly to state policymakers and business leaders.

Georgia is a growing economic powerhouse and pro-business state, but public-policy priorities have not reflected a full appreciation of the correlation between college completion and positive workforce outcomes. In 2011, Governor Nathan Deal announced the Complete College Georgia initiative. He set an ambitious goal to have 60% of the state's adults earning a high-quality postsecondary certificate or degree by 2025. The complicated and unresolved question of how to move the figure from 30% to 60% presents an opportunity for higher education researchers.

The University of Georgia Foundation received more than $390,000 from the Bill & Melinda Gates Foundation to review existing data and analyses and to develop a seminal report and roadmap for Georgia.

"I have thoroughly enjoyed the opportunity to apply what I have learned in coursework at IHE to this very policy-relevant project in collaboration with Dr. Knapp, Dr. Wolniak, and the folks at the Selig Center. These are all experts in their areas working together to make an impact."—*Matthew Gregory (IHE PhD student)*

A highly qualified group of University of Georgia faculty, staff, and a doctoral student has undertaken the project under the direction of president emeritus and Institute of Higher Education faculty member Charles Knapp.

"We simply need to make a stronger case regarding the critical role of postsecondary education credentials in allowing Georgia to reach its full economic development potential," Knapp said.

The team will evaluate tactics that have been most effective in boosting postsecondary credentials in the adult workforce, prepare actionable evidence for policymakers, develop a compelling case for business leaders, and identify complementary strategies to improve

Greg Wolniak, left, and Charles Knapp meet regularly to discuss findings and implications while assessing the available data for the grant study.

success of primary and secondary education throughout the state.

Their work focuses on the fine details, including which specific majors and programs meet the state's anticipated workforce needs, which pathways are most successful, and which financial aid programs best support completion.

Knapp recruited colleagues at the Institute of Higher Education and at the Simon S. Selig, Jr. Center for Economic Growth in the UGA Terry College of Business to serve as co-principal investigators. Greg Wolniak, associate professor at the Institute of Higher Education, researches college outcomes and co-authored one of the most comprehensive books on how college affects student trajectories. Jeffrey Humphreys, director of the Selig Center, has been the recognized expert for Georgia's economic outlook reports for three decades.

"We simply need to make a stronger case regarding the critical role of postsecondary education."

—Charles Knapp

The three principal investigators work closely with four additional team members. Senior editorial and research staff members at the Selig Center, Lorena Akioka, Beata Kochut, and Alexandra Hill, have participated actively in the center's extensive research and publication projects. They bring expertise in graphic design and extensive knowledge of Georgia demographics and development. IHE doctoral student, Matthew Gregory, brings a strong background in statistical methods and student success measurements to round out the six-member team. ■

Far-Reaching Effects of Near-Peer Advising

Alumni advisers continue to serve in a variety of ways and carry their experiences into new professional and academic pursuits.

AFTER AN EVENT, planned by an Atlanta-based Georgia College Advising Corps adviser, for students to announce their postsecondary plans, a principal remarked, "The culture that you have created, where students are celebrating their life after high school—well, it felt like a football game in there." Building that kind of positive enthusiasm and energy has been part of the job of GCAC advisers for ten years.

GCAC began in 2009 with a partnership between IHE, the Watson-Brown Foundation, and the national College Advising Corps. Launched with only four advisers, GCAC now supports 23 advisers in 17 high schools.

The program uses a near-peer advising model to recruit advisers who are close in age and background to the students they serve. GCAC intentionally partners with schools where there is a critical need: in 2018-2019, roughly three-fourths of the 4,400 students served by the program were from low-income backgrounds or historically underrepresented populations. Advisers work alongside counselors to provide one-on-one support as students navigate the complicated world of college admissions and financial aid.

Jessica Robinson, GCAC director, notes that the need for college access programs is greater than ever because a postsecondary education is more important than ever. The *2017 Georgia Higher Education Data Book* estimates that over 65 percent of jobs in Georgia will require a form of college education by 2020. Whether it is a bachelor's degree, an associate's degree or a high-quality certificate, these education credentials, beyond a G.E.D. or high school diploma, are increasingly critical to personal economic stability.

Despite the documented boost to employment prospects and income, many young people in Georgia are not pursing postsecondary education. The advisers make the case for education beyond high school, and the near-peer mentoring model has proven to be a powerful tool in raising student aspirations to attend college. The advisers' recent experiences with college financial aid and admissions processes enable them to give up-to-date and individualized support.

Robinson notes, "Advisers do their work under extraordinary circumstances, and they hone skills that will serve them for a lifetime of navigating difficult situations and advocating for higher education."

At the anniversary reception, José Fragoso and Damisi Fawole show Governor Brian Kemp's proclamation designating May 29, 2019, as Georgia College Advising Corps Day in Georgia.

STATISTICS

- 2018-19 advisers held over **10,700 INDIVIDUAL MEETINGS** with high school students.
- Students that met with advisers were **40% MORE LIKELY** to apply to at least one college.
- Students that met with advisers were **37% MORE LIKELY** to apply for a scholarship.

The original four GCAC advisers in 2019, left to right: Ashley Holmes, Truitt Broome, Mamie Harper, and Ryan Carty.

Former adviser Jasman Ware credits her two years as an adviser with helping her advance in higher education. Ware is currently the program coordinator for the Office of Advancement at the Yale University School of Nursing. She says, "I gained so many transferable skills that I still use today, and I'm especially thankful for the project management experience I gained so early on in my career."

Loni Gibson agrees. She recalls her years of service, 2015-2017, as an "impactful, unforgettable, and priceless experience." She explains, "I built lifelong relationships, discovered my passions, and had a chance to change the lives of young people."

Over the past decade, more than three-fourths of the advisers pursued a graduate degree after their service. Former GCAC advisers are now working in public schools, universities, and nonprofits across the country where they continue to serve as college access leaders and advocates.

"This year we have two people applying to serve as college advisers who were inspired because they were helped on their own paths to college by GCAC advisers." Robinson continues, "To me, this speaks volumes about the ripple effects of our program." ■

GCAC CELEBRATES TEN YEARS

FRIENDS, current advisers, and IHE staff attended a luncheon and networking event to mark the milestone. Libby V. Morris, founder of the program, spoke at the event praising the staff's continued service commitment and positive outcomes. Other speakers included the four original advisers, founding director Yarbrah Peeples, and current program director Jessica Robinson.

In her remarks, Robinson outlined the important work of the program.

■ "Advisers are closing the gap for low-income students by ensuring they are aware of financial aid and scholarship opportunities, helping them complete the FAFSA, and promoting financial literacy.

■ Advisers are closing the gap for students from historically underrepresented populations through offering culturally sustaining guidance and serving as role models.

■ Advisers are closing the gap for students who are the first in their families to attend college by raising and affirming student aspirations to pursue higher education and helping them achieve their goals."

—Jessica Robinson

INTERNATIONAL

Ed.D. Cohort Tours China

■ EXECUTIVE ED.D. COHORT 5 returned from China on June 22. As part of the week-long seminar, the students visited Peking University and East China Normal University and attended lectures by officials of the Chinese Ministry of Education and other noted Chinese higher education scholars. A highlight included meeting with Dr. Cheng Ying, founder of the Shanghai Ranking Consultancy, the organization that publishes the Academic Ranking of World Universities.

In describing key takeaways from the trip, cohort member Russell Keen noted, "The ability to immerse ourselves in a different culture, climate, and educational system is something that we will have in our experiential toolbox for years to come. We will inevitably draw upon our experiences and insights from this experience for the benefit of wherever we serve in ways that we cannot even imagine right now." International study is a key component of the Ed.D. program. ■

Members of cohort 5 pause to pose with the Great Wall of China.

UGA-University of Rijeka Mobility Exchanges

■ IN FEBRUARY 2018, the University of Rijeka (UNIRI) received a grant from the European Union Erasmus+ Programme to support short-term teaching and professional exchanges with the Institute of Higher Education.

As part of the exchange, the Institute hosted two UNIRI administrators, Ms. Daria Glavan Šćulac and Ms. Maja Skočanić in December 2018. During their week on campus, they visited with IHE faculty, Interim Provost Libby Morris, and several administrative and outreach units on campus, including the Archway Partnership, Carl Vinson Institute of Government, President's Office, Gateway Initiative, and Institutional Research Office.

Tim Cain and **Leslie Gordon** conducted a 16-hour mini-course, *Issues in the Professionalization of Professoriate: Teaching and Working in Global Universities*, at the University of Rijeka on May 5-8, 2019. More than 50 graduate students and administrators enrolled in the course, which covered curriculum planning and evaluation, student assessment, scholarly publishing and research integrity, and a comparative study of academic freedom.

Webber, Šćulac, and Skočanić discussed education analytics in Europe.

The professors also met with Rector Snejžana Prijić-Samaržija, the dean of the doctoral school, Sandra Kraljević Pavelić, and the vice-rector for studies and students, Sanja Barić.

Institute for English Language Teacher Education

■ THE INSTITUTE WELCOMED back alumnus Michael Benson on March 27. Benson graduated in 1977 and spent his career abroad in a variety of diplomatic and academic roles. In the early 1990s, he established an English language school in Tashkent, Uzbekistan for prospective teachers. He was the director of the Institute for English Language Teacher Education (IELTE) for six years. He returned to Athens to meet with one of IELTE's graduates, Madina Djuraeva, who had spent the academic year at UGA as a Fulbright Fellow in the Foreign Language Student Assistant (FLSA) program.

Benson and Djuraeva spoke informally to a group of interested students and faculty from IHE about English language instruction and the role of the Institute of Higher Education in inspiring and preparing its graduates for unique opportunities.

Webber Gives Keynote at Austrian Forum

■ KAREN WEBBER delivered the keynote address at the Austrian Network for Higher Education Research meeting in Vienna, Austria, on May 22. Webber spoke on the relationships between higher education research and institutional research (IR) to raise awareness of the important role of IR in planning and policy.

Webber conferred on trends in data-driven decision making in higher education with Attila Pausits, head of the Centre for Educational Management and Higher Education Development at Danube University Krems, and other Austrian colleagues in Krems before returning to the United States. ■

AROUND IHE

IHE Postdoctoral Fellows

Maurice Shirley joined the Institute as the 2019-2020 postdoctoral research and teaching associate. He will teach graduate courses and pursue research projects.

Shirley's research interests include college access and equity, college completion, student employment, and the student experience of traditionally underrepresented and underserved student populations. He has extensive experience working with college students in the areas of student engagement, leadership, diversity initiatives, academic advising, and admissions.

In continuing his investigation of the impacts of employment on college students, he looks forward to exploring broader outcomes relating to persistence, expanding his sample to later cohorts, and examining the transitions to the labor market. He also plans to implement qualitative measures to understand student motivations and experiences.

He earned his doctorate in higher and postsecondary education from New York University, a master's in higher education and student personnel administration from New York University, and a bachelor's in English, pre-education from The Ohio State University.

Meredith Billings, postdoctoral associate 2018-2019, joined the faculty at Sam Houston State University in August 2019 as an assistant professor of higher education in the Department of Educational Leadership. She will teach quantitative research courses.

"I look forward to working with my new colleagues, teaching and mentoring students, continuing my research on college access, success, and affordability, and learning about the Texas higher education system," said Billings.

Meredith Billings

During her year at IHE, she continued to research and write about promise programs. She produced two journal articles and an edited book. Billings also launched three new research projects with IHE colleagues and alumni. She is working on a mixed methods study on the evaluation of the Georgia College Advising Corps in the college choice process with Ashley Clayton (former IHE postdoctoral associate). With Lori Hagood (PhD 2017), Billings is conducting a quasi-experimental study on the effect of the University System of Georgia's guaranteed tuition plan on student debt and time-to-degree. She also began a study that examines the relationship between Georgia high school students' enrollment in math and science courses and their subsequent post-high school academic and employment outcomes with Karen Webber.

Maurice Shirley engages students in the Fincher Library at IHE.

Courtesy and Adjunct Professors

Courtesy and adjunct professors contribute to the Institute as part of the professoriate. They provide more in-depth opportunities for students through the knowledge and experiences they add to the academic climate and classroom discussions. The 2019-2020 IHE courtesy and adjunct appointments are:

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

John Dayton, Professor of Lifelong Education, Administration, and Policy, University of Georgia

Manuel González Canché, Associate Professor of Higher Education, University of Pennsylvania

Joseph Hermanowicz, Professor of Sociology, University of Georgia

Jennifer Rippner, Visiting Lecturer of Education Law, Indiana University

Inspirational GTF Director Marguerite Koepke Retires

■ MARGUERITE KOEPKE retired as the director of the Governor's Teaching Fellows program (GTF) at the conclusion of the summer symposium this year. Koepke is professor emerita in the College of Environment and Design and held a courtesy appointment at the Institute of Higher Education (IHE) to lead the program since 2000. "It has never been a job. It's been a professional gift," said Koepke describing her nearly twenty years of service.

Koepke carried her deep and abiding interest in the art and science of teaching and learning to GTF. She provided guiding direction to both curriculum development and program administration.

IHE Director Libby V. Morris said, "Marguerite always brought such energy and enthusiasm to her work with the fellows. She is a valued colleague and will be missed at the Institute."

A standing room only crowd of past fellows surprised Koepke at the end of her last GTF session.

Throughout her tenure, acceptance into the program's two annual cohorts remained highly competitive. At a special reception held in May, alumni of the program returned to Athens from across the state to thank Koepke for her service and support. Several people shared special memories of their time as fellows and the importance of Koepke's genuine interest in their development as educators and overall well-being. GTF alumni and long-time instructor Cynthia Alby presented the Institute with a plaque in Koepke's honor that hangs in Meigs Hall.

"I love the GTF program," said Koepke. "These experiences have cemented relationships with the best teachers in the state of Georgia and in my professional life at UGA."

For nearly twenty-five years, the Institute has hosted GTF, which was founded by Governor Zell Miller and launched under the leadership of professor emeritus Ronald Simpson.

The fellows, who are already experienced faculty members, participate in sessions on course design, student engagement techniques and technology, classroom assessment, and mentoring. Additional topics, like grants, copyright, intellectual property, and professional renewal, are added based on interests indicated by the fellows each year.

IHE faculty member Leslie Gordon greeted the 2019-2020 academic year fellows in September as the program's new director.

Gordon has wide-ranging experience in teaching and learning, faculty development, and program direction and assessment. She is the associate director of the Executive Doctoral Program in Higher Education Management and is a frequent contributor to UGA's Center for Teaching and Learning. ■

ALUMNI ON THE MOVE | Leading for Tomorrow

Todd Holcomb

TODD HOLCOMB (EdD 1992) began his tenure as the eighth president of Hawkeye Community College on July 1, 2019. The college is an economic engine for the Waterloo region and awards around 1,500 degrees annually. Holcomb keeps a strong student focus, and in his welcome letter, he included his aspiration that at Hawkeye "each [student] is treated as an individual with unique goals." In announcing Holcomb's appointment, the chairman of the Hawkeye Community College Board of Directors Jay Nardini said, "We feel that he's got the vision and the energy to move us forward…. Hopefully, this will be his last presidency. We're excited, and so is he." ■

Inviting Conversations Around Higher Education to Meigs Hall

■ **Dominique Baker**, assistant professor of education policy at Southern Methodist University presented "Pathways to Racial Equity in Higher Education: Modeling the Antecedents of State Affirmative Action Bans" on September 17. Her research focuses on the way that state policies have influenced inclusive and equitable campus climates.

■ **Sheila Slaughter** offered an open seminar on October 22, entitled "What Do Trustees Do for Elite US Research Universities?" Slaughter addressed the roles trustees play in research strategy, innovation, and economic development since 1975.

■ **Sarah O'Shea**, at the University of Wollongong in Australia participated in a roundtable comparative discussion of first-generation college students on October 29.

■ On February 25, **Josipa Roksa**, professor at the University of Virginia, gave a seminar on the importance of family on student outcomes, "Facilitating Academic Success of Low-income Students: The Role of Family Support."

■ **Drew Allen**, the executive director of the Initiative for Data Exploration and Analytics (IDEAS) for Higher Education at Princeton University, spoke on March 4. Allen discussed how IDEAS complements other data analytics portfolios across campus and facilitates collaborations between scholars and administrators.

■ On March 8, **Brian Burt**, assistant professor at Iowa State University, shared the research underpinning his article "It Takes a Village: The Role of Emic and Etic Adaptive Strengths in the Persistence of Black Men in Engineering Graduate Programs."

■ On March 20, **George Spencer** shared his AERA-funded research project looking at the impact of statewide articulation agreements on associate degree completion rates. He highlighted the positive outcomes achieved by students in New Jersey and Mississippi after those states implemented agreements.

■ **Zachary Bleemer** led a seminar on April 12 comparing outcomes of Affirmative Action plans and the Eligibility in the Local Context program (ELC) in California. His research found evidence that both policies had positive impacts on students admitted into selective schools.

■ **Alyssa Rockenbach**, associate professor of education at North Carolina State University, led a brown bag discussion of her grant-funded research, "The Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS)" on April 16.

■ **Constance Iloh**'s presentation on April 17 challenged the premises that college is accessible and that student enrollment is a choice. Through her interviews with students "hidden in plain sight," she fundamentally changed the theoretical framework posited by Hossler and Gallagher (1987) to reflect the iterative and cyclical nature of how a new generation of students make college-going decisions.

■ Alumna **Tracey Ford** (EdD 2002) met with faculty and students on April 18 to discuss challenges and rewards of careers in student affairs. Ford has served in major leadership roles in three different university systems in Georgia, North Carolina, and Tennessee.

■ **Carrie Klein**, doctoral candidate in the Higher Education Program at George Mason University, spoke on April 24. Her talk, *Analytics in Higher Education: Complexities in Design, Implementation, and Efficacy*, discussed the appeal and pitfalls of commercially available learning analytics products.

■ On April 26, **Sheila Slaughter** led a seminar on major challenges to academic freedom since the 1980s. She focused on the impacts of academic capitalism, intermediating organizations, and the rise of neo-nationalism.

■ **Maurice Shirley** visited with faculty and students on June 11. In addition to a roundtable discussion with students, Shirley presented a lecture outlining research on the effects of employment on college student outcomes. ■

Brian Burt

Drew Allen

Constance Iloh

Fall 2019 Calendar of Events

September 27
Student awards luncheon

October 2
KerryAnn O'Meara seminar (in Coverdell Center)

October 2
Dedication of Ginger Szabo-Dunham memorial bench

October 7
Paul Tough book talk (at Ciné)

October 18
Homecoming open house with GCAC guests

November 13
IHE preconference reception at ASHE

December 6
Alumni holiday reception

December 13
Winter commencement

Check out all our upcoming events at
https://ihe.uga.edu/events

IHE Scholarships Support and Recognize Excellence

IN SEPTEMBER, THE IHE COMMUNITY gathered to celebrate the accomplishments of four outstanding students and the lives and legacies of the leaders our scholarships honor. The annual luncheon included friends and family of the recipients, alumni, faculty, staff, and the donors who make the awards possible.

Left to right: Charles Sanchez, Emmanuel Little, Melissa Whatley, and Lindsey Hammond.

■ **Lindsey Hammond** received the Thomas G. Dyer Outstanding Dissertation Research Award for rigorous original scholarship in the field of higher education. "I'm honored to receive this award," said Hammond. "I aim to live up to its legacy and am certain that my experiences in IHE have strengthened me immeasurably to conduct meaningful research."

Hammond's dissertation, "'Putting Your Money Where the Jobs Are!: A Mixed-Methods Approach to Understanding Process and Outcomes of Workforce Development Oriented Policy in Georgia," uses policy analyses as well as regression discontinuity to illuminate the impact of workforce development policies on postsecondary education and their effects on students from underserved populations.

In the quantitative portion of the study, Hammond examines the effects of policy changes to Georgia's HOPE Grant Program on students at two-year institutions. Her research is very timely as state policymakers seek paths to achieve state workforce development targets.

■ **Emmanuel Little** (PhD 2018) received the J. Douglas Toma Excellence in Scholarship and Service Award for his academic achievements and institutional engagement. His major professor, Karen Webber noted how he thrived in his academic roles and embraced scholarly work while commuting between Milledgeville and Athens to attend classes.

Throughout his time in the doctoral program, Little continued as director of Georgia College's Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) program, and the Georgia College's African-American Male Initiative. Both programs focus on retention and graduation of men of color and require active engagement with his community and fundraising.

"I appreciate the opportunities to interact with professors who are current leaders in the field as well as my peers who will undoubtedly help shape the future of higher education," said Little. "I am thankful to receive the Toma Award and hope to continue upholding the transformational commitment to research and service exhibited by its namesake."

■ **Charles Sanchez**, a fourth-year doctoral student, received the inaugural Libby V. Morris Leadership Award for his potential for leadership in higher education and his commitment to the land-grant missions of the university. Sanchez served as the graduate assistant for the Georgia College Advising Corps, where he coached college advisers, managed program-level data, and assisted with curriculum development and instruction during the month-long adviser training program.

"I am grateful for the opportunity to study at IHE while also being able to serve with the GCAC," said Sanchez. "This has allowed me to integrate my coursework and have a practical impact on addressing issues of college access—an area personally important to me."

He has put his dissertation research into action to improve how GCAC collects and analyzes school-level data. Erik Ness introduced Sanchez at the ceremony, and in his remarks he noted, "Charles is both a mentor and an inspiration to the college advisers."

■ The Zell and Shirley Miller Fellowship was awarded to **Melissa Whatley** (PhD 2019) as a doctoral student of high promise. The fellowship supports the advanced study of significant issues in the field of higher education.

Whatley's dissertation research employed advanced quantitative research methods to explore social stratification in U.S. study abroad programs. During the past year, Whatley published articles in *Research in Higher Education*, presented papers at numerous national academic conferences, and received the Association of International Education Administrators' Harold Josephson Award for Professional Promise in International Education. She was a 2019 NCES Data Institute Fellow and is now a postdoctoral research scholar at North Carolina State University's Belk Center for Community College Leadership and Research.

"I am very grateful for the on-going support from faculty and fellow students in IHE," said Whatley. "My dissertation committee has provided me with exceptional guidance and encouragement throughout the writing process, and I have been afforded many opportunities to build and advance my research agenda thanks to IHE's commitment to student success." ■

Listening for Civility in the U.S. Democracy

University of Connecticut President Susan Herbst

"DIVISION, INCIVILITY, AND FEAR in American Political Culture: What Does it Mean for the Future of Higher Education?" was the title of the 30th Annual Louise McBee Lecture. University of Connecticut President Susan Herbst, delivered the address on April 25 at the UGA Chapel.

Herbst maintained that fostering a culture of productive argument—rather than hurtful discord—is critical to the success of a democracy and that education institutions can take the lead in developing a citizenry that knows the difference. She organized her address into three sections, providing historical perspective, creating a case for incivility's role, and offering recommendations to improve how we interact.

For her talk, she drew from research for her 2011 book, *Rude Democracy: Civility and Incivility in American Politics,* an undertaking that she committed to "because of [political civility's] chronic and vital place in American democracy." Herbst concluded that after three centuries of practice, Americans do not know *how* to argue. Working from the Founding Fathers through the nadir of the 1850s and on to the present day, she tracked the tenor of debate in the United States. She cited evidence that the political discourse in the eighteenth and nineteenth centuries was not reserved and gentile. Political arguments deteriorated into violence from Main Street to the halls of the U.S. Capitol.

Despite the dark extremes, she cautioned that the ultimate goal is not for society to be completely harmonious. Herbst said that some level of vocalized discord is important to avoid apathy, to simplify complicated issues, and to inspire and connect people. She noted that she plans to continue exploring the line between raucous debate and dangerous tirades.

In her talk, Herbst provided three recommendations for educators to help prepare students for living in an uncivil world. First, she advised schools to take the lead in offering and encouraging student development of argumentation skills. Just as educators seamlessly integrate reading and writing into many courses, they could embed practice with basic debate skills. Her survey of University System of Georgia students in the early 2000s indicated that most students actively avoid engaging in dialog with people who hold different views, and they found face-to-face disagreements disturbing. Rather than enable avoidance, she urged educators to better equip and acclimate students for disagreements as a part of their degrees.

Second, to her fellow presidents of higher education institutions, she encouraged them to invite controversial speakers of substance to their campuses to make sure students hear opposing views. She acknowledged that not all speakers have merit and that her advice does not extend to those firebrands who seek only to instigate passions without driving discussion.

Her final recommendation to higher education leaders was to cultivate a culture of listening on campuses. To this point, she drew from early childhood education literature by Hal D. and Gary D. Funk. She said that students need to receive a purpose for listening and to be taught to listen *for* rather than to listen *to*. Listening *for* involves discipline on the part of the recipient to remove the speaker's emotion, hear the points underlying the rhetoric, and process the content more objectively.

By developing generations of Americans comfortable with argument, Herbst believes we can encourage productive airing of disagreements without fear or oversensitivity. She concluded that once equipped with the tools to tamp down and process the "flip, hysterical, and dangerous" tirades that pass for debates, people will be better able to engage with ideas. ■

Libby V. Morris and President Jere W. Morehead unveiled a portrait of Louise McBee.

About the McBee Lecture

THE LOUISE MCBEE LECTURE SERIES honors Dr. Louise McBee, who held leadership positions for more than 25 years at the University of Georgia before serving for more than a decade as a champion for higher education in the General Assembly. Founded in 1989, the series has brought numerous persons of great distinction to IHE and the University of Georgia to comment on key directions and themes in higher education.

BEYOND THE CLASSROOM

Papers, Presentations, and More Activities

IHE students and fellows carry their talents throughout the community.

BENJAMIN CECIL, in addition to his doctoral studies, is assistant director of the Department of International Student Life (ISL) in Student Affairs at UGA. He is also serving as co-director of the NASPA International Symposium pre-conferences in 2019 (Los Angeles, CA) and in 2020 (Austin, TX). Cecil presented at the NASPA annual conference in 2019 with IHE student Justin Jeffery.

Benjamin Cecil

In November 2019, he will be presenting a poster session related to student engagement and experiential learning at the Association for the Study of Higher Education (ASHE) annual conference in Portland, OR.

HOLLY HAWK won the 2018 SoTL Award (Scholarship of Teaching and Learning) at the UGA College of Education's Innovation in Teaching Conference in October. The award recognizes innovative and thoughtful approaches to teaching. Hawk is a full-time lecturer in the UGA Terry College of Business and was selected for a data analytics case she developed and implemented in the J.M. Tull School of Accounting. She also presented three papers in 2019: AAA Southeast Region meeting in Savannah, GA; the USG Teaching & Learning conference in Athens, GA; and the KPMG Masters of Accounting Data and Analytics Leadership conference in Orlando, FL.

Holly Hawk

ANDREW CRAIN presented scholarly papers on rural college access at the annual conferences for ASHE and AERA and at AAC&U's "Transforming STEM Higher Education" meeting. He will be co-presenting a paper on rural college access at ASHE 2019 in Portland and also will be a participating panelist at the Graduate Career Consortium (GCC) annual meeting and the Center for Research on College-Workforce Transitions (CCWT) Internship Symposium in the fall. In 2018, Crain assumed the role of director of experiential professional development in the UGA Graduate School where he leads career development programming for master's and doctoral students.

Andrew Crain

HEE JUNG GONG works as a research assistant for Rob Toutkoushian. During her third year in the doctoral program, she presented a study which examined the effect of Federal TRIO policy on students' college choice at the Association for Education Finance and Policy (AEFP) 2019 conference with Toutkoushian. This fall, she will present her research exploring a mechanism in teaching and learning utilizing PLA (peer-learning assistant) models in STEM undergraduate education at the International Society for Exploring Teaching and Learning (ISETL) and International Society for the Scholarship of Teaching and Learning (ISSOTL) conferences. Gong will also present her study exploring the impact of early admission on student success at the 2019 ASHE conference. She served as a member of the International Student Advisory Board (ISAB) at UGA for the 2018-19 academic year. Additionally, she has been invited to serve on the peer-review panel of the proposal for the AERA 2020 annual meeting for Division J.

Hee Jung Gong

LINDSEY HAMMOND presented at five conferences, submitted three manuscripts for review, served as the instructional assistant for two IHE courses, and completed a draft of her dissertation proposal. She was selected as the 2018 recipient of the Thomas G. Dyer Outstanding Dissertation Research award. Broadly, her dissertation work contributes to understanding the process and outcomes of increased utilization of two-year institutions to accomplish state workforce development goals. Hammond presented first-authored work at the 2018 ASHE annual conference, 2019 AERA meeting, 2019 Council for the Study of Community Colleges (CSCC) conference, 2019 AEFP meeting, and the 2019 Student Financial Aid Research Network (SFARN) conference. In the coming year, she looks forward to completing her dissertation, submitting manuscripts from her conference proposals to journals, and presenting a paper examining the nonadoption of state-wide college completion policies at the 2019 ASHE conference.

Lindsey Hammond

NARKE NORTON is a master's student, who works full-time in the College of Agricultural and Environmental Sciences' Office of Diversity Affairs unit as program coordinator. He also serves as national historian of the Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS). Narke presented a three-part "Keys to Communication" workshop at the 34th Annual MANRRS National Career Fair & Training Conference.

Around the UGA campus and Athens community, Narke serves on the TEDxUGA Steering

Narke Norton

Committee, Georgia African American Male Experience (GAAME), Movimiento Latino, Dr. Martin Luther King, Jr. Freedom Breakfast, the Black Faculty and Staff Organization, and Chess and Community's Art of Debate series.

Justin Jeffery

■ **JUSTIN JEFFERY** is working on a manuscript for publication with recent alumna Melissa Whatley that examines the state-level push/pull factors on international student mobility. He co-presented at ASHE and the NASPA International Symposium with fellow IHE students and alumni. Jeffery is director of International Student Life at UGA where he works full-time.

■ **JENNIFER MAY-TRIFILETTI** presented papers at the conferences of the ASHE, AEFP, CSCC, and the Association for Institutional Research (AIR) during the last academic year. Her work with Rob Toutkoushian and Ashley Clayton (LSU) on postsecondary outcomes of first-generation college students was published in *Educational Policy*.

Jennifer May-Trifiletti

During the 2018-2019 academic year, May-Trifiletti worked as a research assistant to Jim Hearn. With Hearn and Welch Suggs (PhD 2009), she developed and analyzed a longitudinal dataset of institutions' intercollegiate athletics offerings from a strategic financial and enrollment management perspective. May-Trifiletti's own research has focused on how institutional characteristics, policies, and initiatives affect student access and success, especially in community colleges. Her dissertation research examines changes in community colleges' missions and the effects of these changes on institutions and students.

Also during 2018-2019, May-Trifiletti served as an instructional assistant in the Quantitative Methods in Higher Education I and Institutional Research courses. She coordinated IHE's Research Roundtable series for students with fellow student Erin Leach. May-Trifiletti is a UGA Presidential Fellow.

■ **JULIANNE O'CONNELL** is a doctoral student serving on the IHE Higher Education Student Society. This past year she was recognized as UGA's Graduate Resident of the Year by the National Residence Hall Honorary. This fall O'Connell will present on sustainable programming at the ENGAGE! Student Affairs conference held at UGA.

Julianne O'Connell

■ **JOSH PATTERSON** continues his exploration of organizational decision making and curriculum at the intersection of religion and U.S. higher education. Developing various projects that explore these themes, Patterson has written and presented about student course-taking patterns, curricular change and innovation, and trends in degree production. Along with IHE students Melissa Whatley and Andrew Crain, Patterson presented research at the 2018 ASHE conference on inequality of opportunity for intercultural engagement. Additionally, Patterson convened a panel at the annual meeting of the American Academy of Religion (AAR), bringing together higher education and religion scholars to discuss the field within its higher education contexts. Patterson serves as a research fellow for AAR, building capacity for data collection and research, and has been invited to present at the 2019 meeting exploring trends in degree production, and to sit on a panel reflecting on survey efforts concerning adjunct and contingent faculty.

Joshua Patterson

He has continued to develop his co-authored research as a grantee with the Interfaith Diversity Experiences and Attitudes Longitudinal Survey, presenting at their 2018 symposium, and engaging in conversions about students' experiences with worldview diversity by sharing research at the NASPA Spiritual/Secular/Religious Identities conference. He also is co-organizing a grant-sponsored seminar series at UGA.

■ **REBECCA PERDOMO** is a UGA Alumni Association's Graduate Endowed Scholar and serves as a graduate research assistant at the Carl Vinson Institute of Government (CVIOG). In her role at CVIOG, Rebecca works in survey research and data evaluation, engages with various clients, and report writing. This past April she presented her dissertation research on Hispanic-Serving Institutions at the Southern Sociological Society conference. She also presented her work with Karen Webber on extracurricular activities and the STEM pipeline at the ASHE 2018 conference and has been accepted to present on institutional decision making at HSIs for the ASHE 2019 conference.

Rebecca Perdomo

Currently, Perdomo has two first-author papers under review. One includes her work with Webber on STEM transitions between high school and college. The other, with co-author Linda Renzulli (IHE Fellow/Purdue), focuses on immigrant students of different racial backgrounds and the support they receive as it relates to college-going.

■ **CHARLES SANCHEZ** was awarded the inaugural Libby V. Morris Leadership Award for 2018-2019 and has been working as a graduate assistant with IHE's Georgia College Advising Corps. This fall he joined the Center for Policy Research and Strategy at the American Council on Education in Washington, D.C. as a graduate research associate, and he continues his dissertation work. ■

Charles Sanchez

Read about all our students on the website

ihe.uga.edu/directory/graduate-students

Institute Adds Two More Higher Education Leaders as Fellows

IHE FELLOWS hold renewable, three-year appointments to the Institute of Higher Education and contribute to the Institute's programs, provide opportunities for students, and expand the geographic scope. This year the Institute welcomed two new fellows into the community of scholars.

Michelle Asha Cooper is a higher education champion who presented the 29th Louise McBee lecture in 2018. Cooper is the president of the Institute for Higher Education Policy (IHEP), a Washington, D.C. based higher education research and advocacy organization. Cooper assists in the IHE summer externship to the nation's capital by hosting students at IHEP and providing tours and meetings with experts.

David Tandberg is the vice president for policy research and strategic initiatives at the State Higher Education Executive Officers Association (SHEEO). He is a recognized expert on higher education policy and a frequent author and presenter.

Returning Fellows:

Robert E. Anderson
President, State Higher Education Executive Officers Association (SHEEO)

James Soto Antony
Senior Lecturer on Education and Faculty Director of Higher Education, Harvard University

Christopher Cornwell
Professor of Economics, University of Georgia

Houston Davis
President, University of Central Arkansas

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

Mary Lou Frank
Educational Consultant and Adjunct Professor, Brenau University

Ilkka Kauppinen
Adjunct Professor, University of Jyväskylä (Finland)

Larry L. Leslie
Professor Emeritus, University of Arizona

James T. Minor
Senior Strategist for Academic Success and Inclusive Excellence, The California State University, Chancellor's Office

David Mustard
Professor of Economics, University of Georgia

Brian Nolan
President, East Tennessee State University

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

Linda Renzulli
Professor and Head of Department of Sociology, Purdue University

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

Randy L. Swing
Higher Education Consultant

Wayne J. Urban
Professor Emeritus, University of Alabama and Regents' Professor Emeritus, Georgia State University

C. Edward Watson
Associate Vice President for Quality Advocacy and LEAP Initiative, Association of American Colleges and Universities (AAC&U)

Meihua Zhai
Assistant Vice President for Institutional Research & Analysis, Wayne State University ■

ALUMNI ON THE MOVE | Building Institutional Effectiveness

Juanita Hicks

JUANITA HICKS (EdD 2018) is the new vice chancellor for human resources for the University System of Georgia (USG). In this role, Hicks seeks to maximize employee and organizational effectiveness with strategic HR efforts that support the Board of Regents' objectives to be more efficient, affordable, and promote degree attainment in Georgia. She also provides leadership and support to the institutional chief human resources officers (CHRO). Hicks came to USG after seven years of leadership service within the system at the University of West Georgia and Georgia Tech. ■

Meet the New Students

Front to back, left to right by row: Kanler Cumbass, Julianne O'Connell, Ricky Kirby, Sarah Burman, Sean Kilgore, Alexa Arndt, Andrea Kiely, Elizabeth Ndika, Chad Mandala, Ijaz Ahmad. (Not pictured: Grace Covello, Dori Pap, Jared Peden, Erick Taylor.)

Thank You!

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

American Academy of Religion
Georgia College Advising Corps
Governor's Teaching Fellows
Journal of Higher Education Outreach and Engagement
UGA Carl Vinson Institute of Government
UGA Center for Undergraduate Research Opportunities
UGA Division of Academic Enhancement
UGA Division of Public Service and Outreach
UGA Graduate School
UGA Honors Program
UGA Housing and Residence Life
UGA International Student Affairs
UGA Mentoring Program
UGA Office of Government Relations
UGA Office of Institutional Diversity
UGA President's Office
UGA Small Business Development Center
University System of Georgia Board of Regents

HESS Officers 2019-20

The Higher Education Student Society (HESS) is active throughout the year offering academic, professional, and social events by graduate students for graduate students. Highlights of the year include the research showcases, a new series on higher education publishing, and regular third Friday socials and mixers with other doctoral programs. HESS officers represent and give voice to the student body within the IHE community.

Erin Leach, *president*
Derek Finke, *secretary*
Sean Baser, *treasurer*
Julianne O'Connell, *master's representative*

Left to right: Erin Leach, Derek Finke, Sean Baser, and Julianne O'Connell

STAY CONNECTED

The Institute is looking to provide more interactions between our former, current, and prospective students. Visit our website to find events and to see how you can volunteer.

ihe.uga.edu

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

ASHE
ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

2019 ANNUAL CONFERENCE

Wednesday, November 13, 2019
7:30 p.m. to 8:30 p.m.
Hilton Portland & Executive Tower
www.ashe.ws/conference

M.Ed. graduates: Alex Cassell, Alexis Szelwach, and Candice Peters.

Congratulations
IHE GRADUATES 2018-2019

Ph.D.
ANTHONY JONES
ADRIAN KLEMME
C. EMMANUEL LITTLE
DOMINIQUE QUARLES
MELISSA WHATLEY

Ed.D.
JUANITA HICKS
CONNIE MACK-ANDREWS

M.Ed.
ALEX CASSELL
CLAIRE KINANE
KATE LANTZ
MORGAN MAHAFFEY
CANDICE PETERS
ALEXIS SZELWACH

December commencement reception attendees: Noble Jones, Juanita Hicks, Connie Mack-Andrews, and Karley Riffe

ALUMNI NEWS

AWARDS

■ **SARAH BRACKMANN (PhD 2012)**, senior director of integrative and community-engaged learning at Southwestern University, helped to develop voter friendly initiatives to promote civic participation by college students. In recognition of this work, NASPA's Student Affairs Administrators in Higher Education and the Fair Election Center's Campus Vote Project designated Southwestern a "2019 Voter-Friendly Campus."

■ **DON GEHRING (EdD 1971)** was inducted into the inaugural class of the Kentucky College Personnel Association Hall of Fame. Gehring founded the Association for Student Judicial Affairs (now, the Association for Student Conduct and Administration, ASCA) and served as its first president. In honor of his excellence, ASCA named the Donald D. Gehring Academy for Student Conduct and Administration after him.

■ **DOMINIQUE QUARLES (PhD 2019)** was named in the 2018 class of 40 Under 40 by Georgia Southern University's Alumni Association.

■ **SAMANTHA ROGERS (PhD 2018)**, a senior institutional researcher at Georgia Highlands College, received the 2019 Edward Delaney Scholarship from the Association for Institutional Research. This award includes a travel grant to promote her professional growth.

■ **THERESA WRIGHT (PhD 2011)** received the Walter Barnard Hill Award for Distinguished Achievement in Public Service and Outreach from the University of Georgia. Wright is the director of assessment and evaluation for the Office of the Vice President for Public Service and Outreach and the unit manager for the Carl Vinson Institute of Government's Survey Research and Evaluation Initiative.

Sarah Brackmann

Yarbrah Peeples

Don Gehring

Sue Henderson

Caleb Keith

Tiffanie Spencer

Jeff Stein

NEW POSITIONS

■ **SUE HENDERSON (PhD 2008)** became the chair of the NCAA Division III President's Council and was elected the vice-chair of NCAA Board of Governors. In a press release, Henderson noted, "Collegiate athletics plays a vital role in the life of any institution. It is exciting to serve at a time where the NCAA is focusing on all aspects of the holistic development of the student-athlete including health and wellness."

■ **JENNIFER HERAZY (EdD 2017)** has been named chief administrative officer for academic and research administration, reporting jointly to the provost and the executive vice president for research at Georgia Tech. In her new role, Herazy will function as a shared chief of staff to oversee organizational and operational alignment around various services and administrative functions.

■ **CALEB KEITH (PhD 2017)** was named the director of institutional effectiveness and survey research at Indiana University-Purdue University Indianapolis in September 2018. In this role, he leads survey research, institutional research, and evaluation activities to support campus planning and decision making related to major institution initiatives.

■ **CLAIRE MAJOR (PhD 1998)** launched the K. Patricia Cross Academy with Elizabeth Barkley in January 2019. The Cross Academy is a nonprofit organization that supports faculty development by providing free online resources of high-impact teaching techniques and effective assessment tools.

■ **JIM MORRISON (EdD 2011)** was named the assistant provost for strategic initiatives at the University of Notre Dame. He had been serving in South Bend as the senior director of academic advancement.

■ **ALBERT MOSLEY (EdD 2017)** became the senior vice president for faith & health division of Methodist Le Bonheur Healthcare in Memphis, Tennessee.

■ **YARBRAH PEEPLES (PhD 2012)** was promoted to senior regional director, east for the national College Advising Corps (CAC). She leads the four regional directors in eight states and cultivates relationships to advance new opportunities for expansion.

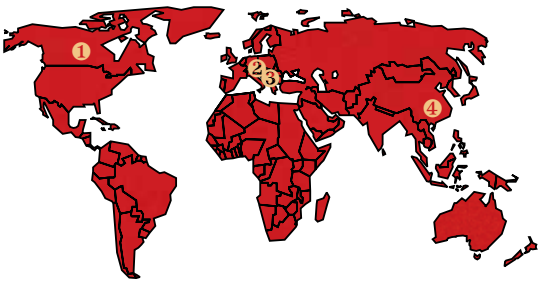
■ **TIFFANIE SPENCER (PhD 2017)** became the director of diversity and community engagement at the University of Vermont's College of Education and Social Sciences. She provides leadership in facilitating community partnerships to expand diversity initiatives for the college and develop accessible pathways for students, faculty, and staff from underrepresented backgrounds.

■ **JEFF STEIN (EdD 2017)** has been named vice president for strategic initiatives at Elon University where he served as associate vice president and chief of staff under two presidents. In his new role, he will oversee creation and implementation of the 10-year strategic plan and support special projects between the university and local and regional governments and organizations. Stein will also oversee Elon's Office of Cultural and Special Programs and is assistant professor of English. ■

BY IHE THE NUMBERS

10 FOR 10

For more than a decade, IHE has been ranked in the Top 10 of higher education programs by *U.S. News & World Report*.



1/2+

More than half of IHE faculty members traveled internationally to give papers, keynotes, and conduct courses in four different countries during the year.

95%

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

100%

...of Ph.D. graduates from the last three years got jobs in higher education within 12 months of graduation.

$740,000+

...in new grants and sponsored research awarded to IHE faculty since 2018.

100%

... of 2018-2019 funding requests were filled for student travel to present at conferences.

11

...collaborations between IHE faculty and current students or alumni appeared in peer-reviewed publications.

16

Ph.D. students presented at major national conferences this year.

GTF Impact Over 25 Years

625+ FELLOWS *from* **70+** CAMPUSES *in* **80+** DISCIPLINES = **IMPACT *on* 36,000+** GEORGIA STUDENTS

Why I give to IHE

I wouldn't be where I am today without my IHE doctorate, and my donations to the Institute are my way of saying thank you.

While I never met Professor Doug Toma, I feel indebted to him for spearheading the creation of the Executive Ed.D. Contributing to the Academic Support Fund created in his name feels like a perfect tribute to him and his wife, Linda Bachman, a classmate of mine.

Giving to IHE became even more personal with the passing of Ginger Durham, another classmate. Through the combined giving of my cohort and the IHE faculty and staff, we were able to honor Ginger with a named bench just outside Meigs Hall.

The IHE faculty, staff, and everyone in Cohort 2 all made sure I never gave up during my doctoral studies, despite the roadblocks that seemed to keep appearing. I hope my giving helps ensure that future doctoral students receive the same overwhelming support.

CHARLES W. PULS is deputy assistant commissioner for student financial aid programs at the Texas Higher Education Coordinating Board: a position he accepted shortly after completing his doctorate at the Institute of Higher Education. In his role, he helps ensure the state's financial aid programs run effectively and continue to evolve to meet the goals of the state's higher education strategic plan: 60x30TX.

Truth be told, he didn't even know what a coordinating board was before Erik Ness's course in his first semester. But thanks to everything he learned from his professors and classmates, he successfully transitioned from a university director of financial aid in snowy upstate New York to a role where he helps develop new opportunities for Texas students.

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ihe.uga.edu/support-us

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In recognition of the program's ten years of service to Georgia high school students, Governor Brian Kemp signed a proclamation that designated May 29, 2019, as Georgia College Advising Corps Day. As part of its public service mission, the Institute of Higher Education supports twenty-three advisers who work one-on-one with students to help them successfully navigate the postsecondary application processes.

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