IHE Report

THE UNIVERSITY OF GEORGIA
Institute of Higher Education
Autumn 2006

IHE welcomes new faculty James C. Hearn and Maryann P. Feldman

IHE Fosters Public Service, Outreach, and Economic Development through Higher Education

Herty Field is the site of the first intercollegiate football game played in the state of Georgia. The fountain adorns one end of the field while the lawn is used for many gatherings on historic north campus.

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The Institute of Higher Education, founded in 1964, is noted for its multidisciplinary approach to teaching, research, and outreach, with particular emphases in policy and law, faculty and instructional development, and public service and outreach. IHE faculty also specialize in history, leadership, curriculum, institutional research and international higher education. The Institute offers the EdD and PhD in higher education, and students may earn an MPA with a higher education specialization through the School of Public and International Affairs. The Institute also collaborates on projects and programs with the Franklin College of Arts and Sciences, the College of Education, the School of Law, and the Center for Teaching and Learning at UGA.

www.uga.edu/ihe

FRONT COVER: Maryann P. Feldman joins the Institute as the inaugural holder of the Zell Miller Distinguished Professorship in Higher Education; James C. Hearn returns to the Institute as Professor of Higher Education. Photos by Paul Efland and Peter Frey, UGA Public Affairs.

BACK COVER: Photos by Paul Efland and Nancy Evelyn, UGA Public Affairs and Susan Sheffield

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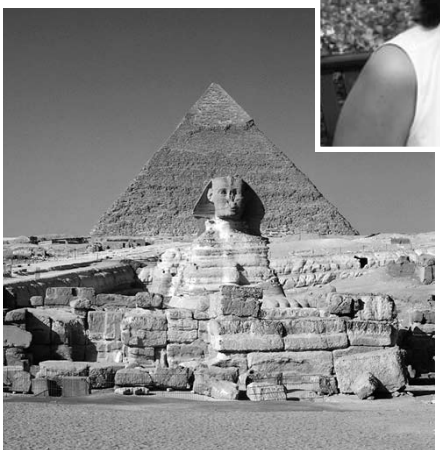
Named first Zell and Shirley Miller Graduate Fellow



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From the Director Research=Teaching=Service

Dear Colleagues,

As has become customary for the IHE Report, this issue highlights the Institute's activities of the past year in research, teaching, and service – but with a difference. Art Dunning, Vice President for Public Service and Outreach at UGA and a member of our faculty, notes that the Institute enjoys a nearly seamless integration of its three-part mission (see page 5). As we enumerated the people and projects to include in this issue, it became clear to us all that the whole was indeed greater than the sum of its parts, and that the definition of service has expanded both geographically, reaching beyond Georgia to the international community, and conceptually, to include policy-relevant research that helps institutions build capacity and foster economic development in a variety of ways.

The establishment of the Zell Miller Distinguished Professorship in Higher Education is a chief illustration of this trend: it is specifically designated for a leading scholar whose interests span higher education and economic development issues. We are delighted to welcome Maryann P. Feldman as the inaugural Miller Distinguished Professor; she comes to us from the Rotman School of Management at the University of Toronto. We also have the great pleasure of welcoming back Professor James C. Hearn, who knows the Institute well from his tenure here in the 1990s. See pages 3-4 for features on Professors Feldman and Hearn. Let me also take this opportunity to recognize associate professor Scott Thomas for his extraordinary service in conducting successful national searches for five faculty over the past three years – the results of those searches speak volumes about his superb efforts. We are also celebrating the promotions of our own Libby Morris to full professor, and IHE Fellow Joe Hermanowicz to associate professor. The Institute is fortunate indeed to have such a distinguished roster of faculty colleagues from across disciplines.

In a slightly different vein, we celebrated with mixed emotions the retirement of Distinguished Public Service Fellow Ed Simpson (see page 16). Ed's legacy of international outreach at IHE is thriving, as evidenced by the features in this issue on partnerships with Croatia (page 18) and China (page 19), the second annual graduate student conference in Oxford (page 20), and burgeoning relationships in all corners of the globe. We are already thinking of ways to keep Ed involved in IHE, and will report on possibilities for collaborations with the American University in Cairo as our plans develop.

The Oxford conference is but one illustration of the experience of graduate students at IHE. We also convene education law and policy students from across the nation through the Education Law Forum (page 23), and seek out opportunities for intellectual engagement and professional development through all of our outreach, service, and research projects.

Our students are simply terrific. My history course last year was especially memorable for the range and quality of the students' papers: for instance, two wrote on phases of the evolution of Emory University; another on Morehouse College in the civil rights era; another on the influence of Spanish colonialism and the intervention of the United States on the University of Havana; and another on the history of Jack Trice Stadium at Iowa State, named for a black athlete who died from injuries sustained in a football game in the 1920s. The students each chose historical themes, and adeptly wove into their arguments the contemporary relevance of the policy issues they encountered in their research. In this issue, we feature graduate student Karen Miller, vice president and general counsel at Morehouse College (page 21), and alumna Susan Frost, a consultant and adjunct professor at Emory, where she was formerly a vice president (page 22). We value continuing relationships with our graduates, and welcome feedback, visits, and updates from alumni and friends.

The Institute continues to attract significant grant and contract funding for policy-relevant research, applied research, and service initiatives. In the past two years, members of our faculty have garnered external support in excess of $1.8 million from sixteen different funders, including the Annie E. Casey Foundation and the National Institutes of Health (see page 8 for features on these awards), the Knight, Lumina, and Sloan Foundations, and the National Science Foundation. Nearly all of these funded projects involve graduate students in integral ways – and many combine research and service through policy analysis and recommendations as well as outreach to higher education institutions

around the world. The Building Organizational Capacity project, funded by the National Association of College and University Business Officers, is a prime example of this integration, combining theoretical approaches to institution-building and change management with hands-on, consulting-style case studies at a range of institutions.

In all of our endeavors, we strive to make a difference – to conduct research that matters to higher education institutions and their communities, to prepare future scholars and leaders for a global higher education environment, and to serve our colleagues here in Georgia and around the world in our shared efforts to improve access to and the effectiveness of higher education. We are pleased to welcome our fellow travelers to Meigs Hall; our work is enriched by your involvement and support, and our door is open.

Sincerely,

Thomas G. Dyer
University Professor and Director

IHE Welcomes New Faculty

James C. Hearn, Professor of Higher Education

After four years as Professor of Public Policy and Higher Education at Vanderbilt University, and four years as Professor and Chair of the Department of Educational Policy and Administration at the University of Minnesota, James Hearn has returned to the faculty of the Institute as Professor of Higher Education. Hearn knows the Institute well, having served on the faculty from 1990 to 1998; he jokes, "perhaps we should consider the time between my leaving in 1998 and returning in 2006 simply an eight-year leave of absence!"

An internationally recognized expert in higher education policy, governance, finance, and management, Hearn has published extensively in leading journals, and is the author of numerous monographs and reports for organizations including the Association of Governing Boards and the American Council on Education, among others. Hearn's recent research has focused on the impact of "sunshine" laws and other state-level policies on university governance and performance accountability, as well as several aspects of higher education finance. Further, his volume, *The Public Research University: Serving the Public Good in New Times* (co-edited with D.R. Lewis; University Press of America, 2003), reflects his research interest and commitment to the public service mission of the university. Hearn will teach courses in governance and finance at the Institute.

James C. Hearn

Hearn's work has brought him numerous accolades, including the Distinguished Research Award of Division J of the American Educational Research Association (1994) and his selection as a TIAA-CREF Institute Fellow in 2005. He spent the first part of his faculty career at the University of Minnesota – after stints in policy analysis and institutional research. Hearn earned his PhD in the sociology of education at Stanford University; he also holds an MA in sociology from Stanford, an MBA in finance from the Wharton School of the University of Pennsylvania, and a bachelors degree from Duke.

Notes Hearn, "I am delighted to be returning to the Institute. I return realizing more fully than ever

that the Institute is virtually an ideal academic home for me, with its outstanding faculty, staff, and students, its mission blending scholarship with attention to policy and practice in higher education, its ongoing institutional, state, national, and international service, and its highly supportive internal climate. As a native Georgian, I truly feel that I am coming home." ■

Maryann P. Feldman, Miller Distinguished Professor of Higher Education

Maryann P. Feldman joined the Institute in 2006 as the inaugural Zell Miller Distinguished Professor of Higher Education. Feldman comes to the Institute from the University of Toronto, where she was Professor of Business Economics and held the Jeffrey S. Skoll Chair in Technical Innovation and Entrepreneurship at the Rotman School of Management. She was attracted to the Institute by its unique, multidisciplinary approach to policy research and by the emphasis of the Miller Professorship on the interface between higher education and the economy. "There is general recognition that the generation and diffusion of knowledge is increasingly important to the economy and that universities and higher education play a prominent role in economic growth and prosperity," notes Feldman. "The Institute provides a rich environment and superb colleagues with whom to extend my research on the evolving role of universities, the commercialization of academic research and the impact of universities on the economy. There are many wonderful colleagues across campus who contribute to making this a truly unique situation. I am honored to hold the Miller Distinguished Professorship, and look forward to extending Zell's commitment to creating economic opportunity through policy analysis and development."

Feldman's recent work focuses on the ways in which universities transfer technology, and the implications for economic development. She explores the ways in which geographic clusters produce economic growth, and has special expertise in emerging technologies, most notably the biotechnology industry. Her first book, *The Geography of Innovation* (Kluwer, 1994), provided an influential framework for the study of technology-based economic development. Her most recent book is *Cluster Genesis: The Origins and Emergence of Technology-Based Economic Development* (edited with P. Braunerhjelm; forthcoming from Oxford University Press). Feldman has also published her work widely in the major North American and European journals in economics, science policy, and management studies. Her research has been supported by the National Science Foundation, the Andrew W. Mellon Foundation, the German Marshall Fund and the National Institute for Standards and Technology, among others.

Maryann P. Feldman

With her background and training in economics, management, and policy analysis, Feldman deepens the multidisciplinary mix of the members of the faculty of the Institute. Her PhD is in economics and management from Carnegie Mellon University, from which she also holds an MS in management and policy analysis. Her bachelors degree is in economics and geography from Ohio State University. Prior to joining the University of Toronto, Feldman was a Senior Fellow at Johns Hopkins University, where she has also held various research and policy director positions. Her early faculty career included positions at the Heinz School of Public Policy and Management at Carnegie Mellon University and at Goucher College in Baltimore, Maryland. She will teach courses in technology transfer and economic development at the Institute and will be involved in creating integrative courses with other departments across campus.

Feldman will also bring her expertise and multi-disciplinary perspectives to bear on a new center, housed at the Institute, through which she will convene colleagues from across the University of Georgia campus on issues related to the evolving role of research universities and the economy.

Endowed in 2005 by an anonymous donor, the Zell Miller Professorship honors Georgia's former governor and senator who has championed higher education throughout his career. "I am delighted by the appointment of Professor Feldman to the Institute of Higher Education," comments Senator Miller. "Her work has already made important contributions to our understanding of universities as economic engines, and will be of particular relevance to the continuing growth and economic impact of higher education in Georgia and the nation." ■

Angela Bell Named first Zell and Shirley Miller Graduate Fellow and also Receives ASHE-Lumina Fellowship

Angela Bell, IHE doctoral student, has been named the first Zell and Shirley Miller Graduate Fellow. The Miller Fellowship was endowed during the past year under the leadership of Dr. Steven W. Wrigley, senior vice president for external affairs. The fellowship honors Senator and Mrs. Miller and recognizes an Institute doctoral student who, in the judgment of the Graduate Studies Committee, possesses great promise for an outstanding career in higher education. The fellowship is for the academic year 2006-2007 and carries with it a professional development fund.

Bell, who is studying with Professor Scott L. Thomas, is a graduate of Princeton University and the University of Georgia with degrees in classics and language education. She is also the recipient of a dissertation fellowship award from the Association for the Study of Higher Education (ASHE) and the Lumina Foundation. She assists Professor Thomas in a project funded by the Lumina Foundation for Education. She is now working on her dissertation, a study of how local high school and community contexts interact with state policy and individual student characteristics in the shaping of access to higher education. "I hope to extend our understanding of the ways local conditions affect the impact of state policies on individual students," says Bell. "The Miller Fellowship and the ASHE-Lumina Fellowship are tremendous honors, and will enable me to present my findings at conferences, as well as to purchase books and software that will help me complete my dissertation." ■

Angela Bell

IHE Redefines Public Service for the Next Generation:

A Message from Art Dunning

As a member of the Institute's faculty, and in my capacity as vice president for public service and outreach at UGA, I am especially gratified by the Institute's long tradition of service to higher education.

For over forty years, IHE has offered faculty development programs – part of its initial charge to provide service to higher education in the region. This original mission has evolved to include a deepening set of international engagements, special expertise in the law and higher education, institutional capacity-building efforts involving HBCUs; and policy-relevant research and service to higher education through involvement in professional associations, publications, and special projects.

Arthur N. Dunning is vice president for public service and outreach and associate provost at the University of Georgia.

This remarkable evolution offers several lessons on redefining public service to meet the changing needs of our society:

First, IHE effectively integrates service with its teaching and research activities: outreach initiatives are shaped by state-of-the-art research and expertise of faculty who actively engage in policy analysis and institutional capacity building; and graduate students are full participants in public service activities as an integral part of their training. Second, IHE has extended its outreach beyond Georgia to reach around the world – recognizing the importance of globalization in higher education, and also bringing international perspectives to bear on service closer to home. And finally, IHE is on the cutting edge of an important new direction in public service: as the funding base for public service shifts away from a state-funded model of offering the university's resources to the community, service is becoming more entrepreneurial, with new kinds of cost-sharing collaborations, consultancies, and private foundation-funded initiatives.

Examples of all of these trends are found in the pages of this issue of the *IHE Report*. As land-grant and other public institutions strategize about how best to fulfill their original charge of service to the sponsoring society in a rapidly changing environment, I am proud to point to IHE as a model. ■

Education Policy Seminars, 2005-06

The Institute of Higher Education sponsors a series of Education Policy Seminars each year, bringing distinguished scholars and higher education leaders to IHE to address critical policy issues and cutting-edge research with faculty, graduate students, and other members of the university community.

Larry Singell, Associate Professor and Director of Masters Studies at the University of Oregon and an expert in labor economics and the role of higher education in the U.S. economy, gave the first policy seminar of 2005-06, addressing the institutional impact of changes in federal financial aid policy.

Steven Brint, Professor of Sociology at the University of California-Riverside and an authority on comparative education and the sociology of professions, gave a policy seminar drawing on his current research, a study of continuity and change in American colleges and universities since 1970.

Stanley O. Ikenberry, Regent Professor and President Emeritus of the University of Illinois/Urbana-Champaign and former president of the American Council on Education, offered a policy seminar on current issues in higher education, including public attitudes about higher education, access and diversity, and strengthening the quality of education at every level.

Robert K. Toutkoushian, Associate Professor of Educational Leadership and Policy Studies at Indiana University-Bloomington, delivered a policy seminar on the application of economic theories, models, and methods to a wide variety of education issues, including faculty compensation, student demand, and education finance.

Michael K. McLendon, (**left**) Assistant Professor of Public Policy and Higher Education, and **James C. Hearn**, (right) Professor of Public Policy and Higher Education at Vanderbilt University, presented a policy seminar on the emergence of new state policies in higher education. Their work documents trends in policy development and fosters comparative study of the impact of education policies across various state contexts – looking especially at the recent adoption of many new and sometimes controversial postsecondary financing and accountability policies such as Georgia's HOPE scholarship. Professor Hearn has since joined the IHE faculty.

Douglas Yarn, an authority on alternative dispute resolution and professional responsibility, presented the second policy seminar. Yarn is Professor of Law and Director of the Consortium on Negotiation and Conflict Resolution at Georgia State University College of Law.

Richard Flacks, (left) a Professor of Sociology at the University of California-Santa Barbara,and **Robby Cohen**, (right) a Professor in the Steinhardt School of Education at New York University, presented their work on student radicals and student movements of the 20th century.

Seventeenth Annual Louise McBee Lecture given by Maryann P. Feldman

Maryann P. Feldman, the Jeffrey S. Skoll Chair in Technical Innovation and Entrepreneurship at the Rotman School of Management, University of Toronto, delivered the seventeenth annual Louise McBee Lecture, entitled "Academic Entrepreneurs: University Culture, Social Learning, and Organizational Change." An expert in the intersection of university research and economic development, Feldman addressed issues of emerging scientific disciplines and corresponding for-profit industries; the intensification of budgetary and other pressures to commercialize scientific innovation; and the evolution of patent and intellectual property rights and policies in higher education. Feldman has since joined the IHE faculty as the first holder of the Zell Miller Distinguished Professorship.

The McBee Lecture honors retired state Representative and long-time University of Georgia administrator Louise McBee, whose distinguished career had a profound influence on higher education at the University and statewide. Past lecturers have included Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching, Katherine Lyall, former president of the University of Wisconsin, Carol Geary Schneider, president of the American Association of Colleges and Universities, and Geoffrey Thomas, president of Kellogg College, The University of Oxford. The 2006 McBee Lecture will be given by Nils Hasselmo, former president of the Association of American Universities, on October 20. ■

National Institutes of Health Awards Major Grant to Support Research Integrity Study at IHE

Professors Sheila Slaughter, Maryann Feldman, and Scott Thomas were awarded a major research grant from the Board of General Medicine of the National Institutes of Health, to study the ways research universities address conflict of interest in the context of the growing emphasis on commercialization in higher education.

Their project hypothesizes that all AAU universities exhibit some systemic conflict of interest – stemming from the close networks of trustees representing commercial biomedical interests, and reflected in patent citation patterns that show the exchange of knowledge between universities and the corporations represented among their trustees, among other indicators. Through three "snapshots" of board composition at AAU institutions in 1965, 1985, and 2005 – as well as a more detailed longitudinal panel covering 1996-2005 – the researchers will examine the dynamics of the trustee networks and identify trends in the practices and policies of conflict of interest. "We are especially interested in high opportunity biomedical nodes" of intense patent activity, says principal investigator and McBee Professor Sheila Slaughter. "The tight linkages of university and corporate research interests in the biomedical industry will provide a useful framework and data set for our analysis."

Slaughter and her colleagues anticipate that the study will identify patterns of handling institutional and trustee-level conflict of interest, and help to shape policies that best address such conflicts and support research integrity in an increasingly complex, technology-driven, and global economy. ■

Annie E. Casey Foundation Sponsors Journal Issue on HBCUs

On the heels of the well-received special issue of the *Journal of Higher Education Outreach and Engagement* last year, focusing on how universities serve as economic development engines for their communities while also attending to underserved populations nearby, the Annie E. Casey Foundation is again sponsoring a special issue, this time devoted to the topic of how historically black colleges and universities relate to their communities. HBCUs have long played a significant role in reaching out to their local communities, bolstering K-12 educational systems and fostering economic development, among other contributions. This special issue, guest edited by Susan Batten, a senior associate at Annie E. Casey, will bring together current scholarship on best practices among HBCUs.

"We are especially pleased that the Casey Foundation is continuing its collaboration with the Institute of Higher Education on this important topic, one that has been of interest to IHE for a long time," says Mel Hill, editor of the Journal. "This special issue will deepen and extend IHE's long tradition of policy-relevant scholarship and capacity-building outreach and engagement with HBCUs in the South and across the nation." The Journal is published twice yearly by the Institute of Higher Education and the Office of the Vice President for Public Service and Outreach and is dedicated to promoting a continuing dialogue about the service and outreach mission of the university and its relationship to the teaching and research missions and to the needs of the sponsoring society. ■

IHE Fellows Study the Economics of HOPE

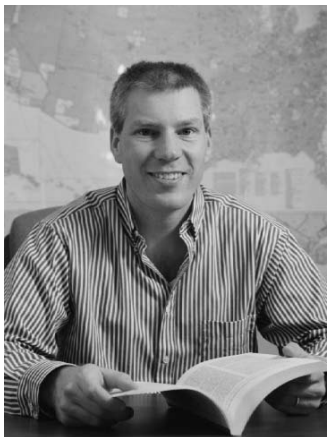
IHE Senior Fellow Christopher M. Cornwell, professor of economics, and IHE Fellow David B. Mustard, associate professor of economics at UGA's Terry College of Business, are leading the nation in analyzing the impact of state-funded, merit-based aid programs, using Georgia's HOPE scholarships as a case study.

The HOPE scholarship, established in 1993 and funded by the state lottery, has provided over $1.9 billion to nearly 800,000 students in Georgia. HOPE (Helping Outstanding Pupils Educationally) has served as the model for the federal HOPE tuition tax credit, as well as for similar programs in more than a dozen other states. For students who qualify with a "B" average or better in high school, HOPE covers tuition and fees as well as a book allowance for study at public institutions of higher education in Georgia.

"As economists," notes Mustard, "our goal is to better understand human behavior. Merit-based aid programs create a new set of incentives and provide a rich opportunity to explore human decision making."

"Studying regulations is always interesting because changing rules often leads people to respond in ways that work against the intentions of the policymakers who pass the legislation," continues Mustard. "For example, one of the main purposes of HOPE was to encourage students

Christopher M. Cornwell



David B. Mustard

to work harder. However, the data show that students can maintain their GPAs by doing many other sorts of things, such as take fewer courses, withdraw from more courses, and take easier courses."

Cornwell adds, "Another goal of the program is to increase college enrollment in Georgia. Our findings suggest that has happened to some degree, but the larger effect has been influenced by 'where' not 'whether' someone goes to college. We expect that other states that have adopted merit scholarships like HOPE will have similar experiences, because such programs generally target students who will likely attend college anyway."

HOPE – and Cornwell and Mustard's research on its impact – has received national media attention, on National Public Radio as well as in *The Washington Post, The New York Times, The Wall Street Journal* and dozens of local and regional papers across the U.S. Their research has been widely published in the leading economic journals, and they are sought out by policymakers at the state and federal level for their expertise. (Links to HOPE scholarship history, policies, media coverage, and research are included on Cornwell and Mustard's HOPE scholarship web page: www.terry.uga.edu/hope.html.)

The IHE has benefited tremendously from Cornwell and Mustard's participation in the Fellows program, which is designed to bring together scholars from a broad array of disciplines around issues of higher education policy. Comments IHE director Tom Dyer, "IHE's connection with Mustard and Cornwell over the years has been invaluable. Their participation in our events is exemplary and has added to the intellectual capital of IHE." Their work complements that of Miller Distinguished Professor Maryann P. Feldman, who will further strengthen IHE's ties with the Terry College of Business with her interests in the economic development impacts of higher education policy.

For their part, IHE Fellows enjoy having the Institute as a multi-disciplinary "home away from home." Cornwell comments, "The IHE is a tremendous campus asset where people from a wide variety of disciplines regularly meet together to examine important policy issues. It serves as a campus model for engaging interdisciplinary work." ■

2006 IHE Fellows

Fellows from a wide variety of disciplines and institutions enrich the multi-disciplinary intellectual community at the Institute. 2006 Fellows include:

Senior Fellows

Christopher M. Cornwell
Professor of Economics, UGA

Jerry S. Davis
Former foundation executive

Delmer D. Dunn
Vice President for Instruction and Regents Professor of Political Science

Susan H. Frost
Consultant and Adjunct Professor, Graduate Institute of the Liberal Arts, Emory University

Larry L. Leslie
Distinguished Visiting Professor of Higher Education and Senior Fellow-in-Residence

David Morgan
Former Assistant Vice Chancellor of Academic Affairs/Deputy, Board of Regents of the University System of Georgia

Edwin G. Speir
Professor and President Emeritus, Georgia College and State University

Geoffrey P. Thomas
President, Kellogg College, University of Oxford

Fellows

Elizabeth DeBray
Assistant Professor, Program of Educational Administration and Policy, UGA

Catherine L. Finnegan
Director of Assessment and Public Information, Advanced Learning Technologies, Board of Regents of the University System of Georgia

Denise Gardner
Associate Director of Institutional Research, UGA

Joseph C. Hermanowicz
Associate Professor of Sociology, UGA

Pamela B. Kleiber
Associate Director, Honors Program, UGA

David Mustard
Associate Professor of Economics, UGA

Understanding the American Outreach University: Retrospect and Prospect

Thomas G. Dyer

Few things can send readers scurrying toward the exits faster than yet another call for yet another research agenda in American higher education. Words like plethora (with its medical images) and surfeit (with its connotation of gluttony) aptly suggest the excess of information that exists concerning nearly every facet of the American university. Can it be possible that we need to know more about anything? Yes. We know very little, comparatively speaking, about the so-called third mission of American universities, the public service or "outreach" mission. What we need is a clearer understanding of those functions of the university variously associated with such terms as service, public service, professional service, extension, and outreach. For those who may not be enthusiastic about such research, let it be noted that there is practicality in such an undertaking. The dearth of knowledge concerning the outreach mission seriously impedes our ability to understand it, improve it, or explain it to the public (many of whom respond with blank stares when we talk about public service and outreach). What we really need to know is actually less; that is, we need to distill and blend existing research to produce useful, cogently written syntheses of the history of the outreach university and thoughtful, well-argued estimates of its present condition. Let's begin with some considerations about the history of outreach in American universities. First, let's agree that history is complicated and that one of the tasks of historians is to convey that complexity in understandable ways. Second, let's accept, for the purpose of argument, that even historians (perhaps especially historians) don't know very much about the history of outreach in American higher education. To be sure, a lot of informed opinion exists, but when you begin to dig around you find that the research is usually thin and the interpretation mostly superficial. What passes for the history of outreach is a none-too-inspiring pastiche of chronicle-verging-on-mythology and rhetoric-verging-on-propaganda. Why? Because there have not yet been significant attempts to forge historical syntheses of the outreach university or to outline the major gaps in the scholarship. We need such efforts to enable us to understand the subject and to be a little more careful (and maybe a little more honest) about the history of outreach. Let me illustrate. Raise your hand if you can give a clearly stated, thirty-minute talk about the evolution of what is known today as the American outreach university. What is usually included in such orations? They typically begin by observing that the nine colonial colleges were private institutions that existed only to train clerics and thus had no public service mission. Wrong. As the distinguished American historian Jurgen Herbst demonstrated some years ago, the colonial colleges were not private institutions but were in the broadest sense public institutions that were joint creatures of state and church. And, in the broadest sense, they did have strong commitments to serving society, but not in the same way that American universities would conceive of the task in the nineteenth and twentieth centuries. The orations continue with a bow to Thomas Jefferson and his interest in the usefulness of knowledge, charge on through the Revolutionary era (with an asynchronous reference to George Washington's hopes for a national university) and announce that with the coming of state universities shortly after the Revolution, there was a new emphasis on the utilitarian. A lamentation follows.

Most important, the antebellum colleges bequeathed to their land-grant descendants a powerful emphasis on democracy and on the broadening of student access.

Justin Morrill, a Vermont Congressman, advocated for the granting of federal lands to establish public universities.

Unfortunately, it is argued, the new state universities were too weak and under-supported through the early part of the nineteenth century to pursue public service in any broad way largely because state legislatures were chock full of visionless skinflints more interested in feathering their own nests than in doing what was right for the American people. Darkness descended. Then Justin Morrill, a little-known Vermont congressman, began agitating for the granting of federal lands to establish people's universities (a brilliant new concept, it is said) which would counterbalance the hopelessly conservative, denominationally sponsored, private colleges. A New Era dawned. Once the federal government made land available for the support of these new institutions, which were to educate farmers and engineers, the way was cleared for a succession of equally enlightened federal laws: the Hatch Act of 1887 establishing the agricultural experiment stations; the Morrill Act of 1890 giving birth to black land-grant institutions; and the Smith-Lever Act of 1914 which brought us (in time) the Cooperative Extension Service. Along the way, we learn, heroes appeared in timely fashion to secure the future of extension, public service, and outreach, most notably, perhaps, Morrill himself and Seaman Knapp, the putative father of the extension movement.

The actual story, of course, is much more complicated and compelling. A large portion of the complexity and some of the more interesting facets of the narrative reside in the early days of the land-grant movement and are captured in older books that celebrate the movement as well as try to understand it. The two best known of these are *Colleges for Our Land and Time: The Land-Grant Idea in American Education* (Eddy, 1957) and *Democracy's College: The Land-Grant Movement in the Formative Stage* (Ross, 1942). Ross' book, written in 1942 from the perspective of the president of a land-grant institution, is still valuable, as is the Eddy volume, written twenty years later by a provost and vice president at another land-grant college. Both offer a traditional narrative history with little analysis or interpretation and are constructed upon foundations mainly of secondary works with little primary research beyond printed documents. Each is rather badly dated yet valuable in its own way. For a clear (and briefer) synthesis of the early days of land-grant, I turn to the first fifty pages in another book, *The Origins of Federal Support for Higher Education: George W. Atherton and the Land-Grant College Movement*, by Roger L. Williams. Published in 1991, Williams' book helps us understand the emergence of the land-grant system in several contexts including that of higher education in the antebellum period, the beginnings of utilitarian education, the rise of professional science, the origins of agricultural science, the emergence of agricultural colleges before the land-grant act, and the political context in which the land-grant movement coalesced. Finally, Williams offers a crisp overview of the first ten years of the land-grant colleges.

Thomas Jefferson

Understanding a little about these contexts is awfully important to a better comprehension of the land-grant movement. For example, Williams deftly synthesizes a whole range of scholarship that raises questions about the nature, character, and efficacy of antebellum higher education. This has a lot to do with land-grant. Historians of an earlier generation portrayed the antebellum colleges as hopelessly anachronistic institutions wedded to an outmoded style of classical education. The coming of the modern university, it was argued, brought real, purposeful, and useful collegiate education to the United States. In the process, land-grant colleges formed the basis for a utilitarian, democratic system of higher education that was unique in a worldwide context. Williams teaches us about new research that throws the antebellum colleges in an entirely different light, pointing out that the education that they offered was in many ways eminently practical for the early nineteenth century and much more

Charles R.Van Hise, president of the University of Wisconsin from 1903-1918, captured the essence of the land-grant idea: "I shall never be content until the beneficent influence of the University reaches every home in the state."

adaptable to change and to the inclusion of new subjects (like higher mathematics) than earlier historians would have acknowledged. Most important, he notes that the antebellum colleges bequeathed to their land-grant descendants a powerful emphasis on democracy and on the broadening of student access. By the time of the Civil War, there were several hundred viable colleges in the United States, and many had for a long time educated students who were drawn from those classes of society that Justin Morrill and the architects of the land-grant legislation characterized as the "industrial and agricultural classes." Thus, those of us of presentistic bent who like to find the roots of democratic themes in American higher education solely in the land-grant tradition need to understand more about democracy in the antebellum colleges.

If democratic access forms one of two primary pillars of the land-grant tradition, the other is utilitarianism. Our archetypal thirty-minute speech on land-grant ideas usually includes a rhetorical celebration of the land-grant college as the origin of things useful and utilitarian in American higher education. There is truth embedded in this declaration but again, if we are not to reduce our understanding of land-grant to the most simplistic level, it is good to reflect on the hundred years or so of discussion of the need for "practical" subjects in American colleges that preceded the Morrill Act. For some Americans of the late eighteenth century, the inclusion of surveying and navigation was of extreme importance, and the call went out for the colleges to give attention to those subjects. They did. For others, it was the inclusion of higher mathematics, and by the mid-point of the antebellum period, numerous colleges scattered throughout the land had brought both integral and differential calculus into the curriculum (making it required of all students) as well as a variety of scientific subjects that were within spitting distance of the leading edge of scientific discovery. There were other streams of utilitarianism that fed into what would become the land-grant river. A few colleges experimented (unsuccessfully, by and large) with

Holmes-Hunter Academic Building, UGA Campus early 20th century

instruction in practical agriculture. A few others tried to incorporate basic civil engineering into their curricula. Still others tried to include specialized subjects like agricultural chemistry. The embracing of subjects like agricultural chemistry and related studies did not occur because college presidents were driven there by their intellectual curiosity. Those subjects were introduced, I would argue, largely because the colleges were trying to respond to some of the same societal pressures that led to the land-grant act. Anyone who cares to read the inchoate scientific and agricultural journals of the early nineteenth century will be rewarded by the discovery of an impressive range of articles calling for a better and more utilitarian science for society and the colleges. The themes of utilitarianism coalesced in the land-grant legislation; they were not ideas created by it. Put another way, the Morrill Act was

> If democratic access forms one of two primary pillars of the land-grant tradition, the other is utilitarianism.

constructed within a context of public and collegiate calls for change; it expressed a public interest in change; it did not create it out of whole cloth.

Some of the relatively unexamined aspects of land-grant history suggest the richness of the subject and the poverty of facile explanations of it. I am particularly fascinated by the efforts made by some state universities in the 1850s to reconfigure themselves along the lines of modern universities and to reorient their programs of study at the same time. More than one state university during this period undertook a reorganization that would take the breath away from late twentieth century academicians, moving almost overnight from institutions that can best be described as liberal arts colleges into a new framework that emphasized professional and utilitarian subjects. Schools of agriculture, commerce, law, mining and metallurgy, and even engineering popped up in a few of these state institutions in the middle and late 1850s, in most cases, no doubt, without sufficient resources to carry out the plans that had been generated as a result of pressures from an economic elite that saw society modernizing at a clip that required not only applied knowledge but professional knowledge. The Civil War intervened, and these ambitious projects receded until after the war. In the South, they were doomed because of poverty. In the Midwest and North, they succeeded largely because of increasing wealth and prosperity.

The post-Morrill Act history of land-grant colleges is equally fascinating and equally understudied. The standard references provide capsule treatments of such subjects as the introduction of the teaching of mechanic arts, the teaching of agriculture, the importance of manual labor (another inheritance from the antebellum era), and the incorporation of military training. Saluted as "signs of progress" are topics treated usually in a page or two, such as the beginning of research and the beginning of extension. Not until the 1880s, it is argued, did the land-grant idea really begin to "take shape" with the introduction of experiment stations (drawn from the German example) and federal legislation to support them. Here, instead of relying upon the older studies, we are wise to turn to more recent books like *Agricultural Science and the Quest for Legitimacy: Farmers, Agricultural Colleges, and Experiment Stations, 1870-1890* (Marcus, 1985), a sophisticated treatment of the subject and the era or, for that matter, Roger Williams' shorter synthesis of the era in his book mentioned above.

It is when we turn the corner into the twentieth century that we run out of useful syntheses of land-grant history. There we find a paucity of good writing that deals with the history of a land-grant concept suddenly surrounded by sets of ideas that are products of Progressive Era reform which emphasize the necessity for universities to "engage" society. Such movements are often associated with institutions that were themselves land-grant colleges; the University of Wisconsin comes to mind as a university where Progressivism and land-grant ideas existed cheek-by-jowl.

Walter B. Hill

Certainly Walter B. Hill, chancellor of the University of Georgia, thought so. It is in his action and rhetoric that we find some sharp examples to illustrate the point. In 1905, Hill had clearly caught the spirit of the two converging phenomena, land-grant and Progressivism, and in a speech to a Georgia audience he hammered home the theme that "The University of the Twentieth Century will be differentiated from its predecessors in this: it will connect

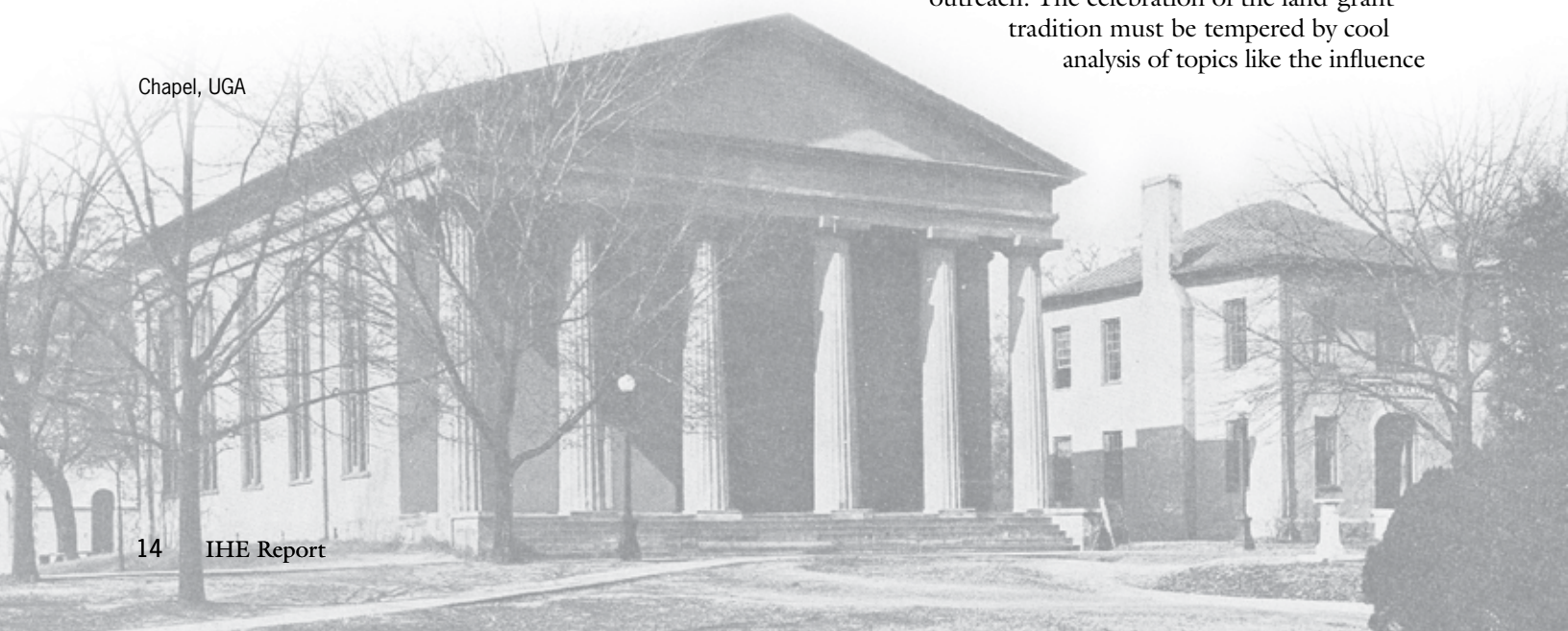
its activities more closely with the business and the life of the people." In a call for the application of university expertise to society's problems, he called upon the academy to attack those problems directly.

> Why should not the department of economics take up these subjects? If the professors understand what scientific taxation is, why can not they apply it wisely to prevailing conditions. The wisest teaching of political economy in municipal problems should be given broadcast. The Federal Government maintains in every common-wealth an Experiment Station to find out what is wise in agriculture and to disseminate among the people the knowledge garnered. The departments of sociology and political economy ought to be experiment stations after their kind in the full meaning of the term used by the Federal Government. (Dyer, 1985)

Hill sought to use the concept of outreach to benefit his own university and to set it on the march toward becoming an institution that emphasized service to the people of the state. To that end, he hit upon an ingenious strategy, persuading nearly one hundred influential Georgians to travel by chartered train to Madison, Wisconsin, to see the university where ideas of outreach, expressed through the "Wisconsin Idea," had taken firmest root. The journey succeeded remarkably and helped to forge legislative consensus for substantially increased appropriations. Back in Georgia, the resourceful Hill (in a fashion that would have warmed the heart of a latter-day strategic planner) instructed his faculty to develop goals and objectives for their departments as part of his overall plan to create an outreach university.

These sorts of illustrations, as useful and entertaining as they may be, do not provide the sweeping kind of synthesis that is required if we are better to understand the outreach university and its land-grant roots. Roger Geiger of the Pennsylvania State University has written a powerful (one is tempted to say "magisterial") two-volume history of the American research university. Building in part upon the work of Laurence Veysey who wrote a sophisticated account of *The Emergence of the American University* in 1965, Geiger blended original with existing research to provide a reliable, analytical, and gracefully written treatment of the research university from 1915 until 1980. It is precisely this sort of book which could be of immense value to an understanding of the much-ignored, much-misunderstood educational practices that collectively comprise the outreach and public service tradition in American higher education. Geiger's work also makes it clear that outreach occurs in many forms. A recently published volume of the *History of Higher Education Annual*, edited by Geiger, on the land-grant tradition, offers the hope that talented historians are now turning their attentions toward land-grant themes.

History is not panegyric. History is not encomium. And a general history of university outreach in the United States must always consider those currents in society that flow outside and inside the academy. Any history of the American outreach university must not only take into account the legacies of pre-Civil War America but must also consider the ways in which nonacademic forces have shaped outreach. The celebration of the land-grant tradition must be tempered by cool analysis of topics like the influence



Chapel, UGA

Early 20th century UGA Library

New College, UGA

of economic forces and corporate America upon the development of the outreach university. Any author who undertakes such a project will want to consider pertinent themes laid out in scholarship like *Universities and the Capitalist State: Corporate Liberalism and the Reconstruction of American Higher Education, 1894-1928* (Barrow, 1990) which sketches the American university within the context of corporate influence, and literature

The celebration of the land-grant tradition must be tempered by cool analysis of topics like the influence of economic forces and corporate America upon the development of the outreach university

of a more polemical bent like *Hard Times, Hard Tomatoes* (Hightower, 1973), which raises interesting questions about linkages between land-grant universities, colleges of agriculture, and corporate agriculture.

Such an author will also have to consider hard questions pertaining to definition. Defining outreach is no easy task, so she/he will have to take into account the congeries of terms and ideas that define those activities of the university that properly fall into the domain of the third mission. There are brambles here. Is all applied research outreach? Are university clinical activities outreach? Are university profit centers properly thought of as outreach? In the end, however, the person who decides to synthesize the history of the outreach university will have an immensely enjoyable task in coming to understand the extant scholarship, in plowing fields as yet unturned, and in skillfully exploring educational practices abroad that are sources of the outreach tradition. At the conclusion of such a project, well conceived and well executed, we will have a much better opportunity for fruitful retrospection. ■

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IHE Around the World

Distinguished Public Service Fellow Edward G. Simpson, Jr. Retires from IHE, But Not from International Higher Education

Retirement for Distinguished Public Service Fellow Edward G. Simpson, Jr. does not mean whittling down his golf handicap, devoting himself to volunteer work, spending more time with family, or writing a book. After thirty-five years of service to higher education, nearly twenty-five of that at the University of Georgia, Simpson retired and promptly assumed a vice presidency at the American University in Cairo.

To those who have worked with Simpson in recent years, such a bold move was not at all surprising: Simpson's emphasis as a faculty member at IHE for the past eight years has been on developing relationships and collaborative programs with higher education institutions around the globe. "Helping the Institute develop its international outreach efforts became both personally and professionally for me one of the most rewarding things I've ever done," reflects Simpson.

In addition to his individual research and outreach efforts – for instance, he has twice served as a Visiting Fellow at Oxford University, and has held two Fulbright Senior Specialist appointments, one in South Africa and another in Croatia – Simpson was instrumental in establishing several major ongoing international initiatives at IHE. The multi-faceted partnership with Croatian higher education is chief among them, followed by the annual IHE graduate student convening in Oxford and several university-wide collaborations with state university systems in Mexico, South Africa, and Tunisia. Simpson also played a critical role in the organization of the Institute's groundbreaking partnership with Jilin University in China. His leadership as an ambassador for IHE and the University of Georgia – and as a host and expert resource for numerous delegations from all corners of the world – has fostered a culture of international awareness and comparative research in higher education among faculty and graduate students at the Institute.

Prior to his service on the faculty of the Institute, Simpson headed for fifteen years the Georgia Center for Continuing

Postcard from Cairo

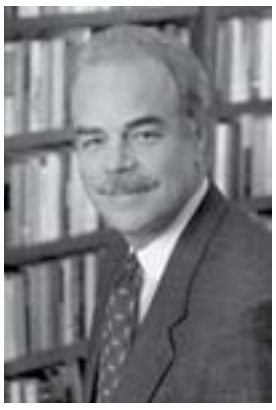
CAIRO EGYPT

Dear Friends,

What can I say? To be living in the middle of Cairo and in the middle of the Nile is pretty amazing to a kid from south-western Virginia who grew up in the Fifties swimming in the New River. The American University in Cairo is also amazing. At the moment, a brand new campus is being constructed in the desert at a place called New Cairo – which was nothing but desert sand a few years ago. After the big move in summer '08, I'll continue to be located in central Cairo at the original Tahrir Square Campus, where I'll be the chief administrative officer in addition to heading continuing education there and at New Cairo. I've already begun scheming with Tom Dyer and folks at AUC about making the study of and outreach to the higher education scene in Egypt and the region part of a new collaboration between our universities.

The Egyptians are amazingly friendly and have a wonderful sense of humor. Beverly and I are truly enjoying getting to know them while learning about a civilization that extends back over five thousand years. It's early yet, but so far it's been great!

Sincerely,



Dr. Edward G. Simpson, Jr.

Education as director and associate vice president for public service and outreach. And prior to that, he was director of off-campus credit programs, assistant dean of the extension division, and administrator of the Western Region Consortium for Continuing Higher Education at Virginia Tech, where he earned his doctorate. But of all of these roles, Simpson observes that having been involved with the students, IHE Director and Professor Tom Dyer, and his other faculty colleagues at IHE and around the world was "one of my great enjoyments in university life. Frankly, I miss them all."

Simpson's legacy at IHE and the University will benefit students, leaders, and the international higher education community for many years to come – and there may be another chapter in the works: The American University in Cairo has expressed interest in partnering with the Institute to foster regional development of higher education in Egypt and across the Middle East.

That book may yet need to be written … ■

Scholar-in-Residence Studies UGA Public Service

In spring 2006, the Institute welcomed Dr. Alfredo Soeiro, academic dean of civil engineering at the University of Porto in Portugal, for a brief residency at IHE. While Soeiro's primary expertise lies in engineering education, continuing education and on-line learning, he has a special interest in the "type, relevance, and activities in universities beyond teaching and research." The public service mission of UGA, and IHE in particular, drew him to the Institute for his current research project on this so-called "third stream" of university missions.

While on campus, Soeiro visited with leaders and program administrators from across the university to learn about goals, practices, funding sources, and impact of public service activities at UGA. He also used his visit to deepen his research on the history of land-grant universities in the United States, writing about the historical and theoretical bases of public service in a comparative context across several distinct national traditions. In turn, his residency gave IHE students and faculty many opportunities to extend their understanding of comparative higher education and the evolving service mission at UGA and abroad. ■

Dr. Alfredo Soeiro

Dr. James L. Nkata

Makerere University and IHE Build New Partnerships

Makerere University in Kampala, Uganda, the premier higher education institution in Uganda and one of the largest in East and Central Africa, is growing rapidly and building capacity to serve an increasing number of students and an increasingly important role in the economic development of Uganda and Africa. A member of the Bandwidth Consortium, Makerere has received support from the U.S.-based Partnership for Higher Education in Africa to improve Internet access and connection to research and education networks worldwide.

To foster continued growth and effectiveness, Professor James L. Nkata of Makerere visited the Institute in April 2006 to explore possibilities for collaboration and mutual educational benefit. IHE's tradition of faculty development was among the reasons Professor Nkata visited: "We have been asked to design a training programme in university pedagogics leading to an award at the postdoctoral level for the young faculty," he wrote. "I understand your Institute has been involved in this kind of programme for some time." But Makerere's interests go beyond faculty development to include research and scholarly agendas as well as other aspects of public service. Following on his visit, plans are in development for a program of faculty and student exchange and collaborative public service programs in education law, faculty development, and other arenas. ■

IHE Around the World

Notes from the Field: Croatia Project Brings Delegation to IHE

"All of you are motivated and are what I'd describe as a concentrated, focused minority at your institutions who could lead the revolution," remarked Distinguished Public Service Fellow Ed Simpson to the sixteen visitors gathered in the Meigs Hall conference room. This was not eighteenth-century Philadelphia or Paris; he was referring to twenty-first century central Europe – and a revolution in higher education that the Institute is helping to shape.

In February, 2006, leaders from across Croatia's universities visited the Institute for an intensive, week-long workshop on institutional research, focusing on strategies for improving institutional effectiveness, data management, and performance indicators. Hosted by Professors Simpson and Karen Bauer, UGA's director of institutional research, and funded by a Congressionally-directed grant to nurture UGA's relationship with Croatia, this convening was only the latest in a robust series of conferences and exchanges between Croatian higher education institutions and the Institute.

The six-year collaboration between IHE and Croatia begun by Professor Simpson continues: conversations arising from the institutional research convening are ongoing, and Professor J. Douglas Toma visited Zagreb in May to continue planning for an institute to be jointly established there.

The impetus for this partnership is Croatia's desire for membership in the European Union, which includes meeting the tenets of the Bologna Accord through which 40 European countries agreed to standardize higher education systems in Europe. Meeting these standards means major restructuring of Croatia's education system, which is currently hampered by highly decentralized management by individual faculties; state budget limitations; lack of communication and cooperation among units; uneven technological resources; and other challenges. Prior conferences have addressed change management strategies and student services, faculty affairs, finance, and institutional research.

The six-year collaboration between IHE and Croatia begun by Professor Simpson continues: conversations arising from the institutional research convening are ongoing, and Professor J. Douglas Toma visited Zagreb in May to continue planning for an institute to be jointly established there. Toma will return in 2007 as a Fulbright Fellow, to teach, conduct a research project, and continue to deepen and strengthen the partnership between Croatia and the Institute. Three other IHE faculty members and Toma will conduct a U.S. Embassy-funded seminar in Zagreb in October. ■

The impetus for this partnership is Croatia's desire for membership in the European Union, which includes meeting the tenets of the Bologna Accord through which 40 European countries agreed to standardize higher education systems in Europe.

Jilin University Comes to the Institute

Sporting a mix of Jilin University and UGA attire and carrying thick notebooks of readings in Chinese and English, thirty senior officials of Jilin University in Changchun, China, walk from their morning seminar at Meigs Hall to the dining hall, where they enjoy lunch along with participants in UGA's array of youth sports camps and other summer conferences. Their laughter and animated conversation demonstrate that they are having fun – but this summer camp is serious business.

The Institute of Higher Education entered into an historic partnership in 2006 with Jilin University, the largest institution in China, to provide management training for its senior administrators. Jilin, which ranks among China's top ten universities, believes this to be the first such effort in China. Professor and IHE Director Tom Dyer stated, "We are pleased to work with Jilin University, both this summer and over the longer term as they continue their emergence as a world class institution."

In planning for the program, a delegation of eight Jilin University officials, led by President Zhou Qifeng, visited Athens and Atlanta in early March. President Zhou was introduced on the floor of the state senate by Senator Sam Zamarripa (D-Atlanta). In July, thirty Jilin administrators arrived in Athens for a three-week, intensive management institute.

Faculty from IHE provided instruction in all facets of higher education management. The participants also engaged in field work, visiting various sites related to higher education, including in Atlanta – and spent a final week visiting universities and other destinations in Washington, Philadelphia, and New York before returning to China.

Professor J. Douglas Toma, who directs the program, notes that plans are in development for continuing partnership with Jilin University, to the benefit of both Jilin and the Institute: "Our work with Jilin University affords our faculty, fellows, and students an insider's view of the drive in China to create a handful of world class universities and significantly expand access to higher education." ■

A delegation of eight Jilin University officials, led by President Zhou Qifeng, visited Athens and Atlanta in early March.

In July, thirty Jilin administrators arrived . . . for a three-week, intensive management institute.

President Michael F. Adams hosted the Jilin delegation at his home.

IHE Around the World

IHE at Oxford: Second Annual UGA Conference on Higher Education Policy and Professional Development

"I have visited university campuses in fourteen countries and Oxford stands out for its sense of history and unparalleled academic traditions," reflects Jennifer Frum, IHE student and assistant director of international public service and outreach at UGA. "One cannot help but be impressed by being surrounded by traditions and physical structures that are some 700 years old."

Frum, eight other IHE graduate students, and several IHE faculty members participated in the second annual UGA Conference on Higher Education Policy and Professional Development in Oxford, England. They were joined by faculty, administrators, and graduate students from Oxford, the University of Southampton, and the University of Bath for a week of paper presentations on higher education policy in a variety of national and cultural contexts.

Professor Jeroen Huisman from the International Centre for Higher Education Management at the University of Bath was the discussant on Frum's paper, on the plight of undocumented high school graduates who do not qualify for in-state tuition and thus face significant financial barriers to higher education. "By adopting policies to improve these students' access to public colleges and universities, states not only will increase their educational capital, but will also improve their overall economic development and quality of life," Frum argues. "Professor Huisman's perspectives and insights were particularly useful and will help me refine and further develop the concepts in my paper."

Welch Suggs, IHE student and former writer for *The Chronicle of Higher Education*, also wrote about issues of access to higher education – specifically about the need to redirect funds from the HOPE scholarship to give more low-income students the guidance they need to qualify for college admissions. He was struck by the extraordinary expansion of access to higher education in the U.K.: "The trip showed us a cross-section of British higher education. We were in the oldest university in the country and had a chance to talk with some of the staff there, but we also met students from the University of Southampton and the University of Bath – two institutions growing rapidly and aggressively recruiting international students. We met folks from Thailand, Saudi Arabia, and Jamaica, not just the U.K.," he notes.

The opportunity to discuss higher education policy issues in a multinational, comparative setting is precisely the objective of this conference, which will become an annual occasion for IHE. Under the leadership of Distinguished Public Service Fellow Ed Simpson, the conference began in 2005 to foster international awareness among graduate students and faculty on both sides of the Atlantic – but, importantly, the conference also emphasizes professional development and the creation of networks among U.S. and international graduate students and faculty.

"The Oxford program is just one of many ways that the Institute engages its students in opportunities for

"I have visited university campuses in fourteen countries and Oxford stands out for its sense of history and unparalleled academic traditions," reflects Jennifer Frum, IHE student and assistant director of international public service and outreach at UGA. "One cannot help but be impressed by being surrounded by traditions and physical structures that are some 700 years old."

Photos by Charles Mathies

scholarly and personal development," comments Frum. Suggs agrees: "The experience gave me a much broader sense of what's going on in higher education studies, for both practitioners and scholars." That broader perspective not only includes international issues, but also people and ideas closer to home, as Suggs found. "As graduate students we all have so many responsibilities in different areas that we often don't have much time to sit down and talk about what we're doing outside of class. I really enjoyed the chance to get to know the folks in the UGA program as much as the other people we met." ■

From Law to Leadership: IHE student Karen Miller

For Karen Miller, general counsel and vice president for administrative services at Morehouse College, "IHE graduate student" is only one of many roles, along with lawyer, professor, administrator, parent, community volunteer, and sculptor.

With an undergraduate degree from Emory and a law degree from Harvard, Miller began her legal career in Atlanta, where she specialized in corporate law with two major law firms before establishing her own private practice in real estate. After more than a decade of practicing law, Miller left private practice to teach at John Marshall Law School in Atlanta, thus beginning a second career in higher education. She moved to Morehouse as general counsel and, after a brief return to John Marshall as academic dean, assumed her current post. At Morehouse, her responsibilities include overseeing information technology, strategic planning, institutional research and assessment, and Title III programs, as well as managing the institution's legal affairs.

Karen Miller

For Miller, the breadth of perspectives and faculty research interests at IHE were especially attractive: "I came to the Institute to help me broaden my understanding of higher education; I needed to move beyond my own experiences of a liberal arts college."

Her research interests lie in higher education leadership. Miller observes, "I am privileged to work at an institution that throughout its history has had the benefit of strong leadership. I am struck by the characteristics of leadership that I have observed in Dr. [Walter E.] Massey and what I have learned about previous presidents such as [Benjamin] Mays and [Hugh] Gloster. Each met a particular set of challenges and led the institution through them in a way that not only sustained the College, but catapulted it onto a national and international stage." As Miller looks toward her dissertation research, she hopes to understand factors that contribute to successful leadership and, "ultimately, to contribute to a national dialogue on the strengthening of higher education leadership."

In all of her roles, Miller strives for balance among many priorities – no easy task, but one for which her skill as a sculptor perhaps equips her well. ■

An Interview with

Susan Frost

IHE Alumna and Senior Fellow

IHE: What are your most memorable experiences from your time as a student at IHE?

Reading Rudolph and Veysey for Tom Dyer's history class, under the lights at high school football games I attended with my 13-year-old daughter. She thought I was ruining her reputation as an OK kid, but we had so much reading in the course! Seriously, I recall very clearly how stimulating and just plain fun it was to have great conversations with great people about how to make more out of the incredible investment our nation and its citizens have made in higher learning.

IHE: How have your dissertation research interests carried through in your career?

I was teaching mathematics and directing the first year experience program at a women's college, and was interested in the degree to which students took advantage of academic advising, and how this influenced their learning. Pat Terenzini had just come to the Institute and he was writing his book, *How College Affects Students* (Jossey-Bass, 1991). Working with him, I tested the difference certain kinds of advising made on critical thinking, using two women's colleges as my cases.

Then and now I viewed academic advising as a form of strategic planning – which is the broad umbrella that covers my work now. I have always been fascinated by the degree to which individuals and institutions take advantage of the future – or perhaps leave important gains on the table – and what they can do to change that course.

IHE: What was your first job after graduation?

As a Faculty Development in Georgia student at the Institute, I returned to Brenau College, where I had been teaching, after completing my degree. Then a few years later, I went to Emory as the first director of institutional planning and research.

IHE: In addition to serving as a Senior Fellow, you recently spent a year in residence at the Institute. How has your continuing involvement with the Institute shaped your professional life?

It was great to be at Meigs Hall on a regular basis and to be part of the conversations with faculty and students that go on every day. I highly recommend coming back to everyone – even if for a day or two. The Institute is at the very top of its game right now and it is fun to be part of that.

IHE: What do you see as the major challenges facing higher education today, and what's next?

One major test leaders are facing now is the dual challenge to (1) produce, teach, and share new knowledge in the global world and (2) understand how to use what we know to connect people and nations in much better ways. In my consulting practice, I work to help presidents, deans, and other leaders develop their university or school in a creative and strategic fashion. It is striking that these projects share a common theme: whether the institution is a leading university or an evolving institution, the leaders are trying to help their scholars be more effective at improving understanding of conditions in a highly connected and interdependent world.

I believe this impetus will lead people outside universities to get a fresh view of our relevance and I am pleased about that. Developing and sharing knowledge in this global arena is great work. Figuring out how to do it well will keep us busy for a while. ■

Susan Frost is a consultant and an adjunct professor of the Graduate Institute of the Liberal Arts at Emory University, where she formerly served as vice president for strategic development.

Postdoctoral Teaching Fellowships Bring Leading Young Scholars to UGA

The words "postdoctoral fellowship" usually conjure up images of late nights in the laboratory and an extended research apprenticeship. But IHE's innovative Postdoctoral Teaching Fellows program provides an opportunity for recent PhD graduates from leading doctoral programs across the country to engage in a teaching apprenticeship in their disciplines.

A collaborative effort among IHE, the Franklin College of Arts and Sciences, and other participating university units including the Terry College of Business, the Honors Program, and the Department of Biological and Agricultural Engineering, the Postdoctoral Teaching Fellows program brings twenty-one recent PhD graduates to Georgia each year. The Fellows serve as temporary assistant professors for up to three years, with enhanced resources and support from IHE to build not only their teaching skills but also to foster their overall professional development as faculty members.

In 2005-06, twenty-one Fellows represented thirteen different disciplines; taught 79 different course sections including 4,125 students; and supervised 2,100 additional students in laboratory courses. They participated in monthly professional development workshops, as well as informal "study groups" focused on writing for publication, the job search, and first-year teaching challenges.

Fellows build teaching skills and foster their overall professional development as faculty members.

The professional enrichment of the Postdoctoral Teaching Fellows program clearly cuts both ways: UGA benefits from the involvement of these highly talented scholars as much as they benefit from the opportunity to develop their careers in a highly supportive environment at UGA. Several Fellows were recognized with teaching awards, for instance, and just last year, three of them joined UGA as full-time faculty members. ■

Education Law and Policy Forum National Student Conference at IHE

In September 2005, the Education Law Consortium – housed at IHE and co-directed by faculty from the College of Education and the School of Law – launched the inaugural Education Law and Policy Forum, a national student conference and electronic journal featuring the best graduate and professional student research on topics in law and policy in education.

Doug Toma and Anne Dupre welcome forum participants.

Twenty-six students and a half-dozen senior faculty discussants from across the nation convened at Meigs Hall for a series of presentations and panel discussions on themes ranging from liability issues in education to students' rights, diversity, federal policy, and funding of education at all levels. Several papers addressed aspects of No Child Left Behind, for instance; others analyzed academic freedom issues, public school finance reform, the HOPE scholarship, sex education, and student religious organizations at public institutions.

Anne Dupre, J. Alton Hosch Professor of Law at the University of Georgia and co-director of the Education Law Consortium, observed, "This is an exciting project that gives students the opportunity to see how their research can contribute to the academic literature in this important area. At the same time, they are honing their writing and analytical skills while learning how to present an argument to the broad audience that is interested in learning more about education law and policy."

The Forum also provides an opportunity for students from a variety of disciplines – including law, education, public affairs, sociology, and economics, among others – to interact with each other and with experts in their fields through the formal program as well as informal gatherings during the two-day conference.

The Forum, with four dozen indexed and searchable articles from the conference and other submissions, is on line at www.educationlawconsortium.org/forum. The second annual student conference will take place in September 2006. ■

Events for 2006-07

State of the Art Conference **September 7-9, 2006**
"The Privatization of the Public Research University" will be held in Meigs Hall.

Croatian Seminar **Oct. 13-14, 2006**
Zagreb, Croatia

Louise McBee Lecture **October 20, 2006**
Nils Hasselmo, former president of the Association of American Universities (AAU) and former president of the University of Minnesota

IHE Reception **November 1, 2006**
Association for the Study of Higher Education annual meeting, Anaheim, California

Education Policy Seminars

Lois Weis **October 9, 2006**
Distinguished Professor, State University of Buffalo, SUNY

Francisco Marmolejo **October 23, 2006**
Executive Director, Consortium for North American Higher Education Collaboration (CONAHEC)

Brian Pusser **February 19, 2007**
Assistant Professor, Curry School of Education, Department of Leadership, Foundations, and Policy, University of Virginia

Gary Rhoades **April 2, 2007**
Professor of Higher Education and Director, Center for the Study of Higher
Education, College of Education, University of Arizona

Dr. Anthony Morgan **April 23, 2007**
Professor, Department of Educational Leadership & Policy, College of Education, University of Utah

IHE Faculty

Thomas G. Dyer
University Professor and Director

Karen Webber Bauer
Adjunct Associate Professor of Higher Education; Director of Institutional Research

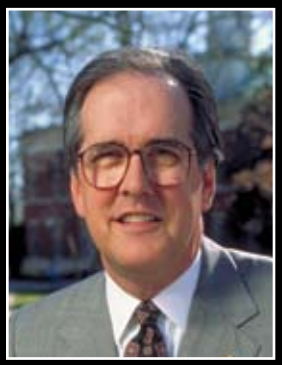
Arthur N. Dunning
Professor of Higher Education; Vice President for Public Service and Outreach

Maryann P. Feldman
Miller Distinguished Professor of Higher Education

James C. Hearn
Professor of Higher Education

Melvin B. Hill Jr.
Robert G. Stephens, Jr., Senior Fellow of Law & Government

Patricia L. Kalivoda
Adj. Assistant Professor, Higher Education; Associate Vice Pres. Public Service and Outreach



Charles B. Knapp
Distinguished Public Service Fellow, Professor of Economics and President Emeritus

Marguerite Koepke
Adj. Assoc. Professor, Higher Education

Larry L. Leslie
Distinguished Visiting Professor of Higher Education and Senior Fellow-in-Residence

Christopher Morphew
Associate Professor of Higher Education

Libby V. Morris
Professor of Higher Education; Graduate Coordinator

Sheila Slaughter
Louise McBee Professor of Higher Education

Scott L. Thomas
Associate Professor of Higher Education; Adjunct Associate Professor of Sociology

J. Douglas Toma
Associate Professor of Higher Education; Adjunct Associate Professor of Law

Croatia and China initiatives take IHE overseas and bring delegations to Meigs Hall.

The University of Georgia

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