IHE Report

THE UNIVERSITY OF GEORGIA
Institute of Higher Education
September 2004

IHE at 40

Reflections on the past and visions of the future

Scholars Garden in front of Meigs Hall

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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 Ed.D. and Ph.D. in higher education, and students may earn an M.P.A. 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, and the Office of Instructional Support and Development at UGA.

www.uga.edu/ihe

Photos on front and back covers by Paul Efland, UGA Public Affairs, feature Meigs Hall.

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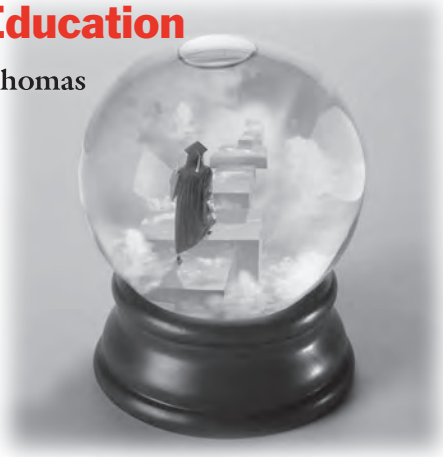


From the Director

The IHE at Forty

Dear Colleagues,

What better way to celebrate a fortieth anniversary than with an extraordinary gift? The Institute of Higher Education has established an endowed professorship in honor of state Representative Louise McBee. Louise has been a superb colleague and a warm and thoughtful friend to the Institute over the years of her distinguished tenure at the University of Georgia and, for the last decade, she has championed higher education in the Georgia General Assembly (see article on page 3). It is an honor for IHE to have this new professorship in her name, and will be gratifying to welcome a new colleague when the professorship is filled in the coming year.

But anniversaries are about more than just presents; they provide occasions for reflections on the past and visions of the future. This issue of the *IHE Report* does some of each.

Although the landscape of higher education has changed significantly over the past forty years, I am pleased to report that the Institute for Higher Education has remained true to the original vision of UGA's then-President O. C. Aderhold, of research on and service to higher education in the region, while growing and adapting to meet new challenges.

The pages of this magazine chronicle the Institute at forty; let me highlight a few examples here:

• From its founding, IHE has involved faculty from multiple disciplines; IHE's especial strengths in law are now central to the new Education Law Consortium (see page 3), which draws on IHE's 35-year tradition of expertise and outreach in higher education law.

• IHE has extended its original charge of helping to shape and support developing institutions in the region; IHE faculty and students are now serving higher education worldwide. A recent delegation to Croatia (see page 8) is but one example of IHE on the international scene.

• As a land-grant institution, UGA is committed to public service through all its activities; the Institute has a long tradition of serving higher education through faculty development initiatives, among others. The Faculty Development in Georgia program is also turning forty this year; Associate Professor Libby Morris elaborates on the strengths of FDIG and IHE's faculty development initiatives and the upcoming "State of the Art" conference (see page 4).

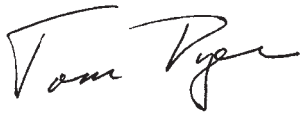
• The doctoral programs at IHE have continued to attract superb students from across the nation; we have just launched a new M.P.A. concentration in higher education, in collaboration with the School of Public and International Affairs (see page 7), and are beginning to explore possibilities for joint programs with the School of Law.

• IHE's presence in the higher education policy arena remains strong, with an active program of higher education policy seminars (see page 12) and research. In this issue, for instance, Associate Professor Scott Thomas explores the implications for state higher education finance policy in the face of rapidly changing student demographics (see page 13).

Also throughout these pages are images of Meigs Hall, the Institute's home on the University of Georgia's beautiful North Campus. We are privileged to have such a fine building—with state-of-the-art technology but retaining the elegance and character of an old academic building—in which to conduct our work.

I hope that the glimpse of the IHE at forty in these pages will persuade you to join us in celebration of our anniversary at any of the lectures, conferences, and special events we have planned for the coming year; see page 20 for fall event listings, and check our Web site (**www.uga.edu/ihe**) for the full schedule of happenings for the year. IHE is enriched by friends and colleagues from near and far—we look forward to the next forty years of our work together in research, teaching, and service to higher education.

Sincerely,



Thomas G. Dyer
University Professor and Director

Louise McBee Endowed Professorship Established at the Institute

To honor state Representative Louise McBee, who has decided not to seek re-election to the Georgia General Assembly, the state Board of Regents of the University System of Georgia has approved the establishment of an endowed professorship to be housed at the Institute of Higher Education. The Louise McBee Professorship comes with a senior faculty line provided by the university, and offers a rare opportunity to conduct a national search for an accomplished senior scholar and teacher from among the disciplines relating to higher education. The McBee Professorship is a fitting tribute to Louise McBee, who has had a distinguished career and a profound impact on higher education both at the University of Georgia and statewide.

During her more than 25 years at the University of Georgia—as dean of women, associate dean of students, dean of students, assistant vice president for instrution, associate and senior associate vice president for academic affairs, and acting vice president for academic affairs—McBee had a profound influence on the university, bringing to bear not only her leadership acumen and keen vision for the institution, but also her warmth and engaging presence on campus. After her retirement from university administration, she brought the same skills and experience to the General Assembly for over a decade as a champion of higher education. In the House, McBee chaired the Higher Education Committee and, just last year, co-chaired the commission that examined and secured a robust future for Georgia's groundbreaking and popular HOPE scholarships, that provide full tuition support at Georgia's public institutions of higher education for Georgia students who achieve a B or higher grade point average in high school.

The McBee Professorship at the Institute will complement the annual Louise McBee Lecture, which for the past fifteen years has brought to campus such distinguished higher education leaders as Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching, Katherine Lyall, former president of the University of Wisconsin System, and Geoffrey Thomas, president of Kellogg College, The University of Oxford. The McBee Professorship will be formally celebrated on the occasion of the 2004 McBee Lecture in December. ■

(For more information on the Louise McBee lecture, please contact Susan Sheffield at sheffiel@uga.edu.)

Nancy Evelyn

Anne Dupre and John Dayton welcome overflow crowd for Olivas lecture.

Education Law Consortium Serves Local, State, and Federal Policymakers

Law and policy decisions about education affect all of us: the newly-established Education Law Consortium, housed at IHE, helps ensure that those decisions are well-informed by research and current, non-partisan information. A multidisciplinary partnership of leading scholars and practitioners in law, education, policy analysis, governance, finance, statistics, and other fields, the Education Law Consortium offers *pro bono* research, analysis, and information resources for decision-makers.

With its strong tradition of expertise in higher education law, the Institute is one of the inaugural partners of the Consortium, which was founded by Professors John Dayton of the College of Education and Anne Dupre of the UGA School of Law. The Consortium was launched in 2004 with a lecture by Michael Olivas, William B. Bates Professor of Law and the founder and director of the University of Houston Law Center's Institute for Higher Education Law and Governance. IHE faculty Mel Hill and Doug Toma brought their legal expertise to the discussion, along with colleagues from across the university.

The Consortium is also bringing broader expertise and audiences to bear on IHE's long tradition of annual conferences on higher education and the law. In recognition of the 35th anniversary of this series, the July 2004 conference focused on the connections between K-12 and higher education law and policy. Distinguished speakers including Mary Ann Connell, Gary Pavela, and Ben Baez—as well as IHE's own Parker Young—addressed issues such as law and religion in K-12 and higher education, risk management and disability issues, and the 50th anniversary of *Brown v. Board of Education*, forging important new connections between K-12 and postsecondary education at both the practical and conceptual levels.

Through research reports, Web and database resources, and law and policy forums, the Education Law Consortium will support educational improvement by integrating scholarship and practice to serve law- and policy-makers. Informed policy-makers are the backbone of effective policy in any field, but are especially so concerning the educational system that shapes our future. ■

Building Faculties:

40 Years of Enhancing Faculty Success at IHE

Alisa Howen

An interview with Libby Morris

IHE: How did you get interested in faculty development?

Much of my research has centered on program assessment and planning, and evaluating teaching and learning outcomes—initially focusing on the health professions, but more recently focusing on the southern Black Belt and its institutions of higher education. My interest in developing institutions led naturally to developing faculties; I've been involved with the Faculty Development in Georgia (FDIG) program for nearly fifteen years now, and am helping to coordinate the other faculty development programs at IHE. I enjoy the combination of teaching—including courses on curricular challenges and responses to diversity, service learning, and emerging technologies in the classroom—and mentoring of the talented faculty who come to the Institute to deepen their disciplinary knowledge and enhance their classroom practice.

IHE: How has your involvement in FDIG shaped your research agenda?

FDIG has sharpened my sense of multiculturalism in academe, looking especially at diversity of institution types and the demographics of the student population. It has also brought me deeper involvement with educational technologies; I am currently working with the Board of Regents, unit of Advanced Learning Technologies, on a project to investigate teaching and learning online and to evaluate the impact of eCore®, the system's electronic core of lower division courses. This evaluation information then helps to shape course development and faculty development activities. As a result of this research, I have become more interested in distance learning programs, and am directing several doctoral dissertations on the subject.

IHE: FDIG is celebrating its 40th anniversary this year; how would you assess the impact of FDIG and other faculty development programs on the individual participants and their institutions?

Five years ago, we compiled a 35-year report on FDIG, documenting the broad scope of over 237 individuals and 39 institutions statewide that had participated to date. The statistics in that report confirmed FDIG's deep impact on Georgia higher education over several generations of faculty—increasing the percentage of faculty with doctoral degrees, with a consequent improvement in the depth and quality of teaching in their chosen disciplines. The Governor's Teaching Fellows program has similar scope and outcomes statewide, though it was established just under a decade ago. And the Postdoctoral Teaching Fellows program is the newest initiative, just four years old yet flourishing on the foundations built by its first director, Sylvia Hutchinson [Professor Emerita of Reading and Higher Education], and involves talented young faculty from across the nation. Preliminary results of a survey of Fellows show that they are becoming leaders on campus; that the

program helped them define their career paths more clearly; and that they are more reflective and thoughtful about their teaching.

Napoplita Hooper-Simanga (left) from Georgia Perimeter College receives certificate for completion of the academic year program from GTF director Marguerite Koepke.

IHE: You were recently awarded a State of the Art conference grant on faculty development; what will that entail?

We were very excited to receive this conference award from the provost's office; it will enable us to bring together eight to ten leading experts in faculty development, along with university representatives, discussants, and observers, to discuss the current "state of the art" and future directions for faculty development. The research on faculty development is not especially deep, so there is a lot of room to shape research questions and scholarship at the intersection of discipline, pedagogical theory and practice, and faculty career stages. Really, it's the scholarship of teaching—chronically under-studied yet crucial to the success of our higher education system. This "state of the art" conference will result in published papers, perhaps as a special issue of the journal, *Innovative Higher Education*, of which I serve as editor. The conference award itself recognizes the importance of scholarship on faculty development. And I find it gratifying to integrate my research and teaching interests so fully, and look forward to bringing emerging ideas and best practices identified at the conference back to the faculty development initiatives at IHE.

Libby V. Morris, Associate Professor, specializes in academic programs, evaluation and assessment, and multiculturalism in academe. She has written and consulted extensively on health professions educational programs across the Southeast. Morris's recent scholarship in multiculturalism includes *The Southern Black Belt: A National Perspective* (Lexington, KY: TVA Rural Studies, 1997), with R. Wimberley; *Multiculturalism in Academe* (New York, NY: Garland Publishing, Inc., 1996), with S. Parker; and reference works and articles on the rural South. Morris coordinates IHE's Faculty Development in Georgia program and teaches courses on curriculum and assessment. She is also engaged in a multiyear collaborative with Institute fellow Dr. Catherine Finnegan, Advanced Learning Technologies unit (ALT), University System of Georgia. ALT has provided significant funding for dissertation research and assistantships to investigate issues of teaching and learning online. ■

Faculty Development in Georgia was among IHE's inaugural programs in 1964. FDIG, in partnership with the Graduate School, offers fellowships to faculty at higher education institutions across Georgia, allowing those with demonstrated competence in teaching the opportunity to pursue doctoral studies full-time in their chosen discipline. To date, 237 students have participated in FDIG, many of whom renewed their fellowships for more than one year in residence at IHE. Collectively, these students represent nearly every higher education institution in the state.

Established by the Honorable Zell Miller, Governor of Georgia from 1991–99, the **Governor's Teaching Fellows** program provides Georgia's higher education faculty with opportunities to enhance their teaching skills, especially in response to emerging instructional technologies. To date, faculty from more than 75 disciplines and 45 institutions across the state have participated in residence at UGA. This effort to enhance instruction in public and private higher education statewide is very much in keeping with the University of Georgia's traditional land-grant mission, committed to diversified outreach and public service. The program is a cooperative venture between IHE and UGA's Office of Instructional Support and Development.

Michelle Simpson, Postdoc director

The **Postdoctoral Teaching Fellows** program began in response to the need for high quality undergraduate teaching for a growing student body at UGA. Doctoral graduates from leading programs across the nation come to UGA for a postdoctoral year focused on enhancing their teaching skills while they continue their research. Fellows are committed to creative and energized teaching when they arrive; they take with them the knowledge that strong classroom teaching complements and enhances the research and service components of faculty life, and they enjoy lifelong friends and colleagues from the program. Fellowships are renewed for up to three years. The Postdocs program is a cooperative project between IHE and the Franklin College of Arts and Sciences at UGA.

The **Community and Technical College Leadership Institute**, offered in collaboration with the Departments of Adult Education and Occupational Studies of the College of Education, offers senior administrators of Georgia's community and technical colleges a cohort-based program of doctoral study. Now in its 5th year, CTCLI is aimed at strengthening this important and growing sector of higher education by building and enhancing the skills of its leaders.

2004 IHE Fellows

Fellows from a wide array of disciplines and institutions enrich the multi-disciplinary intellectual community at the Institute. 2004 Fellows include:

Senior Fellows

Christopher M. Cornwell
Professor of Economics, UGA

Jerry S. Davis
Former foundation executive

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

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

William K. Jackson
Director, Office of Instructional Support and Development, UGA

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

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

Joseph C. Hermanowicz
Assistant Professor of Sociology, UGA

Pamela Kleiber
Associate Director, Honors Program, UGA

David Mustard
Associate Professor of Economics, UGA

Larry Jones to Retire, Reach Out to IHE Alumni

Paul Efland

After 30 years of service to the University of Georgia, the last thirteen at the Institute, Larry Jones has announced his plans to retire in spring, 2005. "I'll miss the IHE environment," Jones says, "with its great colleagues, fresh and bright students, and the intellectual challenges of helping to identify and shape new possibilities for higher education. But I am looking forward to spending undivided time on a few projects for the Institute and the several professional institutional research organizations with which I have been involved."

Jones, an expert in institutional research, institutional planning and institutional effectiveness and efficiency, has held leadership positions in and garnered national recognition for his contributions to a number of professional associations, including the Association for Institutional Research (AIR) and the Southern Association for Institutional Research (SAIR). With Cameron Fincher, Jones helped develop the SAIR/IHE Institutional Research Alliance and serves as the IHE liaison between the two groups by providing organization and program support.

Jones came to IHE in 1991 from the University of Georgia Office of Institutional Research, where he edited the *UGA Fact Book* (1975-1990) and conducted admissions, student, and academic program research. "In several ways, the IHE was a real part of my OIR work: the *UGA Fact Book* was developed by IHE in 1969, and I was involved in the Higher Education in Georgia conferences jointly sponsored by IHE and IRP." One consequence of these early experiences was Jones' editing of *Campus Fact Books: Keeping Pace with New Institutional Needs and Challenges* (*New Directions for Institutional Research*, No. 91. San Francisco: Jossey Bass, 1996). Previously, he was the dean of Midland Lutheran College and served as assistant provost and director of Institutional Research at Wittenberg University.

Even after his retirement, Jones will remain involved with IHE, through a new initiative to develop alumni networks and outreach for the Institute. "I welcomed Tom [Dyer]'s invitation to work on the IHE alumni project in no small part because I've been reflecting on my own career and those things that have made it so satisfying for me," observes Jones. "I look forward to the opportunity to help develop and enhance those personal relationships... the collegiality...that enrich our personal and professional lives." And, when he is not continuing his professional activities, Jones will be found in Boston, where his wife Ann is Professor and Director of Choral Activities at Boston University, or somewhere on a golf course. ■

IHE Launches MPA Concentration with School of Public and International Affairs

Beginning in Fall, 2004, IHE will welcome the first M.P.A. students in a new concentration in higher education administration, developed in collaboration with the School of Public and International Affairs. Established in 2001 with the consolidation of a number of UGA's programs across disciplines in public and international affairs, SPIA has been quick to garner national recognition, and was ranked third in the nation in *U.S. News & World Report*'s "2005 Best Graduate Schools."

One of SPIA's primary objectives is to prepare its graduates for careers in public service. The fit with IHE's mission was obvious, notes Tom Dyer, IHE director: "The public service mission of the land-grant university, and of IHE in particular, makes our collaboration with SPIA a natural fit. Leadership of public universities in America and around the world is essential to public policy more broadly, and to the continued success of democratic ideals, which depend on both an educated citizenry and informed leaders."

Students will take as many as four courses at IHE, complementing the core M.P.A. curriculum at SPIA. The MPA program involves an internship, and culminates in a masters thesis.

The new M.P.A. marks IHE's first foray into masters-level education. Shortly after its establishment, IHE launched its first doctoral program, the Ed.D., with the Ph.D. following in 1992. Designed for higher education administrators and policymakers, the Ed.D. offers a broad course of study with an emphasis on leadership and administration of higher education institutions. The Ph.D. prepares students for specialized positions in research, policy analysis, and teaching, with an emphasis on the academic field of higher education. Both degree programs have benefited by IHE's tradition of multi-disciplinary faculty and curricula; the addition of the M.P.A will involve an even greater array of talented students and faculty from across the university. ■

40th Anniversary Message from Senator Zell Miller

Erik Lesser

Forty years ago, I came to the Institute of Higher Education as a member of the inaugural class of the Faculty Development in Georgia program. As a University of Georgia alumnus and an instructor in history and political science at Young Harris College, I was especially eager to pursue graduate study at UGA, and found an intellectual home at the Institute.

Higher education was my first vocation, thanks to the Institute, the University, and Professor E. Merton Coulter, who inspired me as an undergraduate to pursue the study of history and showed me just how powerful effective teaching could be. Throughout my political career, I have always made support for education a top priority. It is gratifying, for instance, to see how the Hope Scholarships have transformed higher education in Georgia, opening up access to college for all state residents and enriching the human capital of the state.

My involvement with the Institute has been woven throughout the four decades since I first came to the Faculty Development in Georgia program. In the spirit of that program, I was pleased to establish the Governor's Teaching Fellows Program jointly operated by the Institute and UGA's Office of Instructional Development, to help Georgia's finest higher education faculty extend their teaching skills and learn to incorporate new technologies into their classroom practice.

And in the eighteen months between my service as Governor and my appointment to the Senate, I once again made the Institute my intellectual home. I was honored to be the first holder of the Philip H. Alston Chair as a Distinguished Professor of Higher Education at the Institute. My time at the Institute was filled with the excitement of teaching a freshman seminar on leadership, helping to convene symposia on higher education policy, working with Faculty Development in Georgia students and the Governor's Teaching Fellows, and interacting with fine faculty colleagues. It was also a time to pursue research and writing in Southern history and politics.

It is this combination—of active involvement in improving higher education through research, policy studies, graduate education, and public service, alongside reflective and deep scholarship in a variety of disciplines—that makes the Institute such an extraordinary place, one with which I have been privileged to be involved. I salute the Institute of Higher Education on its first forty years, and extend my best wishes for continued success in the next forty and beyond. ■

Developing Higher Education:

IHE students and faculty help prepare Croatia's university system for E.U. membership

Zagreb's rooftop view as seen from the Hotel Tomislavov dom.

Charles Mathies

Theresa Wright adjusts the microphone, glances at her notes, and looks out at the two dozen faces in the audience before beginning her presentation. Her Ph.D. research at the Institute of Higher Education centers on organizational change and culture, and this paper offers a review of the current literature on leading and managing institutional change. She has presented her work at conferences before, but this time it is different: instead of a room full of scholars at an academic meeting, she is in Zagreb addressing, in addition to scholars, leaders of Croatia's higher education system, a representative from the World Bank, and faculty from several European universities.

The University of Zagreb has convened this meeting, under the auspices of a European Union TEMPUS project grant, and has turned to the Institute of Higher Education for guidance and support as Croatian university leaders work to adapt their university system to meet the changing needs of their relatively new democratic nation. They must also strive to accommodate the higher education guidelines required for membership in the European Union.

This is the sixth trip to Croatia for IHE. Dr. Edward Simpson has been working with Croatian leaders since early 2001, and in 2002 led a delegation of Institute faculty to Zagreb to conduct a week-long workshop in university management. The theme for this May 2004 meeting is quality assurance and change management in academic administration. Simpson, Associate Professor J. Douglas Toma, and four doctoral students have made the trip to a mountaintop conference center on the outskirts of Zagreb.

Says Wright, reflecting on the experience, "The most fulfilling part of the trip for me, apart from the spectacular setting and the food, was being a part of the public service and outreach mission of the Institute—seeing that mission in action. The trip also gave me a good sense of how our studies and research interests can inform real-life problems." Simpson agrees: the service to other institutions is important and rewarding, but "the most important thing is to bring a global perspective back to the doctoral training we provide at the Institute. IHE must reach out and make these connections, to ensure that the next generation of

leaders and policymakers understands the importance of thinking internationally, and has a grasp of the social, cultural, political, and governance issues facing higher education worldwide."

In a sense, argues Simpson, the study of comparative higher education is a logical extension of the multi-disciplinary strengths of the Institute's graduate programs. Understanding the different systems, governance models, and cultures shaping higher education from one nation to the next is comparable to addressing problems of policy through different disciplinary lenses. "IHE's focus on multi-disciplinary, multi-national outreach, service, and research could be a prototype for what higher education programs ought to be about," says Simpson. "Practitioners as well as scholars—Ed.D. graduates as well as Ph.D. graduates—need to have an international perspective."

Charles Mathies

The Croatian National Theatre is one of Zagreb's most-noted attractions.

"IHE must reach out and make these connections, to ensure that the next generation of leaders and policymakers understands the importance of thinking internationally, and has a grasp of the social, cultural, political, and governance issues facing higher education worldwide."

—Dr. Edward Simpson

This comparative perspective is already informing the research of another doctoral student, Rob Anderson: "I found the trip to Croatia quite rewarding. It made apparent the similarities and differences in our systems and beliefs. I was struck by a genuine concern to raise standards and make educational opportunity more accessible to the citizenry of Croatia—an interest that I share regarding the U.S. system. Higher education system officials in the U.S. and around the world need to be reminded that their struggles are not in a vacuum, and that we can learn from each other and adapt together to meet the challenges of the global economy."

Anderson, Wright, and their fellow graduate students will have ample opportunities to develop international comparative perspectives through a wide array of international partnerships at IHE. Current international initiatives, some in exploratory phases and others in full swing, include:

(above) IHE group, from left: Robert Anderson, Angela Bell, Charles Mathies, Theresa Wright, and Ed Simpson. *(left)* Located just across the Adriatic Sea from southern Italy, war-ravaged Croatia is making great strides, with UGA's help, at reforming its higher education system.

- Student and faculty exchange relationships with OxCHEPS (Oxford Center for Higher Education Policy Studies), England; CHEPS, at the University of Twente, the Netherlands; and the University of Heidelberg, Germany;

• Policy guidance and consultation with evolving higher education systems in Croatia, South Africa, Tunisia, and Mexico;
• Consultation and exploration of best practices for privatization and expansion of university systems with the Chinese Ministry of Education in Beijing; and
• Partnership with the University of Bath, England, and with the National Institute for Higher Education in the Northern Cape, South Africa, to enhance access to universities for all South Africans and adapt institutions to their cultural and educational needs.

These and other partnerships extend IHE's traditional service mission—especially relating to changing institutions that expand access to education for underserved populations—to reach out not just to Georgia and the southeastern U.S., but to the whole world. And, more importantly, they integrate the service mission into the academic mission, training the next generation of scholars and university leaders to think internationally and creatively about opportunities to improve higher education here at home.

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

"Higher education system officials in the U.S. and around the world need to be reminded that their struggles are not in a vacuum, and that we can learn from each other and adapt together to meet the challenges of the global economy."
—Rob Anderson

A kaleidoscope of café umbrellas line Zagreb's main promenade, Jelacic Square.

Charles Mathies

Ed Simpson, center, stands amid war-scarred buildings in Croatia.

Edward G. Simpson, Jr.: Distinguished Public Service Fellow

Edward Simpson is the University of Georgia's first Distinguished Public Service Fellow. He came to the Institute of Higher Education in July 1998, with primary responsibilities in the area of public service and outreach, including comparative and developmental work with international higher education institutions and systems.

Prior to service in the Institute of Higher Education, Simpson headed for fifteen years the University of Georgia Center for Continuing Education as director and associate vice president for public service and outreach. Before coming to Georgia 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.

In the last several years, Simpson has made presentations on such topics as strategic planning, accreditation, change management, and transnational certification to audiences in several countries including recently Croatia, Tunisia, Mexico, Portugal, Russia, Norway and Venezuela. He has twice served as a Visiting Fellow at Oxford University, and recently returned from two Fulbright Senior Specialist Projects, one in South Africa at the National Institute for Higher Education, Northern Cape, and one at the University of Zagreb, Croatia. He is currently developing collaborative relationships with state university systems in Mexico, South Africa, Tunisia and Croatia, as well as opportunities for faculty-student exchanges with Oxford University. Simpson has also just been named as an external expert for an E.U. TEMPUS grant at the University of Zagreb involving universities from several European countries.

IHE students and faculty compare perspectives through a wide array of international partnerships. *(top left)* Peruvians Herman B. Callozos Saldaña, Dante Astete Canal, and an interpreter with Ed Simpson; *(bottom left)* Thirty Tunisian professors spent three weeks in March on the UGA campus to explore areas of distance learning and higher education management.

(above) Theresa Wright speaks to members of the Croatian higher education community regarding the transformation of their higher education system.

Education Policy Seminars 2004: 40th Anniversary of the Higher Education Act

The Education Policy Seminars at IHE provide opportunities for the exchange of views on key policy issues in higher education and related areas. Seminar participants include faculty, graduate students, administrators, and policy experts who come from a variety of disciplines and backgrounds.

In Spring 2004, IHE Policy Seminars focused on the reauthorization of the Higher Education Act (HEA) of 1965. The HEA provides the legal basis for the federal government's major student aid programs and for other significant federal initiatives with impact on higher education. The HEA is not permanent and will expire on September 30, 2004. Thus, the 108th Congress must consider extending, or "reauthorizing," the HEA for the eighth time since initial passage of the law in 1965. Reauthorization has enormous consequences for American higher education. Some of the nation's leading experts on reauthorization issues participated in the spring seminars, including:

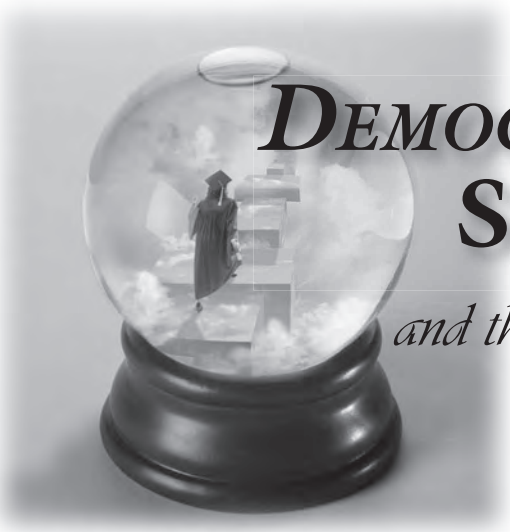
- **Jacqueline King**, Director, Center for Policy Analysis, American Council on Education
- **Thomas Wolanin**, Senior Associate, Institute of Higher Education Policy, Washington, DC (weather cancellation)
- **Edward St. John**, Professor of Higher Education, Indiana University
- **Alison Ream**, Professional Staff Member, Committee on Education and the Workforce, U.S. House of Representatives

The 2005 Education Policy Seminar series will focus on science policy; for more information, contact Susan Sheffield at *sheffiel@uga.edu* or visit the IHE Web site at **www.uga.edu/ihe**.

Jacqueline King

Edward St. John

Alison Ream



Demographic Shifts, State Policies, and the Demand for Higher Education

By Scott L. Thomas

Projected changes in the number and composition of high school graduates over the next decade will present significant challenges to state policymakers. Most states will experience manageable levels of change but will be troubled by persistent budget deficits limiting their ability to develop an efficient response to this change. Other states are forecast to experience dramatic shifts in the number of students graduating from high school in the coming years, shifts that, in most cases, will require significant resources to accommodate these students at the current level of service.

Since the late 1960s, the Western Interstate Commission on Higher Education (**www.wiche.edu**) has produced projections of the number of high school graduates for each of the 50 states in the U.S. These projections are prized by higher education policy makers and planners, testing services, firms selling financial products related to higher education, and even agencies rating the creditworthiness of colleges and universities. In short, a wide variety of audiences have a significant stake in the ebb and flow of potential college students and therefore a deep interest in the contents of these periodic reports. The latest round of projections, produced in conjunction with the College Board (**www.collegeboard.com**) and ACT (**www.act.org**), were released in January of this year and point to substantial growth in the number of high school graduates between now and 2018, a dramatic shift in the racial and ethnic composition of those graduates, and significant variation across states in the economic well-being of the families of these graduates. There exists no precedent for how to deal with the changes projected over this period. In this piece, I call attention to some of the highlights of this change and outline a number of possible implications for states.

A Changing Demographic Structure

Forecast changes in the number of students enrolled in and graduating from our nation's primary and secondary school system will present significant challenges for many states and significant opportunities for others. The Western Interstate Commission on Higher Education's recent report, *Knocking at the College Door–2003* (**www.wiche.edu/policy/knocking/1988%2D2018**), details such expected change through this decade. The growth projected by WICHE is eye-opening. Consider, for example, that the high school graduating class of 2010 is projected to be over a quarter of a million students larger than that of the class of 2002 (see columns 1, 2 and 3 in Table 1).

The financial implications of this expected growth are staggering. State appropriations for higher education in 2002 ranged from an average high of almost $23,700 per high school graduate in the western states to an average low of $15,400 in the northeastern states (see column 5 in Table 1). At the 2002 national average rate of higher education appropriation ($19,827 per 2002 high school graduate), a projected increase of 284,000 high school graduates would require over $5.6 billion in additional state appropriations for higher education to keep pace.

While this admittedly simple calculation does not capture benefits of economies of scale and other cost elements associated with expansion, it still provides a good sense of the magnitude of the financial demands that this expected growth will entail. Even in the Midwest region, where growth is forecast to be the smallest, more than half a billion dollars in higher education appropriations will be needed to keep pace with current funding levels. The fast-growing South and West regions will be faced with additional commitments totaling over 2 billion dollars each.

Consider some of the report's highlights:

- Significant regional variation in K-12 enrollment growth is projected with the South and the West enrolling the largest numbers of children in their K-12 systems.
- The number of high school graduates is forecast to peak nationally in 2008-09. Peak years across the regions and states will vary around this national high point.
- The number of graduates from public high schools will increase more than 10% in 14 states by 2010 and decrease more than 10% in another 3 states by that year.
- Public high school graduates from racial/ethnic minority backgrounds are projected to constitute 40% of the 2010 graduating class (compared to 31% in 2002).
- Nationally, the distribution of the family income of public high school graduates in 2010 is forecast to be similar to that in 2002 (roughly 16% from families earning less than $20,001, 33% earning between $20,001 and $50,000, 35% earning between $50,001 and $100,000, and 16% from families earning more than $100,001 annually.

These highlights illuminate some of the more significant trends underlying what many might be tempted to understand as simply growth in the population at large. But an aggregate consideration of the potential shifts in demand implied by changes in the numbers of high school graduates glosses over the important variation between regions and states. The wide variation in expected demographic changes, coupled with states' varied levels of financial commitment to their higher education sector and the many state-based K-12 education reforms currently under way encourage more detailed attention to the potential impacts of demographic shifts outlined in WICHE's *Knocking at the College Door* report.

Degrees of Change

Table 1 shows that the two fastest growing regions are the South (Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia) and the West (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming). While the number of high school graduates in the Western region is forecast to grow by over 14 percent, its numerical growth is comparable to that forecast for the Southern region (over 95,000 additional graduates in 2010).

While traditional growth states in the West such as California, Arizona, and Nevada continue to expand at a heated pace, similar levels of forecast growth in a number of Southern states reflect the increasing popularity of this

TABLE 1.

	1	2	3	4	5	6
	Public & Nonpublic Graduates 2002	Projected Public & Nonpublic Graduates 2010	Additional Graduates in 2010 compared to 2002	Adjusted Instructional Appropriations for Public Higher Education	Adjusted Instructional Appropriations per HS Graduate 2000	Additional Appropriation Needed to Accommodate Expected Growth
U.S.	2.894M	3.178M	284,000	$57.379B	$19,827	$5.620B
West	672,638	768,275	95,637	$15.916B	$23,663	$2.263B
Midwest	711,395	744,974	33,579	$13.383B	$18,812	$0.632B
Northeast	606,102	661,442	55,340	$9.343B	$15,416	$0.853B
South	904,294	1,001,250	96,956	$18.736B	$20,719	$2.008B

Sources: Western Interstate Commission for Higher Education – **www.wiche.edu** (high school graduate projections)
State Higher Education Executive Officers – **www.sheeo.org** (appropriations)
Note: The calculation of additional appropriations needed to accommodate forecast growth (column 6) is the author's.
An excellent clearinghouse for such information can be found at **www.higheredinfo.org**.

region. In fact, six of the states in the Southern region are forecast to experience percentage growth in the double digits by 2010. A look at the final year in the WICHE projections, 2018, reveals these distinct patterns of expected growth in the West and South.

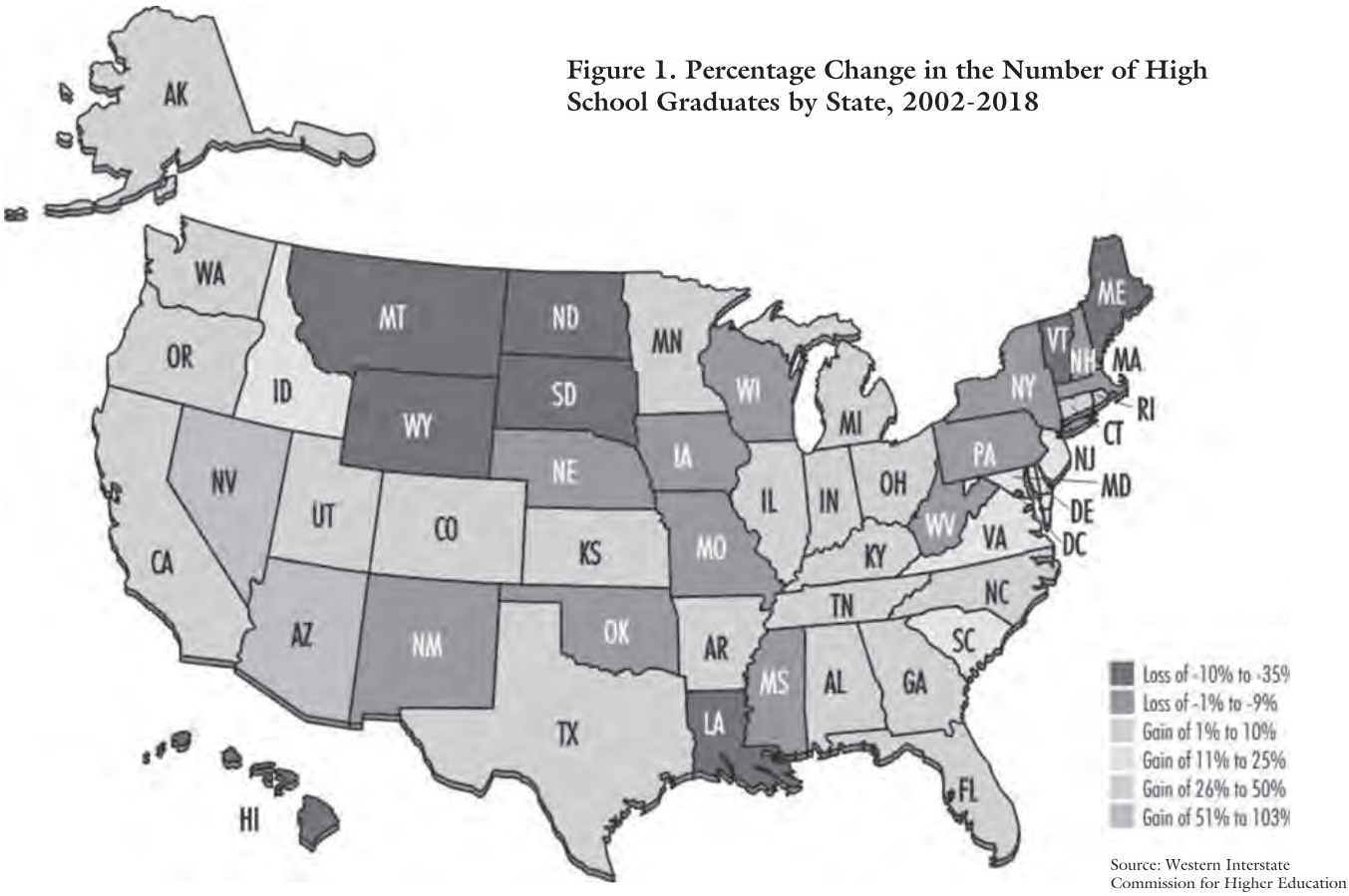
A Closer Look at the South

While the majority of Southern states are projected to find themselves under conditions of manageable change (±10% change in the number of high school graduates over the period through 2010), six states (Georgia, Florida, Texas, North Carolina, Maryland, and Delaware) will likely struggle to meet the financial realities associated with increased demand. A smaller group of states will experience more manageable levels of growth while still others will be faced with potential over-capacity at their colleges and universities (most notably Louisiana, Oklahoma, and West Virginia). Even some of those states with so-called "manageable" levels of change (an admittedly arbitrary distinction) will find themselves facing formidable challenges accommodating the forecast demographic trends. Table 2 (column 1) displays the percentage change in high school graduates expected in these states by 2010 relative to 2002.

Structural State Budget Deficits and Changes in Demand for Higher Education

A recent analysis conducted by Don Boyd (Rockefeller Institute of Government) for the National Center for Higher Education Management Systems suggests that the vast majority of states will experience structural budget deficits in 2010 (**www.nchems.org/State_Spending.doc**). This means that even if states were able to close their current budget gaps with real changes to the structure of the budget (rather than through one-time fixes), most states would continue to face difficulty providing the current level of public services (e.g., health, corrections, education,

Figure 1. Percentage Change in the Number of High School Graduates by State, 2002-2018



Source: Western Interstate Commission for Higher Education

or transportation) within their existing revenue structure. To close these gaps, states are faced with the choice of scaling back the level of public services provided or raising taxes to finance the shortfall. Higher education competes with other services for state funding. In light of this reality, increases to higher education appropriations with the intent of maintaining current funding levels in the face of increased demand would have to be accomplished at the expense of commitments to other state programs or through new revenues generated through the state tax system.

The third column in Table 2 displays the forecast budget deficit/surplus expected by 2010 (as a percentage of state revenues). Of the Southern "high-growth" states, only Delaware is forecast to have revenues in excess of existing budget commitments. Each of the other high-growth states in the region faces the twin challenges of increasing higher education enrollments and a shortfall of revenue. Any state forecast to experience a rise in the number of high school graduates and a budget shortfall in this period will have difficulty accommodating new matriculants into the higher education system at the current level of state subsidization.

The situation is not necessarily better for those states with lower expected levels of growth or even forecast declines in the size of their high school graduating classes. Particularly alarming is the magnitude of budget shortfalls predicted for Alabama, Tennessee, Mississippi, and Louisiana. Many have noted that higher education serves as the

TABLE 2. Forecast Growth in High School Graduates in the South 2002-2010

	1	2	3	4	5	6
	Growth in All Graduates 2002-2010	Shortfall/Surplus as % of Revenues 2010	Measuring Up 2002 Preparation Grade	Measuring Up 2002 Participation Grade	Measuring Up 2002 Affordability Index	Measuring Up 2002 Completion Index
Georgia	20.5%	(3.2%)	70	55	64	84
Florida	20%	(5.7%)	77	69	59	88
Texas	11.4%	(5.7%)	79	68	67	70
North Carolina	10.9%	(5.6%)	89	77	74	85
Maryland	10.9%	(0.5%)	88	87	61	80
Delaware	10.8%	0.2%	77	84	53	86
Virginia	7.7%	(3.0%)	89	84	79	84
South Carolina	5.6%	(6.3%)	67	69	66	84
Alabama	2.3%	(9.2%)	61	67	56	96
Mississippi	(2.2%)	(8.6%)	66	65	63	79
Kentucky	(3.7%)	(3.4%)	72	70	73	73
Arkansas	(4.0%)	(3.5%)	67	67	73	72
Tennessee	(4.0%)	(9.7%)	62	68	60	77
West Virginia	(5.6%)	(2.9%)	79	70	56	72
Oklahoma	(6.4%)	(1.3%)	67	77	73	70
Louisiana	(7.7%)	(8.8%)	56	64	62	68
Region Average	4.1%	(4.8%)	72.9	71.3	64.9	79.3
U.S. Average	(1.4)	(3.1%)	78.6	79.2	65.4	80.6

Sources: Western Interstate Commission for Higher Education – **www.wiche.edu** (high school graduate projections)
National Center for Higher Education Management Systems (NCHEMS), Don Boyd (Rockefeller Institute of Government) – **www.nchems.org/State_Spending.doc** (revenue projections)
National Center for Public Policy and Higher Education – **www.higheducation.org** (Measuring Up data)
Note: An excellent clearinghouse for such information can be found at **www.higheredinfo.org**.

"balance wheel" for state budgets. To the degree that this observation is true, state support for higher education in these states faces trying times ahead. When state support for higher education is reduced, students and their families make up the majority of the balance through increased tuition and fees. This, in turn, makes college less affordable and places it even further out of the reach of the states' least affluent young people.

Paul Efland

The National Center for Higher Education and Public Policy, in the biennial *Measuring Up* report, scores states on their performance on measures underlying successful higher education experiences within any state. On each measure, the Southern region performs below the national average. Within the region, however, there are examples of states that perform quite well in each area. North Carolina and Maryland received relatively high marks for their efforts in preparing young people for college (column 3 in Table 2). Maryland, Virginia, and Delaware have greater levels of participation in higher education than other states in the U.S. All states receive low marks for affordability (a measure weighted by the relative ability of the lowest income families in a state to pay for college). And a large number of states in the Southern region score quite well in terms of completion (a measure influenced by participation).

Each of these measures is influenced by state commitment to and expenditure on education. As states wrestle with balancing budgets, diversion of resources from education (K-12 and higher education) encourages further erosion of higher education access, participation, and completion. The relative poor performance by many Southern states on these measures suggests that education systems and financial aid programs in these states may warrant additional investment of scarce public dollars. This will be no easy task.

Realities of Race and Income

Demographic change in many states is forecast to result in significant shifts in racial composition. Table 3 (column 2) shows that a large number of Southern states can expect racial minorities to claim the majority of high school diplomas in 2010. Many of these future racial-minority graduates populate our elementary schools today, a reality that is accompanied by greater expenditures associated with services for children for whom English is a second language. This trend will also encourage shifts in strategies for college recruitment and preparation.

In addition to shifts in the racial composition of future graduating classes, the family income of future high school graduates is expected to continue to be distributed unevenly across states. Column 3 in Table 4 reveals the states projected to have the greatest share of high school graduates from very low income backgrounds (less than $20,001—in constant 1999 dollars). Many of these states are already struggling with affordability and the provision of adequate preparation for college (see Tables 1 and 2).

The changing nature of the racial and economic backgrounds of students in many southern states will present even greater challenges to educators and policy makers in these states. Efforts will need to be redoubled to increase the high school graduation rate and to provide assurances that college will be made affordable for those academically committed students from low income backgrounds. Columns 1 and 4 in Table 3 showing the percentage of 9th graders receiving regular high school diplomas 4 years later and the availability of need-based financial aid suggest that most states have a long way to go on this front.

Intervening Factors & Implications

There are a number of events that could potentially intervene between now and 2010 that could significantly alter the impact of these forecasted trends. One of these is a shift in the college continuation rate—a rate assumed to be constant across the forecast period. If federal and state-based reforms at the K-12 level, combined with college and university outreach programs, are effective in improving academic preparation and graduation rates, we can expect to see an increase in demand for higher education in excess of that implied by these projections. Similarly, expansion of a state's economy and high-skilled labor markets may encourage greater participation in higher education. Another, albeit countervailing, event would be a continuation of the trend away from increasing state appropriations and toward rising tuition as a means of finance. States that increase tuition without the commensurate increases in need-based financial aid necessary to ensure affordability for students from low-income families, run the risk of decreasing participation and excluding a large portion of an entire segment of the population. Policymakers should carefully assess the likely impact each of these factors may have on the projections outlined in this brief.

Projections such as these, and the assumptions underlying them, constitute part of the base from which discussions about public investments in higher education take place. Each state has its own unique context for understanding the implications of these changes. Whatever the

TABLE 3. Select Characteristics of State Education Systems in the Southern States

	1	2	3	4
	State Based Need Aid as % of Pell Grant Aid	Percent of HS Graduates from Minority Backgrounds in 2010	Percent of Graduates from Families Earning < $20,001	9th Grade Cohort Survival Rate
Georgia	0	50	16	51
Florida	16	51	19	55
Texas	19	61	19	62
North Carolina	31	43	18	59
Maryland	42	53	10	74
Delaware	8	42	14	64
Virginia	45	41	13	74
South Carolina	35	45	20	48
Alabama	1	40	22	58
Mississippi	1	51	27	57
Kentucky	37	21	23	64
Arkansas	35	33	24	73
Tennessee	20	28	20	55
West Virginia	29	8	28	73
Oklahoma	16	43	22	73
Louisiana	1	49	27	59
Region Average	21	41	20	63
U.S. Average	36	32	17	70

Sources: Western Interstate Commission for Higher Education – **www.wiche.edu** (high school graduate projections)
National Association of State Student Aid and Grant Programs (NASSGAP) – **www.nassgap.org** (need aid data)
Tom Mortenson, Postsecondary Opportunity – **www.postsecondary.org** (9th grade cohort survival data)
Note: An excellent clearinghouse for such information can be found at **www.higheredinfo.org**.

state context, however, growth of the magnitude forecast for majority of the southern states is sure to translate into a greater demand on public resources at a time when the state commitment to higher education is threatened by growing structural commitments to other state services. The effort required to sustain current levels of support will be substantial. In those states where little change or even contraction in high school graduates is forecast, competition from other public services will likely still threaten resources that would otherwise be directed to higher education. While states not facing significant growth strains will have a much better opportunity to redouble efforts to improve preparation, participation, and completion, whether this comes to pass will be largely dependent upon policymakers' appreciation of the public value of higher education. ■

Alisa Howen

Scott L. Thomas, Associate Professor, is an expert in higher education organizations, policy, and finance. He is a consulting editor to the journal *Research in Higher Education*. He is co-author of *An Introduction to Multilevel Modeling Techniques* (New Jersey: Lawrence Erlbaum Associates, 2000), along with numerous articles on the sociology of education, data analysis, and policy issues in higher education.

IHE: The First Forty Years

Excerpts from Cameron Fincher's
Institute of Higher Education: An Oral History (1964-2002)

Alisa Howen

Let us talk first about how the Institute of Higher Education got its start here at the University of Georgia.

O. C. Aderhold

The Institute of Higher Education grew out of a recommendation by the Southern Regional Education Board Commission on Goals that one or two universities in the region should establish an institute or center for the study of higher education. President Aderhold set aside funds for such purposes, and in FY1965 the Institute was established. Our original mission was public service, and did not include a degree program of any kind. At one time, all of public higher education in Georgia was the responsibility of UGA. I came as a psychologist to join the two political scientists already on staff. Galen [Drewry, the first Director] was actively recruiting economists, sociologists, etc., to fill the other staff positions.

When I became Director, the Institute's emphasis shifted to administrative leadership and the in-service development of individual administrators. This led to workshops, seminars, and conferences for individuals already in a chairmanship, vice presidency, or on the president's staff.

How did the doctoral program come about?

In 1968, we visited Michigan State and the University of Michigan—the two institutions we patterned our doctoral program after. Michigan was an ideal model because the staff wore two hats, as they called it. Staff members within the Center for the Study of Higher Education were also the faculty of the Department of Higher Education. [We set out] to develop a doctoral program that could be recognized as our major service to other institutions, associations, and organizations in higher education.

Let's talk about the mission a bit. In what ways has the mission persisted since the 1960s and in what ways has it changed?

If we go back to the three original charges: to enter into cooperative agreements with other educational agencies and organizations, to conduct institutional research for the University of Georgia, and to help recruit and develop faculty for Georgia colleges, we can see many changes in our programs and services. The third charge is still an active part of what we do with both the Faculty Development in Georgia program and the Governor's Teaching Fellows Program. As for Institutional Research, we spun off the Office of Institutional Research in the 1970s to the provost's office. The Institute then placed greater emphasis on scholarly research.

Overall, what do you see as your major accomplishment as the Institute Director?

The Institute has spun off the Office of Institutional Research, and we were instrumental in establishing the Office of Instructional Development. We have established a sound, well-balanced program in higher education—with 127 [now 135] doctoral graduates to our credit, and both our program and our institute are well-regarded nationally and internationally.

The thing that has meant the most to me personally has been the people who have been associated with the Institute—either as staff members, students, or visitors and guests—and have kept in touch. They are lifelong friends. ■

Cameron Fincher served as Associate Director (1965-1969) and Director (1969-1999) of the Institute of Higher Education—where he continues to serve as Regents Professor of Higher Education and Psychology. Now in his 54th year of service as a faculty member within the University System of Georgia, he has just completed the second edition of his book, *The Historical Development of the University System of Georgia: 1932-2002.*

Interview conducted by Delmer Dunn, Vice President for Instruction, Associate Provost, Regents Professor of Political Science, and former Director of the Institute of Higher Education.

Doug Toma Joins IHE Faculty

In August 2003, J. Douglas Toma joined the faculty of the Institute of Higher Education as associate professor. Says Toma, "I knew about five minutes into my first visit to the Institute that I wanted to be here. No other higher education program in the country is as interdisciplinary and international in orientation, or has the combination of tradition and record, support and resources, vision and promise that the Institute does."

Before coming to the Institute, Toma served on the Graduate School of Education faculty at the University of Pennsylvania, where he organized and directed The Executive Doctorate in Higher Education Management. He was also a Fellow at the Institute for Research on Higher Education (IRHE) at Penn. His experience at IRHE, as well as his doctoral training at the University of Michigan's Center for the Study of Higher and Post-secondary Education—one of the original models for the Institute of Higher Education—has given him a deep appreciation for the integration of scholarship, teaching, policy work, and service to the higher education community.

Toma is author of *Football U.: Spectator Sports in the Life of the American University* (University of Michigan Press, 2003). He is also author, with Greg Dubrow and Matthew Hartley, of *The Uses of Institutional Culture: Building Campus Community and Enhancing External Relations* (Jossey-Bass, forthcoming), and with Richard Palm of *The Academic Administrator and the Law: What Every Dean and Department Chair Needs to Know* (Jossey-Bass, 1999). He co-edited *Reconceptualizing the Collegiate Ideal* (Jossey-Bass, 1999) with Adrianna Kezar, and has been a frequent contributor to the leading scholarly journals in higher education.

At the Institute of Higher Education, Toma teaches the organization and administration of higher education and qualitative research design, as well as sports law at the School of Law. His current projects include a book on how institutions use both academic and non-academic strategies to enhance their competitive advantage in the higher education marketplace.

Toma lives with his family in the University of Georgia's Franklin Residential College, where he serves as Dean. ■

Fall Events

40th Anniversary Lecture **Sept. 10, 2004**

By John Thelin, Distinguished Research Professor, University of Kentucky, and author of the newly published *A History of American Higher Education* (Johns Hopkins, 2004)

Education Policy Seminar **Sept. 17, 2004**

By Sheila Slaughter, Program Director, Societal Dimensions of Engineering, Science and Technology, National Science Foundation, and Professor of Higher Education Administration, Science, Technology, and Policy Studies, University of Arizona

Education Policy Seminar **Oct. 22, 2004**

By Roger Geiger, Distinguished Professor of Education, Senior Scientist, Center for the Study of Higher Education at The Pennsylvania State University, and editor of the *History of Higher Education Annual.*

IHE Reception **Nov. 3, 2004**

Association for the Study of Higher Education annual meeting, Kansas City

Louise McBee Lecture **Dec. 8, 2004**

By Carol Geary Schneider, President, Association of American Colleges and Universities (AAC&U)

Paul Efland

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

Cameron Fincher
Regents Professor of Higher Education and Psychology

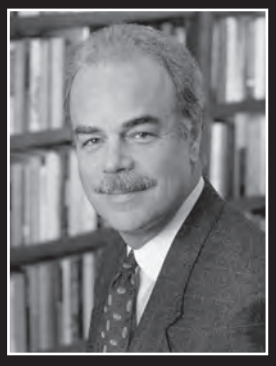
Melvin B. Hill Jr.
Robert G. Stephens Senior Fellow of Law & Government

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

Marguerite Koepke
Adj, Assoc. Professor, Higher Education; Assoc. Professor, Environmental Design

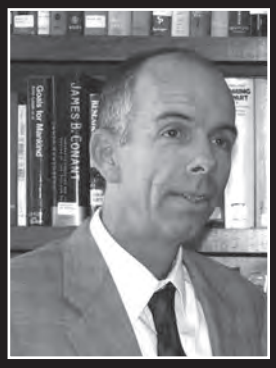
Larry G. Jones
Senior Public Service Associate

Libby V. Morris
Associate Professor of Higher Education



Edward G. Simpson Jr.
Distinguished Public Service Fellow and Associate Professor

Michele Simpson
Adjunct Professor of Higher Education; Professor, Academic Enhancement (ret.)



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