IHE 2020 REPORT

INSTITUTE OF HIGHER EDUCATION • UNIVERSITY OF GEORGIA

A Year of Firsts

The World of Higher Education Responds to COVID-19

Realize Your Next here.

With a strong emphasis on cultivating leadership skills, our Atlanta-based executive doctoral program is ideal for mid- and upper-level professionals seeking to take the next step in their careers. One of the many benefits offered by the program is the sharing between cohort members from diverse backgrounds and experiences that broadens students' perspectives on current issues.

Our respected faculty and accomplished speakers prepare students for the complex roles they face through deeper dives into research methods, higher education policy, finance, institutional research and data management, and historical and comparative studies.

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Executive Ed.D.
Institute of Higher Education
UNIVERSITY OF GEORGIA

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On the Cover: Marti Brick and the other members of the 6th cohort of the Executive Ed.D. program met in January for the start of classes.

Institute of Higher Education
UNIVERSITY OF GEORGIA

University of Georgia: Jere W. Morehead, *President*; S. Jack Hu, *Senior Vice President for Academic Affairs and Provost*; Marisa Anne Pagnattaro, *Vice Provost for Academic Affairs*. **Institute of Higher Education**: Libby V. Morris, *Director*; Jim Hearn, *Associate Director*. **IHE Report 2020**: Suzanne R. Graham, *Editor*; Virginia Matthews, *Graphic Designer*; Tim Cain, Erik Ness, Rob Toutkoushian, Suzanne R. Graham, Susan Sheffield, *Contributing Writers*; Christina Carter, Apoorva Dhanala, Nancy Evelyn, Suzanne R. Graham, Christina Justice, Kendra Kidd, Susan Sheffield, Marisu Wehrenberg, Cassie Wright (cover), *Contributing Photographers*.

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From the Director

Welcome to the 2020 edition of the *IHE Report*! Much has happened in the past year, and, to be quite honest, the challenges have not gotten any easier since the end of March, when we quickly left campus due to the novel coronavirus and the evolving pandemic. As we put this publication together, however, I was pleasantly reminded of the resilience and creativity within the Institute of Higher Education community—our students, alumni, faculty, staffs, and friends. Together, we continue to make a difference, and I remain optimistic about the future.

Our residential Ph.D. and master's programs remain strong, and a record 13 new students joined our Ph.D. program this fall. In January, our Atlanta-based executive doctoral program launched its sixth cohort. They hail from six states and one international location. While some of our regular fall semester activities are on hold, our core academic programs persist and thrive. Our faculty members are incorporating lessons learned during the rush to online education in the spring to offer enhanced classes this fall combining online, hybrid, and face-to-face formats. We are all now "experts" with Zoom and other meeting and instructional software. When my 90-year-old aunt who lives alone told me that she was using Zoom to stay connected with her children and grandchildren, I discontinued any grumbling and said "we can do this."

Not surprisingly, the Institute staff worked without missing a beat. Throughout the summer, they adapted workspaces, identified and implemented new technologies, and marked off classrooms to emphasize social distancing. They prioritized communication, health and safety, and high standards. Through diligent planning, they have created a welcoming environment conducive to a productive return to Meigs Hall.

Across the summer, our graduate students continued in courses, research, and dissertation defenses. Like us, they were disappointed with social distancing, but they showed commitment and resolve to persevere. Perhaps there has never been a better time to be a student of higher education. The real-time problems and decisions across the landscape of higher education provide countless case studies which can be examined through the lenses of multiple theories, data points, and prior literature and research. I expect amazing analyses for many years to come from our highly talented students and graduates.

As you read through these pages, I hope you will agree that the Institute community continues to encourage each other to greater innovation, achievement, and impact. Our community forges strong and supportive bonds that persist. Thank you for being a friend of the Institute. Thank you to all who reached out to us during the difficult days of 2020. Your support means more than you know.

We look forward to the day when we will see you in Meigs Hall once again.

With gratitude,

Libby V. Morris

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

IHE NOTES

NEW COMPREHENSIVE EXAM SYSTEM

● PhD students now have the option to take their written comprehensive exams as three-week take-home evaluations. Previously, candidates reported to Meigs Hall and sat for the exam in a four-hour block. Students who matriculated before 2019 may elect their preferred format, but the new system is popular.

Erik Ness met with students to review the new option, noting that "student responses should show greater complexity and a deeper understanding of the landscape as a whole, rather than focus too narrowly on their topics, theories, and preferred methodologies." In addition to raising expectations of academic rigor and broader exploration of topics, the move also proved fortuitous. Faculty had experience with several exam cycles before travel restrictions limited testing to remote-only this spring.

Lindsey Hammond celebatrates the conclusion her dissertation defense.

Dissertation defenses also moved successfully online this spring. Hosting the meetings through Zoom, the Institute was one of the first units at the University of Georgia to conduct a virtual defense on March 30. Through April, three additional candidates held their defenses in a mix of closed and open sessions, at the discretion of the candidate.

ROADMAP FOR THE FUTURE: STRATEGIC PLAN 2025

● The faculty of the Institute adopted a new five-year strategic plan in June. Within the overarching strategic directions of excellence in instruction and learning, in research and innovation, and in service and outreach, the new unit goals target curricular innovations, integration of outreach programs with co-curricular and curricular learning opportunities, and expanded internal and external partnerships in research, instruction, and other strategic collaborations.

The faculty worked with a facilitation team, led by Sayge Medlin, from the J.W. Fanning Institute for Leadership Development to revise the Institute's mission and value statements and to develop a process for generating ideas and direction for the 2025 Strategic Plan. Ms. Medlin presented the aggregate response data to surveys sent to three vital community groups: Institute graduates, current students, and faculty and staff.

The faculty developed goals and performance indicators through the spring during a series of seven Zoom meetings led by Director Libby V. Morris. As IHE goals took shape, faculty members participated in one of three teams, corresponding to the strategic directions to refine wording and measures.

WHY I GIVE

Meihua Zhai

AS A PROFESSIONAL in Institutional Research (IR), I've always valued the "R" in IR. Over the years, I have benefitted greatly from the volume of esteemed scholarly works by IHE faculty. IHE's graduate students bring new knowledge and advance analytical skills to their positions after they graduate as faculty members, institutional administrators or higher education researchers.

When I was working in Georgia, I had the privilege to consult with Professors Robert Toutkoushian, Jim Hearn, and Karen Webber for some important projects requested by the top administrators around campus. IHE's graduate students serving as interns in the IR office also contributed greatly with their fresh knowledge of research and their mastery of advanced analytics skills.

I support IHE and its graduate students, and I wish IHE another 55 years of success in advancing higher education policy, management, and leadership through research, graduate programs, and outreach!

Meihua Zhai is assistant vice president for Institutional Research at Wayne State University, where she leads a team of IR professionals in supporting the university's mission to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.

IN THE NEWS

Chronicle of Higher Education

POWER OF THE PROFESSORIATE

● **Tim Cain** was interviewed for "The Latest Assault on Tenure," published in *The Chronicle of Higher Education* on February 16, 2020. The article explores changes in academic norms that enable institutions to lay-off tenured faculty to prevent financial exigency rather than as a response to it.

While the article focuses on small, private colleges, Cain cautioned there could be potential effects on public universities where state appropriations have been repeatedly cut over the past four decades. He noted, "As we reshape our institutions, oftentimes without substantial or significant faculty input, we are further eroding the power of the tenured faculty."

EXPLORING MIDDLE GROUND

● Former postdoctoral associate **Brendan Cantwell** and **Barrett Taylor** (PhD 2012) were featured in several articles this spring in *The Chronicle of Higher Education*. Their research on statewide funding patterns in higher education was cited in "Can 'White Resentment' Help Explain Higher-Education Cuts?" in the January 27, 2020 issue.

While the interpretation of the data is provocative, Taylor also highlighted their novel approach. Their work fits between camps of policy research: those researchers that "assum[e] that policy makers are acting in good faith" and those that are "very comfortable thinking about higher education as part of the culture war." Taylor said, "Trying to combine those two is relatively new."

The Atlantic

CHILLING EFFECTS IN ALASKA

● **Denisa Gándara** (PhD 2016) was quoted in an article in *The Atlantic* on budget woes for Alaska's university system.

According to Gándara, the highly publicized budget cuts approved by the governor and his advice to the system to diversify its revenue stream more, will hurt higher education and the Alaskan workforce. The article paraphrases her comments, "The state recognizes that its reliance on oil is unsustainable and higher education is one of the best ways to prepare people for nonoil-related jobs needed to fix that problem."

These factors have a compounding negative impact. "Students may worry about the institution's stability, which could lead to reduced enrollment, and it may make it harder for [the school] to receive grants for research if there's this perception that the universities don't have the actual capacity," said Gándara.

Inside Higher Ed Podcast: The Key

PLAY BALL... MAYBE

● **Welch Suggs** (PhD 2009) and podcast host, Paul Fain, explored forces factoring into athletic program decisions and some possible approaches for sports this fall. Suggs acknowledged the considerable disparity in resources and prioritization of athletics during a global pandemic, societal unrest against racial injustice, and budgetary uncertainty around campuses. He noted, "There are still more question marks than periods."

AJC: Get Schooled Blog

BRINGING EVERYONE BACK

● **Greg Wolniak** co-wrote a recent post to the *Atlanta Journal Constitution's* "Get Schooled" blog. In collaboration with Matthew Mayhew, he offers five steps institutions can take to help students return to college in the middle of a pandemic.

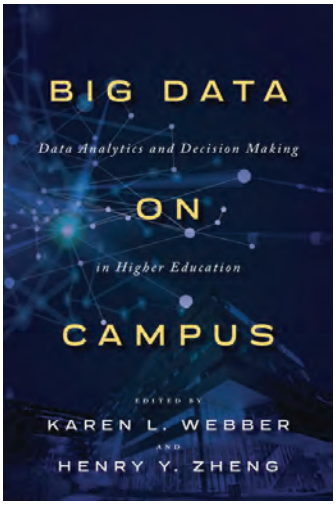
Their post, Five Ways to Get Low-income Students Back to College during COVID-19, includes recommendations to clarify tuition policies, financial aid processes, fees assessments, and support for working students with family responsibilities.

Based on research for their recent book, they hypothesized that higher education will experience a "golden boomerang" effect among students from wealthier families. However, students from lower-income backgrounds might discontinue their education or pursue less expensive online programs or community colleges close to home.

PEOPLE BEHIND THE NAMES

● **Marion Fedrick**, EdD student and president of Albany State University, was quoted throughout a post on the University System of Georgia (USG) appointed team investigating the naming of all its campus buildings and schools. Fedrick, who will chair the Name Advisory Group, noted that she anticipates some difficult conversations as they review the nearly 3000 buildings on 26 USG campuses. She said, "We must make sure every student who shows up to our campuses is not only accepted but feels accepted, that they feel a part of the culture."

CHECK OUT KAREN WEBBER'S BOOK



"Webber and Zheng have done an immense service to higher education. Institutions of higher education have rarely faced such great challenges with so little information on how to proceed.

This book provides the construct and tools necessary for university leaders to make positive and transformative decisions in a post-pandemic world."

— E. Gordon Gee, President, West Virginia University

Johns Hopkins University Press

ISBN:
9781421439037

GEORGIA SENATE STUDY COMMITTEE

● President emeritus and IHE faculty member Charles Knapp made a presentation entitled, Economic Impact of Increased College Completion, to the Georgia Senate Higher Education Outcomes Study Committee. Senator P.K. Martin presided over the meeting, held on November 21, 2019 at the Georgia Center for Continuing Education.

The Study Committee was formed by Georgia Lt. Governor Geoff Duncan to assess the changing labor markets and evolving requirements for higher education including continuing education, certifications, and degrees.

Knapp has been working with fellow IHE faculty member Greg Wolniak and Jeff Humphreys of the Terry College of Business on a grant supported by the Bill and Melinda Gates Foundation to study the relationship between Georgia postsecondary education and economic development.

The November presentation provided interim results from the UGA study, highlighting the strong relationship between postsecondary attainment and economic growth as well as making a number of policy recommendations, including most notably the implementation of a needs-based scholarship program in Georgia. The major report from the grant is available at https://ihe.uga.edu/power-potential.

Charles Knapp engaging with EdD students (Marion Fedrick, Amanda Yu-Nguyen, Kelley Lips, and Andy Brantley) on North Campus.

IHE BY THE NUMBERS

10 for 10

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

SPENCER POSTS VIDEO CHALLENGE

George Spencer's video challenge on YouTube.

● George Spencer answered the call put forth by the Association for the Study of Higher Education (ASHE) for three-minute videos that distill a vision for what full participation in higher education should look like and how it can be achieved.

Spencer highlights the need for optimal transfer pathways that minimize or eliminate credit hour loss. His research indicates that statewide articulation agreements can be effective, but they need to be more robust and widespread. He also notes that students need to know what transfer pathways exist. Spencer anticipates that, as students continue to balance health and education during the pandemic, mobility and non-traditional pathways to degrees will become increasingly common.

View the video at https://youtu.be/yY9dCeyRGvU.

KUDOS

NSF SPONSORS STUDY OF EXPERIENTIAL LEARNING OPPORTUNITIES IN STEM

Karen Webber

Amy Stich

● Karen Webber (PI) and Amy Stich (co-PI) were awarded over $690,000 by the National Science Foundation to study how students' access to experiential learning opportunities is affected by their proximity to areas with major economic and workforce activity.

The research aims to provide a more comprehensive understanding of the issue by getting the perspectives from college students, career officials, employers, and recently-hired alumni affiliated with five diverse universities across urban, rural, and suburban contexts in Georgia.

"Ensuring a strong pipeline between completion of college and entry into the STEM workforce is important for today's students, higher education officials, and industry leaders," said Webber.

The team will explore ways in which geographic locations in Georgia may contribute to inequality of opportunity, delay in students' time between degree and employment, narrower networks with and connections to potential employers, fewer employment choices, and possibly lower wages.

"We hope our final report will provide recommendations to increase valuable opportunities for all students, guidance on locating and retaining qualified employees, and ultimately contribute to diversifying STEM fields," Stich said.

Others on the grant team are: David Tanner, PhD student and an associate director of the Carl Vinson Institute of Government; Jerry Shannon, an associate professor in the UGA Center for Geospatial Research; and Marguerite Madden, director of and professor in the Center for Geospatial Research. Tanner's work focuses on demographic and economic analysis and workforce development assistance in Georgia.

Karen Webber attained promotion to professor of higher education this fall. "Karen joined the Institute in 2007 and built a robust funded research agenda, mentored multiple doctoral students to degree completion, and engaged enthusiastically in our international efforts. She is a valued colleague in IHE and across the campus," said Director Libby Morris.

Erik Ness

NESS WINS GRANT TO STUDY STATE AUTHORIZATION

● Erik Ness won a grant from Arnold Ventures and SHEEO to investigate the authorization processes of higher education institutions across the 50 states. The research project will expand on a SHEEO white paper (July 2019) exploring state practices. The grant team, which includes PhD candidate Sean Baser, will evaluate the licensing and certification landscape across the nation and then examine several distinct state models in greater detail.

WOLNIAK AWARDED GRANT TO STUDY STUDENT OUTCOMES

● Greg Wolniak received a research grant from the Horatio Alger Association to track career and educational outcomes among members of its College Scholarship Program. The project builds on Wolniak's prior collaboration with the association by collecting longitudinal data on Scholars' experiences, educational outcomes, attitudes, and career orientations at the end of the third year of college. The results will identify factors that aid student development and persistence in education, and will assist the association to continue its multifaceted support of Scholars.

Greg Wolniak

The Horatio Alger Association, a national nonprofit educational organization, has awarded more than $21 million in undergraduate and graduate need-based scholarships across the United States and Canada since 1984. The Association also supports and mentoring services to its Scholars who hail from severely adverse backgrounds.

HEE JUNG GONG AWARDED AERA DISSERTATION GRANT

● IHE doctoral candidate Hee Jung Gong received a dissertation grant from the American Educational Research Association

Hee Jung Gong

(AERA) Grants Program, which is funded by the National Science Foundation. The AERA fellowship supports the highly competitive dissertation research of education policy and practice using rigorous quantitative methods and large-scale data.

With this grant, she is now able to access a large-data set from the NCES and the College Board for her dissertation titled, *The Iron Triangle of College Admission: The Impact of Early Admission Policies on Organizational Outcomes at Four-year Colleges and Universities in the U.S.*

"I am so honored to have this opportunity, and I sincerely appreciate the support from my dissertation committee, especially my advisor Dr. Toutkoushian, and the AERA Grants Program Governing Board," Gong said. "I hope my dissertation contributes to policy implementation and illuminates college access, choice, and success with a new perspective on college admission in higher education."

LOCAL GRANTS AWARDED TO EXPLORE IMMIGRANT EXPERIENCES AND FINANCIAL PLANNING

Two research teams with IHE ties received seed grants from the University of Georgia Division of Student Affairs, Department of Academic Partnerships and Initiatives.

- Justin Jeffery (PhD student and director of International Student Life), Dominique Quarles (PhD 2019 and director of diversity and inclusion in the UGA Office of Institutional Diversity), and Sayamon Singto (Division of Academic Enhancement) are investigating the connection between acculturation and educational attainment in first- and second-generation immigrant students at UGA. According to Jeffery, "Preliminary findings point to clear ways UGA can enhance campus strategies and programs to promote academic success and support these students as they explore their cultural identities."
- Greg Wolniak, Grace Ahn (Department of Advertising and Public Relations), Stan Jackson (PhD student and assistant to the vice president for student affairs for communications and digital engagement), and Anthony Jones (PhD 2019) are creating an interactive, immersive virtual environment prototype through which students can explore the long-term financial implications of their educational decisions, particularly those related to education loans.

MARION FEDRICK DELIVERS ADDRESS

- Marion Ross Fedrick presented the 20th Annual Mary Frances Early Lecture on February 25 in the Hodgson Concert Hall. Fedrick is the 10th president of Albany State University and a student in IHE's executive Ed.D. program in higher education management.

The lecture honors Mary Frances Early, who became the first African American to graduate from the University of Georgia in 1962. This year's event included a ceremony officially naming the Mary Frances Early College of Education, which was approved by the Board of Regents in October. In addition to Fedrick's keynote, other speakers celebrating the occasion were USG Chancellor Steve Wrigley, UGA President Jere Morehead, Mary Frances Early College of Education Dean Denise Spangler, and Vice Provost for Diversity and Inclusion Michelle Cook.

ALUMNI ON THE MOVE • Fugate named President of Wilson College

Wes Fugate

WES FUGATE (PhD 2012) unanimously was selected by the Wilson College Board of Trustees to serve as the college's 20th president. His tenure began January 1, 2020. Board chairperson Dr. Barbara L. Tenney said, "Dr. Fugate's multi-disciplined experience in higher education, as well as his passion for small, private liberal arts institutions, makes him the perfect candidate for Wilson's presidency."

After earning his degree, Fugate served as executive assistant to the president and secretary of the Board of Trustees at Randolph College. He quickly moved to vice president and chief of staff with a portfolio that included marketing and strategic external relations. At the time of his appointment to Wilson, he was vice president for student affairs and dean of students.

Fugate's professional and civic accomplishments across four states exemplifies his commitment to excellence in innovation in higher education, in development of leaders, and in community engagement. The governor of Kentucky awarded him an Unbridled Spirit Award for his contributions as deputy chief of staff for planning and education policy and as director of program advancement for the Governor's Scholars Program. Wes was installed in the inaugural "Under 40" classes of both the Phi Kappa Tau fraternity and the *Lynchburg Business Magazine* for outstanding service to those communities.

Fugate shares his first-year experiences in the special feature, *Year Interrupted* (on next page).

Year interrupted

Higher education leaders (and IHE graduates) share their lessons from 2020.

Wilson College Campus *Credit: Kendra Tidd*

Wes Fugate, PRESIDENT WILSON COLLEGE (PA)

WHAT WERE YOUR ASPIRATIONS AND EXPECTATIONS AT THE START OF 2020, AND HOW DID THOSE SHIFT AS THE COVID-19 CRISIS ERUPTED?

As a new president on January 1, I had an elaborate plan for my transition. My goal was to be as present as possible with students, faculty, staff, alumni, and the local community. I wanted to hear their Wilson stories—their hopes and dreams for the institution.

In late February, I flew to Florida for a visit with alumni and donors. It was during that trip that I realized my fears about COVID-19 were coming to fruition. Immediately, my presidency transformed into crisis response, prioritizing life safety issues for our campus community.

On day 77 of my presidency, I announced Wilson would be moving to remote instruction for the rest of the semester. While I knew it was the right decision, I also knew it could be financially devastating to an institution without a large endowment that serves primarily low to middle-income students.

Wes Fugate

WHAT IN YOUR LEADERSHIP STYLE HAVE YOU HAD TO LEAN ON MORE HEAVILY OR DEVELOP MORE TO BE EFFECTIVE?

My care for people and my communication skills have been critical. I have had to make some gut-wrenching decisions that are made

more complicated to communicate when you are doing it over Zoom. I have erred on the side of openness, sharing with the campus and Trustees frequently. I have not been afraid to say that I do not have all the answers. I have been the first to acknowledge mistakes and strive to learn from them.

WHAT PIECE OF ADVICE OR GUIDANCE WOULD YOU GIVE OUR COMMUNITY ABOUT RISING ABOVE UNCERTAINTY AND EVENTS BEYOND YOUR CONTROL?

Time will tell if I should be the one giving advice on this topic. But, I think there are certain values that apply to higher education that keep you grounded during times of uncertainty:

1) Focus on your mission. For me it will always be about ensuring we provide the best student experience possible, so graduates are prepared to enter the world to make a difference.

2) Relationships matter. I genuinely care about the people at Wilson. I want to hear from them. I want them to know that I will respond to them. I want our faculty and staff to be informed and partners in solving the institution's challenges.

3) Communication and honesty cannot be replaced. Perhaps to a fault, I strive to be honest with our constituencies. I want them to hear directly from me about the challenges before us, and not allow them to conjecture in a vacuum.

4) Lead by example. I am working from home like others. I wear a mask on campus, always. And, I announced my own pay cut weeks before I had to impact any other employees. These are small gestures, but they go a long way in sending the right message about my leadership and personal expectations.

And, take time for you. You cannot be an effective leader if you do not take time to step away from the immediacy of the challenges before you and focus on your health and rejuvenation.

WITHIN YOUR COLLEGE COMMUNITY, WHAT GAVE YOU THE MOST STRENGTH AND HOPE FOR THE FUTURE?

It has been our people. Simply put, even on the darkest of days, the people of Wilson rise to the occasion and remind me that I am so very lucky to be a part of this community.

"TRUST, PATIENCE, AND AN ABILITY TO SEE BEYOND THE CURRENT CRISIS IS VITAL AT THIS POINT."

Sue Henderson, PRESIDENT NEW JERSEY CITY UNIVERSITY (NJ)

WHAT WERE YOUR ASPIRATIONS AND EXPECTATIONS AT THE START OF 2020, AND HOW DID THOSE SHIFT AS THE COVID-19 CRISIS ERUPTED?

Sue Henderson

NJCU is poised to break ground on a new Performing Arts Center and home of Joffrey Ballet. It will house our dynamic Music Dance and Theatre program and provide a venue for commercial and community performances. COVID-19 has slowed the progress of our work and made it more difficult to manage. In addition, we had just received a $5M gift for an International Institute to further our global initiatives. The pandemic has put this on hold as we look to strengthen and build partnerships.

WHAT IN YOUR LEADERSHIP STYLE HAVE YOU HAD TO LEAN ON MORE HEAVILY OR DEVELOP MORE TO BE EFFECTIVE?

The past few months have been chaotic and ever changing, as the state and the country adjust to the pandemic. It affects our budgeting, spending, delivery of education, student life, fundraising, and capital projects. In all cases, we have had to rethink on the new 'normal' and determine how best to move forward. I rely on my leadership team to provide information and advice on next steps and creative solutions. It also forces all of us to focus on what is mission critical in our work and in our resource allocation. Trust, patience, and an ability to see beyond the current crisis is vital at this point.

WHAT PIECE OF ADVICE OR GUIDANCE WOULD YOU GIVE OUR COMMUNITY ABOUT RISING ABOVE UNCERTAINTY AND EVENTS BEYOND YOUR CONTROL?

The pandemic has forced all of us to focus on our collective well-being and the safety of the campus community. We must think creatively on how to deliver high-quality education to students, how to keep everyone safe, and how to adjust to the changes. Nimbleness, a problem solving mindset, and a willingness to think out of the box have been valuable for us.

WITHIN YOUR COLLEGE COMMUNITY, WHAT GAVE YOU THE MOST STRENGTH AND HOPE FOR THE FUTURE?

Our leadership team has really stepped up to meet the challenge of this moment. They supported each other and also helped to bring folks along who were struggling with the crisis. Many were personally affected, and there was much anxiety. The team came together and helped everyone move forward.

WHAT DOES THIS MEAN FOR HIGHER EDUCATION IN THE FUTURE?

There will be new opportunities in terms of international education, remote learning, and more emphasis on a 'high touch, high tech' model of education… The workplace has been changed and will affect how and what we teach to prepare students.

Matt Thompson, PRESIDENT KANSAS WESLEYAN UNIVERSITY (KS)

WHAT WERE YOUR ASPIRATIONS AND EXPECTATIONS AT THE START OF 2020, AND HOW DID THOSE SHIFT AS THE COVID-19 CRISIS ERUPTED?

Matt Thompson

Prior to March, we were on track to have a nearly 10% increase in enrollment. We were launching some new academic initiatives and constructing a new nursing education facility. Enrollment is still expected to be up, but closer to 3-5%. Kansas Wesleyan University, as an institution, is driven by extracurricular activities that enhance the educational experience. We call it "The Power of AND." However, those activities do not feel the same in a time of social distancing.

WHAT IN YOUR LEADERSHIP STYLE HAVE YOU HAD TO LEAN ON MORE HEAVILY OR DEVELOP MORE TO BE EFFECTIVE?

Communication has been key. In fact, over-communication has been key. Since we went online in mid-March, I've written a weekly update to faculty, staff, students and their families, and alumni and friends. In addition, each student was called weekly by a staff member to keep in touch and determine if there were areas of concern – academic, social, mental, financial or familial.

WHAT PIECE OF ADVICE OR GUIDANCE WOULD YOU GIVE OUR COMMUNITY ABOUT RISING ABOVE UNCERTAINTY AND EVENTS BEYOND YOUR CONTROL?

The broad training and exposure of the IHE curriculum prepares one to be an informed and engaged educational administrator. While the pandemic is unprecedented, campus leaders are constantly being expected to address new avenues, new challenges, new realities, and new paradigms. We have chosen a field where we have the privilege of setting the table for educators, students, and researchers to expand their minds, enhance the world, and build up others. It is not always easy, but it is rewarding.

WITHIN YOUR COLLEGE COMMUNITY, WHAT GAVE YOU THE MOST STRENGTH AND HOPE FOR THE FUTURE?

The simple answer is our students. It is exciting to see them realizing their dreams for the future. More broadly, though, it is our alumni, friends, faculty, and staff. The amount of support we have received in the last three months has been incredible. Higher education is changing, but it always has been. Through embracing possibilities and not clinging to sentimentality, we will build wonderful new institutional models.

HOW DID YOUR EXPERIENCE AS A STUDENT AT IHE ALLOW YOU TO BECOME A BETTER ADMINISTRATOR?

When I came to the Institute with the intent to work in private higher education, I was an anomaly in the program. The rubbing up against differing perspectives, priorities, and world views was extremely helpful to me.

While a student, I believed that the written and oral defense process was antiquated. However, every time I speak at a faculty meeting, to a group of students, or present at the Board of Trustees meeting, it is like participating in an oral defense. I must know my material, must be able to speak with authority and confidence on the subject matter, and must expect push back.

Todd Holcomb, PRESIDENT HAWKEYE COMMUNITY COLLEGE (IA)

WHAT WERE YOUR ASPIRATIONS AND EXPECTATIONS AT THE START OF 2020, AND HOW DID THOSE SHIFT AS THE COVID-19 CRISIS ERUPTED?

The expectations of a new president are filled with excitement, hope, unease, and trepidation. As I began my presidency at Hawkeye Community College, all of those feelings swirled around campus in late 2019. Some of my early big early plans included remodeling an older facility into a new health sciences building, hiring three new cabinet members and a provost, developing a facilities master plan, and drafting a new strategic plan.

This past year has perhaps challenged me more than any other in the last 36 years of working in higher education. With a nearly equal split of career & technical education (CTE) and liberal arts students, Hawkeye closed down all the buildings and moved the entire college to working remotely and online in March.

WHAT IN YOUR LEADERSHIP STYLE HAVE YOU HAD TO LEAN ON MORE HEAVILY OR DEVELOP MORE TO BE EFFECTIVE?

I am a collaborative participatory leader. I like to receive input and feedback from colleagues to build consensus around major initiatives, projects and proposals. We activated our Emergency Response Team in late January and created work groups to respond to the various aspects of operating our college.

We were open and transparent about our decision-making and the various challenges in front of us. This transparency allowed us to be as responsive as possible and continue to move forward on major projects and plans.

Todd Holcomb

WHAT PIECE OF ADVICE OR GUIDANCE WOULD YOU GIVE OUR COMMUNITY ABOUT RISING ABOVE UNCERTAINTY AND EVENTS BEYOND YOUR CONTROL?

Early-on in the pandemic I said, "Let's not waste a crisis." I was encouraging everybody in the Presidential Leadership Group to not let past policy or practices constrain innovation or flexibility.

We changed our grading policies, improved scholarship delivery, stopped mandatory testing and placement, moved towards multi-measure admissions, adjusted course delivery and more. On three separate

occasions, I heard different individuals repeat, "Let's not waste a crisis." When your colleagues and team members trust you, mutually beneficial innovation can be initiated.

WITHIN YOUR COLLEGE COMMUNITY, WHAT GAVE YOU THE MOST STRENGTH AND HOPE FOR THE FUTURE?

During the pandemic, we experienced an outpouring of emotions surrounding the Black Lives Matter movement. At Hawkeye Community College we serve a diverse community of learners. Over 46 different languages are spoken in our English Language Learning programs and 17% of our credit-bearing population represent students of color. Having the discussions about Black Lives Matter during the coronavirus pandemic gives me hope and energy.

As an ally and champion for diversity and multiculturalism, I see the opportunity to influence society towards inclusion, appreciation, and justice. I can envision a world where opportunities are free for everyone to make a better life for themselves, their families and our communities. We will survive the pandemic, but we can also make a brighter more inclusive future for our children and grandchildren.

New Jersey City University

Hawkeye Community College

Ron White, PRESIDENT EMMANUEL COLLEGE (GA)

WHAT WERE YOUR ASPIRATIONS AND EXPECTATIONS AT THE START OF 2020, AND HOW DID THOSE SHIFT AS THE COVID-19 CRISIS ERUPTED?

Ron White

We were expecting to continue the growth trend of the last several years. Now, we are focused on providing quality education in a flexible Hyflex format for those who choose to enroll.

Emmanuel College is a close-knit, mostly residential campus, so the pandemic is forcing a shift in normal student life patterns. That said, we are still planning a robust student life program, some virtual and some in-person. Athletics remains a big part of campus life, and our student athletes will be making many adjustments to navigate their seasons.

In the academic arena, Diversified Agriculture is one of our new and growing majors, as is Business Administration and Education. Our fully online programs are expanding, too.

WHAT IN YOUR LEADERSHIP STYLE HAVE YOU HAD TO LEAN ON MORE HEAVILY OR DEVELOP MORE TO BE EFFECTIVE?

Collaboration and innovation are attributes of my leadership style which have been highly utilized during the pandemic. We convened a task force to study the re-opening of the college for fall semester and engaged dozens of people in the discussions and in forming a creative plan.

WHAT PIECE OF ADVICE OR GUIDANCE WOULD YOU GIVE OUR COMMUNITY ABOUT RISING ABOVE UNCERTAINTY AND EVENTS BEYOND YOUR CONTROL?

Stay calm and get people talking about the uncertainties. Helping people deal with their fears and other emotions was primary. As they became more comfortable, we were able to find innovative solutions to some challenges. It also helped to get people to see the opinions and views of others, especially where they differed. For example, we originally thought we would not require face coverings in class, but the more we talked to our faculty, the more we realized that face coverings were really important to them. As a result, we changed course.

Finally, it's important during times of crisis and disruption to keep students at the center. They are why we are here. Our ultimate goal was to help them achieve quality educational outcomes.

WITHIN YOUR COLLEGE COMMUNITY, WHAT GAVE YOU THE MOST STRENGTH AND HOPE FOR THE FUTURE?

Our people are the best. We have asked so much of them during the pandemic, and they have delivered over and over. I especially appreciate the sensitivity and empathy they brought to each discussion. There were genuine efforts to understand how others felt and to create a plan that was broad-based and inclusive of as many views as possible.

Thriving With Plan B

A Professor's Quick Pivot to Expand Opportunity.

By Erik Ness, *Associate Professor of Higher Education*

In late February, less than one month before the pandemic would reshape so much of our professional and personal lives in Georgia, the State Higher Education Executive Officers Association (SHEEO) and Arnold Ventures awarded Sean Baser (PhD student) and me with a grant. Our team intended to track how states authorize postsecondary education programs, including public and private colleges, for-profit institutions, and technical/vocational programs.

This topic has been increasingly of interest to state and federal policymakers as a means to maintain quality and accountability. The project proposed to build a 50-state inventory of state authorization efforts, to identify and classify of states' varying approaches to authorization and renewal of programs, and to conduct case studies of a few state approaches. As with so many other things, we adjusted these plans in response to COVID-19.

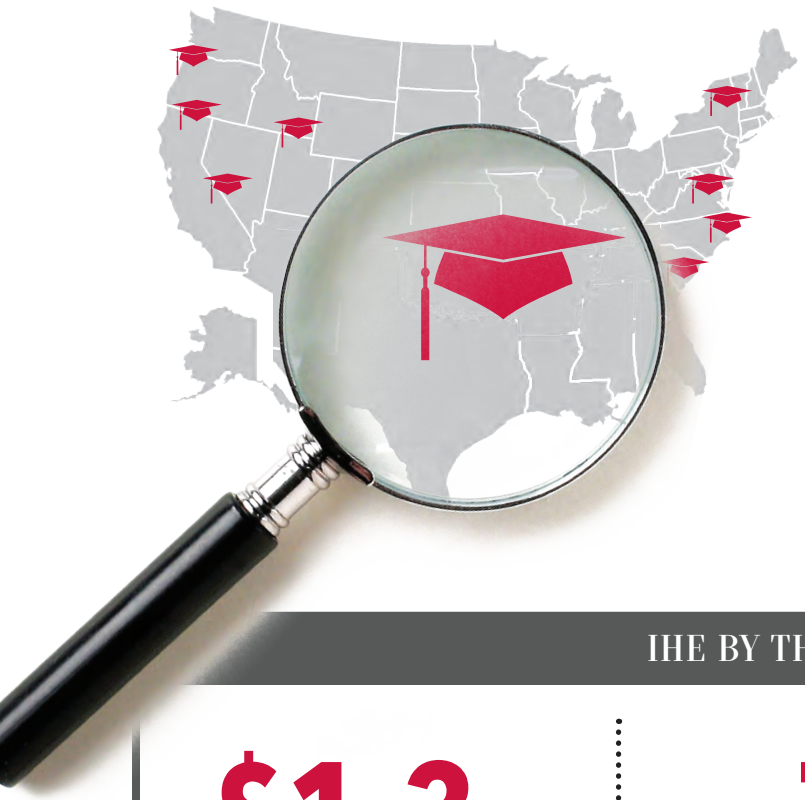
Sean served as an instructional assistant in my State Systems of Higher Education course during the spring and led a class session that discussed recent changes in the federal regulatory process that affects how campuses are authorized. We both sensed strong interest in policy and a growing curiosity about authorization. We had planned to spend the summer launching the preliminary inventory and brainstorming how our project could involve other IHE students.

In the meantime, I prepared to lead a policy seminar course in Washington, DC during Maymester as usual. Then, with travel restricted and summer courses moved entirely online, I needed to shift quickly and develop a new educational

opportunity for our students. While I regretted not to being able to provide the DC experience, the grant offered an obvious plan B.

In addition to evident student interest in the grant topic, research team experience has always been a strength of IHE graduate programs. As such, I followed an Applied Project approach to this new Maymester online course. Students spent the first week perusing many policy reports and journal articles on the topic, then the class of ten divvied up the state authorizing agencies and inventoried the key aspects of these agencies and their authorization processes. We had multiple research team meetings via Zoom to calibrate our efforts to ensure that we were all following similar systematic approaches. For the final project, each student, wrote a research proposal based on our authorization project.

In the end, I could not be happier with how the course turned out. The class discussions were engaging and informative, even as we battled Zoom fatigue. The data collection provided a full inventory far sooner than Sean and I expected. Perhaps most encouraging, more than half of the students expressed interest in continuing to work on the project, which will lead to many studies beyond the initial scope of our proposed project and will provide more IHE students with research team experience and, hopefully, conference presentations and publications. Although it started as a backup plan, this summer course experience has left me even more encouraged about our ability to adjust to these strange times.



Sean Baser (center) supports peers at IHE.

IHE BY THE NUMBERS

$1.3M

New grants and sponsored funding to faculty, 2019–2020.

7

Students working on major grant-funded research.

$29K

Research awards won by students, 2019–2020.

Testing Out

UC and the SAT / ACT – A Cost-Benefit Breakdown of the Policy.

By Rob Toutkoushian, *Professor of Higher Education*

In May 2020, the University of California (UC) announced that over a five-year period, it will phase out the requirement that applicants submit SAT or ACT scores and will develop and implement its own standardized test. If a new UC-specific test is not developed after five years, then UC will abandon the use of standardized tests altogether.

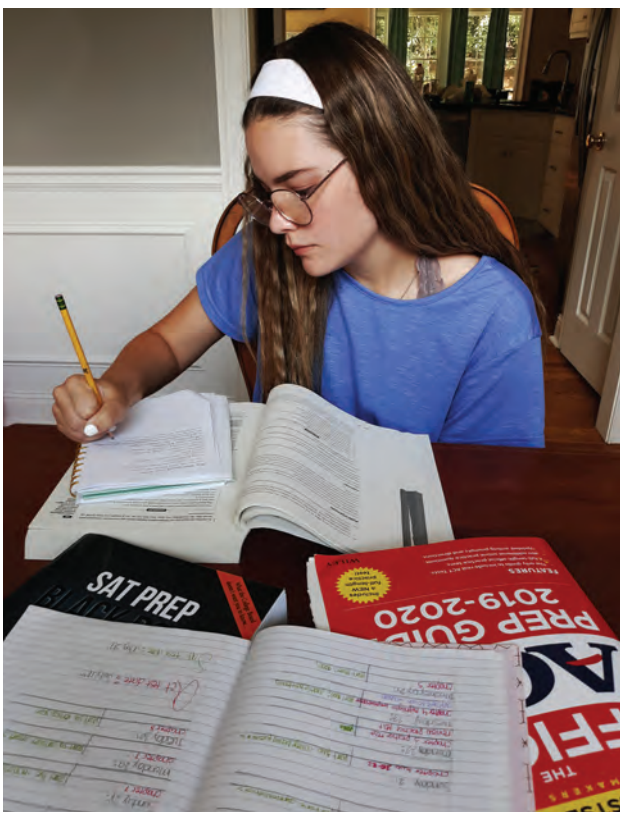
Credit: Susan Sheffield

Major media outlets, such as *The New York Times*, *The Chronicle of Higher Education*, and *Inside Higher Ed*, ran stories and commentaries debating the move. Opponents of the use of standardized tests in admissions heralded the change as a victory on the grounds that tests favor students with higher socioeconomic status and selected personal characteristics, and impede enrollment diversity goals. Other authors argued that institutions would lose the common objective indicator by which to compare applicants across schools and states and harm late-blooming students.

Setting aside the debate as to whether standardized tests should or should not be used to inform college admissions decisions, let's examine the UC action from a policy analysis perspective. The two

actors in this example are the University of California (who is implementing the policy) and students who might apply (who are affected by the policy). How would each of these actors benefit from the policy? What costs might each actor incur as a result of the policy? Will the benefits of the policy exceed the costs for each actor? And are there any unintended consequences from the policy?

If UC develops a test that is superior to the SAT / ACT, then the policy has value to UC because evaluators could improve admissions decisions. Proponents of the change argue that the new test would be designed to reflect the specific admission requirements of the UC system. There may also be some benefit to UC if the new policy leads to an increase in the quantity and/or quality of applications, or allows the institution to better achieve its enrollment management goals and objectives.



However, costs of the policy to UC will be high because it will need to spend time and money to develop a brand new test. In addition, UC will incur substantial costs to implement, process, grade, and manage the annual testing. When complete, the new test could have the same concerns as may be present with the SAT and ACT, and it could be worse. The College Board and ACT have spent years and millions of dollars in creating and modifying their tests to address these concerns.

A similar analysis of the benefits and costs to students of the new policy reveals uneven results. Students who perform better on the yet-to-be-developed UC standardized test may benefit from the change, but of course, other students may fare worse on an unknown test than they would on the SAT or ACT, which both have an array of preparatory resources. The costs to students in the short term may be slightly lower for those who only apply to a UC institution and choose to not take other tests. However, many students will continue to take the SAT or ACT because they will apply to non-UC institutions and because merit-based financial aid awards remain partially based on these standardized test scores. Therefore, if UC is successful in developing and implementing its own standardized test, the cost to students would increase for many who now must pay for an additional exam and spend time and effort preparing for it. In the long term, if other institutions follow UC's lead and also develop their own standardized tests, students would potentially have to take and pay for a number of different tests when applying to colleges rather than only one or two.

It is possible that the (unwritten) intent of the UC policy is that the new test will not be developed, and this move is a politically expedient way for UC to abandon the use of standardized tests in admissions. Eliminating the costs associated with a separate UC test would improve the cost/benefit assessment. Even so, it is unclear that the benefits from this policy would exceed the costs for the system and its potential students.

From the institutional perspective, the cost savings from no longer using standardized tests in admissions is pretty minor. Standardized tests are but one of several components currently used in evaluating applicants. A range of factors (high school grades, difficulty of classes, recommendations from teachers and guidance counselors, involvement in sports and extracurricular activities, and written responses to institution-provided prompts) play into decisions to varying degrees. Moving away from objective and easy to interpret metrics, such as SAT scores, toward subjective metrics, such as scores on essays, introduces more opportunities for bias and uncertainty. It is unknown whether this shift will enable UC institutions to craft better incoming classes.

The impact of eliminating standardized testing in admissions on a student's chance of acceptance could likewise be positive or negative. The students who potentially benefit the most are those who have relatively low SAT or ACT scores and relatively high performance in GPA, personal essay, and extracurricular activity sections. Unfortunately, these components are subject to the same criticisms as standardized tests in that they tend to favor students from higher socioeconomic backgrounds and with particular personal characteristics.

Viewed from a policy analysis standpoint, some important concerns emerge amid much uncertainty about the impact of the policy change on students and the UC institutions.

Past Interactions

Deepening Understanding through Archival Research.

By Tim Cain, *Associate Professor of Higher Education*

Fifteen minutes into the first meeting of EDHI 8000: History of American Higher Education, students are confronted with an artifact from the University of Georgia's past—a notebook from a member of the class of 1804 or a satirical pamphlet about the new college in Auburn, Alabama. Working in pairs, the students try to make sense of their objects and what they might tell us about this history of colleges and universities. After a few minutes without guidance, students are provided additional context and a list of questions to ask of the item (e.g., What is it? Who created and why? Is it internally coherent?). They eventually present their items to the class and then examine additional artifacts that are related to the one that they first considered.

The items that students consider in those opening minutes and hours introduce them to the larger themes of the course. Mary Frances Early's diary detailing her opening week as one of the first African American students at UGA, for example, highlights key issues of access, inequity, and student experience. A course schedule documenting the disruption caused by World War I emphasizes the effects of societal change on the college curriculum. That content is important, but so is the process of handling and analyzing the items. It begins the semester-long engagement with thinking about history in a different way than many of the class members previously had. Rather than revealing an understood and static past,

Extension class in a rail car / Courtesy of the Hargrett Rare Book & Manuscript Library.

the class asks students to think of history as an argument based on incomplete (and often misleading) evidence. It is a history open for constant revision.

Multiple class visits to the archives and additional activities designed to promote historical thinking resulted from my participation in the UGA Libraries Special Collections Faculty Teaching Fellow program. As a 2017-2018 fellow, I worked with special collections librarians and other fellows (who were working on their own courses) to redesign the existing history of higher education course to make it archive-centric. I have always brought primary sources into my teaching and have tried to emphasize historical methods but getting students in the archives is fundamentally different than providing a digital copy of a 200-year-old letter or report. The program provided both a pedagogical community and the opportunity to dig deeply into materials from across the university's three special collections libraries.

The class examines the successes and triumphs of higher education but also considers its more difficult and trying past—ties to slavery and to Native American land dispossession, for example—always with an eye on its place in larger society. And it questions the celebratory stories that we tell about higher education to generate more complicated understandings for things such as the Morrill Land Grant Act and the GI Bill.

Students explore these and other issues through the rich secondary literature that they read and the archival items that they examine, such as the "rat caps" presented to a pair of students at the opening of this year's class. The hats, which first-year students were expected to wear, were a campus tradition at UGA and elsewhere for decades. From one perspective, they point to the frivolity of campus life and importance of class activities, but the variations in their appearance highlight aspects of student culture requiring additional consideration. In the mid-1950s, the caps were redesigned to mimic Confederate kepi hats as a sign of resistance to desegregation. Wrestling with the multiple aspects and meanings of such items helps students understand the complexity of the past and the importance of interrogating it in different ways.

IHE Welcomes New GCAC Director

New director brings relevant skill set and commitment to higher education access and retention.

2019-20 GCAC ADVISERS MET WITH **87%** OF SENIORS IN THEIR SCHOOLS.

DESPITE THE PANDEMIC, ADVISERS MET WITH MORE THAN **1,900** FAMILIES THIS YEAR (AN INCREASE OVER LAST YEAR).

55% OF SENIORS AT GCAC SCHOOLS COMPLETED FAFSA FORMS.

47% OF SENIORS AT SCHOOLS WITH A GCAC ADVISER COMPLETED THREE OR MORE COLLEGE APPLICATIONS.

Brook Thompson joins IHE as the director of the Georgia College Advising Corps (GCAC). She brings wide experience with college access programs, recruitment and retention among diverse populations, and school-college-community networks.

She served three years as the coordinator of GEARUP, a federally-funded program in North Carolina that prepares high school students to succeed in postsecondary education. Prior, Brook was Teacher Recruitment and Retention Liaison at the University of North Carolina at Asheville, where she partnered with K-12 schools and institutions of higher education to recruit and retain diverse teacher licensure candidates.

Most recently, Brook coordinated an English language program in Oaxaca, Mexico.

Brook Thompson

She has a BA from James Madison University in international affairs and an MA in teaching with a concentration in secondary education and social studies from Western Carolina University.

Previous director Jessica Robinson began a new position in the College of Education at Texas State University, Department of Curriculum and Instruction this summer. Robinson started at GCAC in 2017.

Pictured (l-r): Jessica Cawley, Brionna Johnson, Jessica Robinson, Aja Murray, and Mary Mitchell Morris / Credit: Christina Justice

GCAC Celebrates An Award-winning Year

ROBINSON RECIEVES DATA DRIVEN PROGRAM DIRECTOR AWARD

● Jessica Robinson, GCAC director 2018-2020, received this year's Data Driven Program Director Award from the College Advising Corps (CAC). The national award recognizes Robinson's emphasis on tracking actionable data and using it to achieve sustained results.

CAC regional director Ariel Cochrane-Brown said, "Jessica is an amazing program leader." She specifically noted GCAC's robust data dashboard and sophisticated data analysis techniques. This system "helps advisers prioritize efforts during their busiest time of year to continue progress towards [their] goals."

(l-r) Peter Grauer, chairman of Bloomberg L.P. and College Advising Corps (CAC) founding board chair; Brionna Johnson; Delisha Hodo; and Nicole Hurd, founder and CEO of CAC

HODO AND JOHNSON WIN 2019 TRUE NORTH AWARD

● Delisha Hodo and Brionna Johnson each received the 2019 Peter and Laurie Grauer True North Award. This award recognizes advisers who demonstrate impact, grace, humility, leadership, and the ability to guide students and fellow advisers in a way that makes College Advising Corps a better organization. "Delisha and Brionna embody our mission and core values. They go above and beyond each day to advance our efforts to build a results-oriented, proven near-peer adviser approach," said Laurie Grauer.

Hodo serves as an eAdviser with CAC's CollegePoint online advising program, which helps high school students navigate the college application and financial aid process. She served as a GCAC adviser for two years prior to transitioning to CollegePoint.

"I'm truly honored and thankful to have been chosen a True North award recipient," shared Hodo. I wouldn't be who I am today—both personally and professionally—without the leadership of GCAC and the innovation of CAC and our CollegePoint eadvising team."

Brionna Johnson recently enrolled at IHE and served as a GCAC adviser at Clarke Central High School in Athens. "Getting to create relationships with my students and their families is what propels me," said Johnson. "I find great satisfaction is being a resource for the community as a whole and not just the school I support."

Surrounded By Excellence

Teaching and Learning with the Governor's Teaching Fellows.

While some faculty may have felt isolated as they implemented new teaching techniques this spring, participants and alumni of the Governor's Teaching Fellows (GTF) program could lean on their GTF connections through the transition.

Leslie Gordon, in her first year as program director, conducted a multi-point examination of the program's structure as she looks toward the future of faculty development. "I had a very rewarding year with this excellent group of faculty and our outstanding GTF team," said Gordon. "We offer a valuable and successful program, so one of my goals for the year was to strengthen the communications about it."

She also brought fellows and IHE faculty together in meaningful conversations. During the spring, IHE professors Amy Stich and George Spencer presented their research on first-generation students and access pathways, respectively. The sessions sparked thoughtful discussions as the fellows shared applications of those research strands to matters of pedagogy and student engagement.

The program also benefits from the expertise of other seasoned faculty, such as Cynthia Alby from Georgia College, who shares her own successful teaching strategies formed over many years. The fellows collaborate, practice the techniques, and are encouraged to implement them in their classrooms. Charlie Harris, a fellow 2019-2020, commented, "[It] changed the way I teach and engage with my students. [They] told me that the formative assessments and other active engagement activities that I introduced in my courses have increased their learning."

This immediate positive impact, on even the most experienced instructors, is the core of the program. The selection process is highly competitive, and the fellows are already accomplished and talented educators. They learn from each other and from the program's strong cadre of facilitators and speakers, who offer support beyond the scheduled sessions. Recent fellow Alicia Briganti acknowledged, "I now have an amazing group of colleagues in my network who continue to share ideas and offer encouragement and motivation even after the program has ended."

MAHABADUGE NAMED ISSOTL FELLOW

Hasitha Mahabaduge

● Hasitha Mahabaduge, Georgia College experimental physics professor and GTF program alumnus (2019-2020), received prestigious life-time recognition as a 2020 Fellow of the International Society for the Scholarship of Teaching and Learning (ISSoTL). The fellows are recognized for seeking "new ways of thinking, doing and learning" and striving for "holistic, meaningful, intentional approaches to higher education."

Mahabaduge acknowledged the value of his GTF experience among his other fellowships since 2016. "As a personal feat, winning this fellowship makes a complete set for me in terms of fellowships. Each of the fellowships helped me to develop as a researcher and as an educator."

He also recently won the 2020 University System of Georgia (USG) Board of Regents Felton Jenkins Jr. Hall of Fame Faculty Award for his strong commitment to teaching and student success.

MARRIOTT AND KATZ CONTINUE RESEARCH PROJECT

● Karla-Sue Marriott and Anne Katz, fellows from the 2015 GTF program, continue their collaborations in a research project to reinforce close-reading skills among science majors.

Marriott, interim chair of the Chemistry and Forensic Science Department at Savannah State University, is the PI for a five-year grant from the National Institutes of Health. Katz, associate professor of curriculum, foundations & reading at Georgia Southern University, is working with her "to spark a desire in students to become self-directed learners as well as open-minded and ethical biomedical scientists." The students are exposed to a variety of texts and given the opportunity to practice unpacking the information and making new intellectual connections.

PAI ON CULTIVATING INTEREST IN SCIENCE

● Aditi Pai, associate professor of biology and co-director of the Teaching Resource and Research Center at Spelman College and GTF alumna (2018-2019), provides classroom tips for retaining STEM majors in the online resource, Course Hero. Pai notes the high attrition rates among biology majors, "[W]e want to cultivate an interest in science that will sustain beyond their college years."

Pai elaborated on her "personalized instruction" approach, which seeks to engage students in science education by making the learning about them. She helps students transfer concepts from pages in a textbook to their immediate environment and experiences. Pai encourages discussions and responsively paces her classes to maintain interest.

INTERNATIONAL

FACULTY PRESENT AT EAIR IN BUDAPEST

Karen Webber gave two presentations at the 40th annual European Higher Education Society (EAIR) conference in Budapest, Hungary on August 26-29, 2019. She co-authored one paper with two IHE alumni Chris Ferland (PhD 2010) and Charles Mathies (PhD 2010) on best practices for data presentations and practical recommendations to prevent data misuse for a range of higher education researchers. Her second paper, co-authored with colleagues from South Africa and the U.K., provided a comparative review of professional development activities of major institutional research associations.

Sheila Slaughter presented a keynote address at EAIR titled, Current Constraints on Academic Freedom: Marketization and Nationalism. She explored the fate of academic freedom at a time when all knowledge has been politicized.

Sheila Slaughter presents her keynote address at EAIR.

INTERNATIONAL EXPERTS COMPARE SYSTEMS OF HIGHER EDUCATION

Three international scholars provided comparative overviews of the relationship between the federal governments and individual provinces of Canada and Lander in Germany at the Institute on January 17.

Deanna Rexe, Martin Maltais, and Jens Jungblut presented an open guest lecture to Erik Ness's State Systems of Higher Education course.

Rexe and Maltais discussed the growth of vocational and career colleges in Canada among other emerging trends in the Canadian postsecondary environment, particularly in Quebec Province. Jungblut spoke to the implications of the shifting power relationship in Germany between the federal and Lander governments for higher education policy and finance over the past seventy years.

Deanna Rexe is vice-president of academic affairs at Assiniboine Community College and adjunct professor and affiliated scholar of Simon Fraser University. Martin Maltais is deputy cabinet director for higher education at the Quebec Ministry of Education. Jens Jungblut is associate professor for public policy/public administration at the University of Oslo.

STICH ADDRESSES BOURDIEU STUDY GROUP CONFERENCE

Amy Stich delivered a keynote address at the British Sociological Association's International Bourdieu Study Group Conference on September 27, 2019 at Sheffield Hallam University in Sheffield, England.

Her talk, The Global Reach of Capital's Long Shadow: Reproducing Inequality across Contexts, focused on the ways in which Pierre Bourdieu's major "thinking tools" can help us better understand how higher education perpetuates social inequities within and outside of the United States.

Stich is a co-convener of the Study Group, which meets semi-annually to explore the place of Pierre Bourdieu and his theories within different national and international contexts, bringing together a range of perspectives from different geographical locations. The spring 2020 meeting in Spain, where Stich was presenting another paper, was canceled.

WHY WE GIVE

The Institute family dedicated a bench in memory of **Ginger Szabo-Durham**, a graduate of the second cohort of the Executive EdD program, on the afternoon of October 2.

Chad Puls (EdD 2012) initiated a special funding campaign among the cohort members to install a plaque in Ginger's memory at the foot of the bench outside Meigs Hall. The spot has special meaning since the classmates would gather there between classes.

David Snow (EdD 2012), the director of military affairs for the Board of Regents of UGA, officiated the ceremony. Speakers included Charles Knapp, president emeritus of the University of Georgia and the director of the executive doctoral program, classmate Yvette Upton, and Charles Horton, Ginger's father. In attendance were members of her family, IHE faculty members, cohort members, and colleagues at the University System of Georgia and the University of Georgia.

Ginger's mother, Rita Horton, and her two sons, Pete and Ethan Szabo, joined her father to cut the ribbon and be the first to sit on Ginger's bench.

Some members of Cohort 2 in 2013 are pictured above: Szabo-Durham and Knapp (2nd & 3rd from left) with Snow (far right).

IHE IMPACT

POSTDOCTORAL ASSOCIATES MAINTAIN TIES

● **MAURICE SHIRLEY**, postdoctoral teaching and research associate 2019-2020, accepted a tenure-track assistant professor position in the Higher Education and Student Affairs (HESA) program at the Indiana University College of Education. During the fall 2020 semester, Shirley will teach two required graduate courses at HESA, Introduction to College and University Administration and Environmental Theory and Assessment.

"I am certain that I would not have achieved this accomplishment without the support, encouragement, and investment in my professional development that I received at the Institute," said Shirley.

While at IHE, he engaged in independent research exploring college student access and completion for traditionally underserved student populations at the national and state levels. He also collaborated on projects aligned with his interests with faculty members and former postdoctoral associates, Meredith Billings and Ashley Clayton.

Shirley led the lab component of Greg Wolniak's Qualitative Methods in Higher Education II course. Wolniak credited Shirley with developing computer modules that eased the transition to online learning for students.

Libby Morris extended her appreciation for his work at the Institute and welcomed him to continue collegial partnerships with the IHE community.

New IHE students (l-r from top): Kayla McKinney, Jonathan Barefield, Calli McCormack, Mary Kate Steinbeck, Monica Maldonado, Matt Colvin, Collin Case, Emily Chen-Bendle, Shellby Branch, Alex Monday, Tori Tanner, Courtney Cullen, Matt Grandstaff, Diana Wrenn-Rapp, Amanda Gay, Brionna Johnson & Bijana Birač

● **ASHLEY CLAYTON**, postdoctoral associate 2016-2017, has been awarded a Jo Ellen Levy Yates Endowed Professorship in the School of Education at Louisiana State University. This honor recognizes the significant impact that Clayton is making in teaching, research, and service as a member of the school's faculty. The professorship is held for three years with eligibility for renewal for an additional three-year term.

Clayton remains an active research collaborator with IHE graduates, students, and faculty. In 2020, she co-authored "Study abroad for low-income students: The relationship between need-based aid and access to education abroad" with Melissa Whatley (PhD 2019) *Journal of Student Financial Aid*.

She also prepared paper presentations for annual meetings of the American Educational Research Association and Association for the Study of Higher Education with Jennifer May-Trifiletti and Robert Toutkoushian and with Meredith Billings (postdoctoral associate, 2018-2019), respectively.

● Former postdoctoral associate **LIJING YANG** earned tenure and the rank of associate professor at Ohio University. Yang teaches graduate courses in higher education finance and budgeting, assessment and evaluation, statistical analysis of national large datasets, and comparative and international higher education. Her current research focuses on higher education policy, economics of education, education finance, and comparative and international higher education.

Yang served at IHE for two academic years, 2011-2013.

EXTRA LEARNING OPPORTUNITIES

FACULTY WORKLOAD PROJECT

● KerryAnn O'Meara presented findings from the NSF ADVANCE Faculty Workload and Rewards Project and the latest social science research on implicit biases and evidence-based practices for mitigating inequities in academia, particularly in the STEM disciplines. On October 2, she also spoke privately with IHE students on a variety of topics, including her term as president of Association for the Study of Higher Education.

O'Meara is associate dean for faculty affairs and graduate studies and professor of higher education in the University of Maryland College of Education. The Institute sponsored her visit in partnership with other campus units.

YEARS THAT MATTER BOOK TALK

● Journalist Paul Tough shared perspectives from his book, *The Years that Matter Most: How College Makes or Breaks Us* at Ciné in Athens on October 7. Drawing on his interviews and dozens of visits to campuses across the country, Tough related stories of students trying to find their way through the application process and into college.

The event was co-sponsored by IHE, the Willson Center for Humanities & Arts, and the UGA Office of Research.

FIRST-GEN STUDENT WORKSHOP

● Amy Stich led an interactive workshop on first-generation college students as part of UGA's Certificate in Diversity & Inclusion (CDI) for university faculty and staff.

Her course, The First-Generation College Student: Inclusion, Empowerment and Academic Success, held appropriately on November 8, asked participants to identify and discuss the ways in which campus communities can support first-generation students at a research-intensive university.

INTERNATIONAL ASSOCIATION STUDY

● Jens Jungblut, associate professor for public policy/public administration in the Faculty of Social Sciences at the University of Oslo, shared research on the influence and membership patterns of the International Association of Universities (IAU) at an Education Policy Seminar on January 17.

IAU is the only inclusive and global meta-organization in higher education. Jungblut compared regional and institutional characteristics that are good predictors of which higher education entities are more likely to become members and shape the association.

OVERVIEWS OF GEO-SPACIAL & ANALYSIS TOOLS

● IHE hosted an introduction to Bayesian analysis in Stata led by Chuck Huber on January 24. Huber is the associate director of statistical outreach at StataCorp, LLC.

PhD candidate Stephen Mayfield presented tips and best practices for working with geo-spatial data in Stata and Tableau in a separate peer-to-peer program coordinated by IHE students.

Over the course of his work with Rob Toutkoushian on a Spencer Foundation project, he acquired expertise with the program. "Geo-spatial analysis is still relatively novel and underutilized in higher education, but it's very powerful. I had to reference online tutorials and teach myself how to calculate various geographic data. I knew an introduction would be useful for others," said Mayfield.

DATA ANALYSIS IN HIGHER EDUCATION LECTURE

● Hugh J. Watson gave an open lecture on data analytics as part of Karen Webber's Data Analytics for Higher Education course on January 28. Drawing from decades of work in business settings, he outlined the various kinds of analytics, the types of information that they inform, and the ways that the field is changing.

Watson is a professor of MIS and the C. Herman and Mary Virginia Terry Chair of Business Administration in the UGA Terry College of Business. He is a leading scholar and authority on business intelligence and analytics, having authored 24 books and over 200 scholarly journal articles.

MARTIN LUTHER KING JR. FREEDOM BREAKFAST

● IHE sponsored a table at the 17th Annual Dr. Martin Luther King, Jr. Freedom Breakfast, honoring Dr. King's legacy and celebrating the work of area peacemakers. The inspirational event is coordinated through a partnership of UGA, Athens–Clarke County Unified Government, and the Clarke County School District.

Alumnus Dominique Quarles (PhD 2019) helps to coordinate the program each year as the director of the Office of Institutional Diversity at UGA.

WOMEN IN HIGHER EDUACTION CONFERENCE

● Leslie Gordon and Jennifer Stephens (PhD 2013) helped to coordinate the Georgia Association for Women in Higher Education (GAWHE) and the American Council on Education (ACE) Women's Network 2020 Annual Conference held at the University of Georgia on February 26-28. More than two hundred participants from across Georgia attended the meeting, titled Cultivating Vision and Focus through Intentional Leadership.

SHEEO PRIORITIES

● Rob Anderson (PhD 2014), president of the State Higher Education Executive Officers Association (SHEEO), shared SHEEO's current initiatives in accountability, finance, and research on March 6. He discussed how each area connects with policymaking efforts nationally and within state agencies.

TALKING THROUGH OUR CHALLENGES ZOOM-TABLES

● More than sixty students and IHE graduates from across the U.S. discussed experiences and responses to the COVID-19 pandemic in higher education during a series of online meetings.

Charles Knapp hosted a session focused on positive leadership traits that can inspire colleagues through challenges (April 11). Rob Toutkoushian facilitated two sessions on the financial impacts of the coronavirus on institutions of higher education (May 11 and 18). George Spencer led a discussion of college access and success programs for students from underserved populations during the COVID pandemic (June 22).

SHEEO AND ACE: LEVELS OF HIGHER EDUCATION POLICY ADVOCACY AND INFLUENCE

Whether students are interested in state or federal higher education policy, the Institute has an active network of graduates and fellows to support them and share experiences. These connections provide opportunities for our community to find formal and informal mentors and research collaborators. IHE ties with the **State Higher Education Executive Officers Association** (SHEEO) and the American Council on Education (ACE) have grown during the past decade.

SHEEO is the most widely-recognized organization in state and system higher education leadership and management. With a membership that includes chief executives and staffs of statewide postsecondary governing, policy, and coordinating boards, SHEEO creates a forum to promote good policy, effective practices, and proven tools.

Current president Rob Anderson (PhD 2014) returned to IHE this winter to meet with students and share SHEEO's work in accountability, finance, and research in higher education. He suggested that graduate programs, like IHE, can prepare students for professional positions in state higher education bodies by involving them in policy

SHEEO offices in Boulder, Colorado

research, providing practice with brief writing, and by affording them real experience with large datasets. He praised IHE's constructive preparation in these areas and highlighted the recent research and writing of several graduates, including Lori Hagood (PhD 2017) and Angela Bell (PhD 2008), who serve at the University System of Georgia.

David Tandberg, senior vice president for policy research and strategic initiatives at SHEEO, is currently an Institute Fellow. Tandberg has collaborated with Erik Ness and Austin Lacy (PhD 2011) on several major research projects and publications since 2009, including a study of influence of interest groups on state higher education policies.

Jason Lee (PhD 2017) is a postdoctoral associate at SHEEO. He co-wrote a white paper, State Agencies and Systems of Higher Education Leading for Equity (April 2020), to guide leaders through major opportunities and challenges facing higher education and produce positive postsecondary outcomes for all students, regardless of race or ethnicity.

In addition to producing white papers, SHEEO publishes the annual *State Higher Education Finance Report*, funds grants for research, and hosts a member conference each year. At last year's conference, John Fuchko III (University System of Georgia (USG) vice chancellor for organizational effectiveness and EdD 2019) co-presented an overview of system initiatives.

For more than a century, the **American Council on Education** (ACE) has been producing research to inform policy and practice, providing development opportunities for college and university leaders, and leading advocacy efforts that shape effective public policy. As the major coordinating body for institutions of higher education in the United States, it represents nearly 1,800 presidents of colleges,

IHE students with Turk at ACE headquarters

universities, and higher education associations and organizations.

ACE affiliations with IHE include Jonathan Turk (PhD 2016), associate director for research; IHE Fellow and East Tennessee State University President Brian Noland, who currently serves on the Board of Directors; Lucia Brajkovic (PhD 2015), who served as a senior research analyst from 2016 until her move to the World Bank in 2019; and Phil Wilkinson and Charles Sanchez, current IHE doctoral students, who completed year-long appointments as graduate research associates at ACE.

Turk regularly participates in IHE's Policy Studies in Higher Education course to discuss federal higher education policy. He leads ACE's quantitative research profile and serves as the principal or co-principal investigator for many of ACE's major research initiatives including the *American College President Study* and *Race and Ethnicity in Higher Education: A Status Report*. Turk and Sanchez recently co-authored a brief focused on presidential responses to the pandemic, which surveyed 300 U.S. college and university presidents.

Jennifer Stephens (PhD 2013) was an ACE Fellow during the 2015-2016 year. Stephens remains active in the American Council on Education (ACE), serving as the state chair for the ACE Women's Network in Georgia. Leslie Gordon worked with Stephens to plan and host the group's annual meeting in Athens this past year.

IHE continues to produce and collaborate with leaders in major research, public policy, and national higher education organizations. Our graduates at SHEEO and ACE continue to give back by connecting to current IHE students and helping to develop their abilities to be effective advocates for higher education and influence policy at all levels.

BEYOND THE CLASSROOM

STUDENT AWARDS: THE IHE COMMUNITY SUPPORTS FOUR SCHOLARSHIPS THAT DIRECTLY ASSIST STUDENT RESEARCH

Lindsey Hammond and Erik Ness

Jennifer May-Trifiletti

Jennifer May-Trifiletti received the ***Thomas G. Dyer Outstanding Dissertation Research Award*** for her exploration of striving strategies in community colleges and their effects on the colleges and their students. Jenn uses rigorous quantitative methods of to gauge causality and effect of institutional policies and initiatives on student access and completion.

The Zell and Shirley Miller Fellowship recognized the extraordinarily productive professional year of **Lindsey Hammond**. Lindsey, a fourth year Ph.D. student, submitted three manuscripts for review to major journals, presented first-authored works at five major conferences (ASHE, AERA, CSCC, AEFP and SFARN), served as the instructional assistant for two IHE courses, all while completing a draft of her dissertation proposal. Lindsey categorized her experience at the Institute as "positively transformative [and] deeply enriching."

Justin Jeffery was awarded the ***Libby V. Morris Leadership Award.*** As director of International Student Life at UGA, Justin strives to bring his coursework and research to bear on improving UGA's outreach programming and overall support of international students. He presented work at major professional meetings and recently won a grant to investigate the relationship between acculturation and degree attainment among immigrant students. He noted, "It's a special and powerful experience to work with people you admire."

Joshua Patterson

Joshua Patterson received the ***J. Douglas Toma Excellence in Scholarship and Service Award***. Josh explores organizational decision making at the intersection of religion and higher education. He presented research and convened panels at several conferences, including ASHE and the American Academy of Religion. He is a grantee with the Interfaith Diversity Experiences and Attitudes Longitudinal Survey.

Jim Hearn and Justin Jeffery

COVID Diaries

How IHE Graduate Assistants Responded to the Global Pandemic.

Julianne O' Connell, UNIVERSITY HOUSING

On Thursday evening of spring break, I learned classes were suspended for two weeks and that students were not to return to campus—even to collect personal items. But as a graduate resident in Creswell Hall, leading a staff of resident assistants, I was to return to campus immediately, if I felt comfortable doing so. University Housing was operating in an all-hands-on-deck mode.

When it became clear that the pandemic made it unsafe for residents to return to campus, we launched an alternative move-out plan for the facilities. During one week, my staff and I assisted 960 students with room check-outs. Students, accompanied by two family members, reserved a two-hour time slot to remove their belongings. They could leave behind any items for donation or disposal to expedite the process and reduce burden on elevators and receptacles.

Residents who couldn't move out due to travel restrictions, quarantine requirements, and other reasons were relocated into a single building.

In the days that followed, the nature of my job changed significantly. Many of my staff also moved home. Without any residents in the building, we shifted student conduct cases, office hours, and professional development programs to the Zoom platform. I checked in with remote residents and staff, and the RAs offered online programming to connect and engage.

Then, we had to prep the buildings for anticipated summer conferences and orientations. We emptied rooms, removing trash, futons, mini-fridges, etc. The sustainability coordinator, Christy Tweedy, did an amazing job of facilitating with Athens organizations like the Habitat Restore and Project Safe to donate many of the abandoned items. We worked together, outside our traditional capacities, to benefit the community and ensure the safety of our students and our buildings.

Julianne O'Connell

The stress of living through a global pandemic was exacerbated by finals, my job ending, and moving out of my on-campus apartment. I had enjoyed the work immensely, and I felt sad to end my service at such an uncertain time.

When I began the internal process of wrapping up my two-year assistantship with University Housing, I had a lot of new questions focused on Student Affairs, and Housing, in particular: How do we support students when they aren't on campus? What does it mean for our residential curriculum? How are we serving our international students during this stressful time? How can we best support our housing insecure students?

I feel especially lucky to study higher education during this...unprecedented time (I cannot avoid this cliché). This experience has been challenging in many ways and fulfilling in others, and I am just trying to stay positive and curious through it all.

A quiet Meigs Hall in the spring of 2020.

Ricky Kirby, GOVERNMENT RELATIONS

Government Relations has always been an office where you never know what exciting challenges you're going to have once you walk through the office doors in the morning. These exciting challenges and opportunities grew significantly once the COVID-19 pandemic struck Georgia. When all UGA departments started mapping out how to leverage UGA resources to serve Athens-Clarke County and the state of Georgia, the Office of Government Relations did the same. Subsequently, our entire team saw their roles expand to face the challenges ahead.

My role quickly saw a flurry of adjustments, but not solely due to the pandemic. My supervisor went onto maternity leave, and we added a public relations staff member, whose duties I had been performing. Both of these events occurred just a few weeks after remote work began. I quickly reviewed our communication strategies, with a focus on the Athens-Clarke County community and wanted to gear all of our publications and social media posts towards supporting local restaurants, non-profits, and organizations and toward providing resources to community members.

Ricky Kirby

I also took on the responsibility of managing UGA's COVID-19 response catalog, detailing how units and departments across UGA were responding to the pandemic. To support our director of community relations, I began and have continued serving on a multi-division UGA COVID-19 workgroup and the related Community Engagement Subcommittee. I even got tapped to collect resources, create, and maintain an online platform containing numerous, at-home, educational resources for kids of all ages. If you have kids at home, I encourage you to check out the page through UGA Office of Service Learning's Engage platform!

As I'm sure it has been for everyone, the past few months have been quite the adventure, and I am thankful to work in such a collaborative office with highly capable professionals.

Class of 2020 > COVID-19

Graduates Continuing Higher Education Journeys.

Six members of the IHE community graduated during our socially-distanced spring. Since the usual trappings around this major achievement have been postponed until Commencement ceremonies on December 18, 2020, faculty and staff made a video to toast each of them and wish them congratulations https://youtu.be/xj_VD0x-tmg.

- **HOLLY HAWK (PHD)** is a lecturer at the J.M. Tull School of Accounting in the UGA Terry College of Business. She focuses on promoting higher order skills utilizing various pedagogical techniques in both her specialized graduate and introductory accounting courses.
- **ANDREW CRAIN (PHD)** is director of experiential professional development (xPD) at the UGA Graduate School, coordinating efforts to facilitate student success in non-academic career fields. Andrew is also a research affiliate at the Center for Research on College-Workforce Transitions (CCWT) at the University of Wisconsin-Madison.
- **RHANI LOTT (EDD)** is assistant director of student engagement at Emory Law. She trains and supervises the Dean's Teaching Fellows, high-achieving upper-year law students who serve as academic counselors for their fellow students. Rhani teaches in the area of advocacy, including cross-examination techniques and pretrial litigation.
- **LINDSEY HAMMOND (PHD)** is the postdoctoral postsecondary career and technical education (CTE) research fellow at NC State University sponsored by the ECMC Foundation. She is nvestigating how stigma related to CTE influences state-level policy formation. Ultimately, she hopes to affect policy change that will enable America to live up to its highest ideals.
- **MAYA MAPP (MED)** is student government & leadership coordinator at University of California, Santa Cruz. She mentors and supports SGA officers, particularly in their leadership development, budgeting and finance, programming, and compliance.
- **JULIE STAGGS (EDD)** is the founder & managing principal of Beyond Theory to Practice. Julie helps individuals and institutions create and sustain impact. Currently she is working with several R1 institutions as executive coach to senior leaders, providing leadership assessments for deans, and leading both a provost's office restructuring project and a strategic planning process.

Clockwise from top: Rebecca Perdomo, Hearn and Adrian Klemme, President Jere W. Morehead and Libby V. Morris, EdD cohort 5, Narke Norton.

CONGRATULATIONS IHE GRADUATES

Winter 2019 - Spring 2020

Ph.D.

Andrew Crain
Lindsey Hammond
Holly Hawk
Adrian Klemme
Rebecca Perdomo

Ed.D.

Ashley Burnside
Lady Cox
Lynn Durham
John Fuchko III
Rebecca Gunter
Stacy Jones
Russell Keen
Philip Klein
Anthony Leigh
Rhani Lott
Kate Maine
Art Malloy
Jennifer Osbon
Glen Spencer
Julie Staggs

M.Ed.

Maya Mapp
Narke Norton

IHE BY THE NUMBERS

94%

Placement rate (PhDs) within

12 months of graduation.

HESS OFFICERS 2020/2021

The Higher Education Student Society (HESS) is active throughout the year offering academic, professional, and social events.

Alexa Arndt, *president*
Grace Covello, *secretary*
Sarah Burman, *treasurer*
Kanler Cumbass, *master's representative*

IHE students take an active role supporting each other. HESS sponsored student previews of conference presentations, a new series on higher education publishing, and regular third Friday socials and mixers with other doctoral programs. With the transition to online classes this spring, HESS organized online socials and launched a virtual book club with Tressie McMillan Cottom's *THICK and Other Essays*.

Research Roundtable is a student-led series that invites IHE faculty and students into conversations about research in higher education, with a specific focus on methods. Over the past year under the leadership of Amy Yandell and Matt Gregory, Roundtable offerings have grown to include a journal club focused on new studies in the literature on higher education, foundational studies undergirding our peers' work, and self-care approaches to graduate school.

Recent peer-to-peer presentations included:

- Geographic Data in Stata –Stephen Mayfield presented interesting ways to manipulate geographic data in Stata.
- Mapping Techniques –Adrianna Gonzalez led a discussion of "mapping" techniques in qualitative inquiry and how it applies to research in higher education.
- Introduction to Tableau –Jennifer May-Trifletti provided an introduction to Tableau and its focus on liberating data and empowering and designing for people.

ASSISTANTSHIPS 2020/2021

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

Thank-you for the amazing opportunities you create for our students!

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

IHE BY THE NUMBERS

96.5% EdD completion rate from last two cohorts.

Alexa Arndt

Grace Covello

Kanler Cumbass

Sarah Burman

ALUMNI NEWS

HONORS

● **ANTHONY LEIGH (EDD 2019)** was honored by the Interfraternity and Panhellenic Councils of Huntingdon College as Staff Member of the Year. Leigh, who serves as the senior vice president for student and institutional development, tries to celebrate the many ways that Huntingdon students involve themselves in the life of the college.

● **RON NEWCOMB (EDD 2011)** was recognized by *The Atlanta Business Chronicle* in its list of top 100 metro Atlanta leaders in education. The Who's-Who list appeared in the May 18, 2020 issue. Newcomb is president of Chattahoochee Technical College, the largest technical college in Georgia with eight campuses across north-central Georgia and nearly 14,000 students. Under his tenure, CTC added an aviation academy.

NEW POSITIONS

● **DOMINIQUE QUARLES (PHD 2019)** was named an affiliate faculty for the Division of Academic Enhancement at the University of Georgia in addition to his role as director of diversity and inclusion in the UGA Office of Institutional Diversity.

● **KATE MAINE (EDD 2019)** has been named vice president of university relations at the University of North Georgia. This role expands her current position as chief of staff to the president. She oversees strategic communications and marketing, state government relations, economic development, and community engagement, as well as professional and continuing education, diversity and inclusion, policy administration, and university events.

● **ALEXIS SZELWACH (MED 2019)** serves as the transition coordinator for Destination Dawgs in the University of Georgia College of Family and Consumer Sciences. Destination Dawgs enrolls students in preparatory courses and offers a certificate of college readiness to students with intellectual challenges.

● **DOUG CHADWICK (PHD 2015)** has been promoted to director of mental skills development with the Colorado Rockies where he has worked since 2016. He works with major and minor league players and staff helping them to develop mental skills necessary for optimal performance under pressure.

● **RODNEY ELLIS (EDD 2011)** was appointed to a two-year term as a civilian aide to the Secretary of the Army. "I am so honored to be selected … and help the soldiers and families of our proud United States military," said Ellis.

He continues to serve as the chancellor of Southern University Shreveport Louisiana. He will facilitate Army-community communications as a volunteer and support recruiting efforts to help diversify and build the force of the future.

ON THE MOVE

● **TRACEY FORD (EDD 2002)** was named vice provost and dean of student affairs at University of North Carolina School of the Arts, effective July 1. In the press release announcing the appointment, Chancellor Brian Cole commended Ford's record as a champion for lower-income and historically underrepresented students.

He also noted her strong leadership during the COVID-19 response. "This spring, she has also been tireless in ensuring that our response to COVID-19 meets the needs of our students and addresses their health and well-being as well as providing high-quality academic and artistic instruction."

● **SAMAAD WES KEYS (PHD 2014)** is a program officer at Ascendium Education Group. His portfolio includes the foundation's Remove Structural Barriers to Success grants program. This strategic focus area "seeks to transform colleges and universities to foster seamless academic pathways for learners from low-income backgrounds."

● **JENNIFER STEPHENS (PHD 2013)** became associate vice president of communications and marketing at the University of Louisiana at Lafayette in April 2020. The University created this position to guide strategies and programs for institutional branding, trademark licensing and marketing; web, social media, and digital communications; internal and crisis communications; and development and alumni outreach.

Stephens said, "I am excited about the opportunity to partner … [and] build on the great momentum that already exists here and further advance the institution's distinctive profile in the state and beyond."

● **MAYA MAPP (MED 2020)** started a new role as student government & leadership coordinator at the University of California, Santa Cruz campus this summer.

Alexis Szelwach

Anthony Leigh

Kate Maine

Khoi Dihn To

Maya Mapp

Tracey Ford

Doug Chadwick

● **STEPHEN BETTNER (EDD 2017)** is president and CEO of a new higher education consulting firm focused on comprehensive auxiliary management, planning and university solutions (CAMPUS). Based in Washington, D.C., he works with institutions to reimagine their auxiliary service infrastructures and products.

● **ADAM T.M. WYATT (PHD 2011)** relocated to Florida Atlantic University to serve as an associate professor of integrated medicinal science.

● **BEATRIZ JOSEPH (EDD 2008)** is vice chancellor of student success and president of Mountain View campus in the Dallas College System in Texas. She is a recipient of the 2020 Phi Theta Kappa Paragon Award for New College Presidents and a 2019 Aspen Institute Presidential Fellowship.

● **KHOI DIHN TO (PHD 2011)** became assistant vice president of institutional research and analytics in December 2019 at Florida Agricultural and Mechanical University.

Reminiscing with Simpson and Hutchinson

Oral Histories by a Beloved Former Director and Professor at IHE.

Credit: Apoorva Dhanala

Pictured left to right: Joe Broder, Simpson, Hutchinson, Patricia Bell-Scott, and Jeanne Barsanti at commemoration in October 2019

Former IHE director Ronald Simpson and professor emerita Sylvia Hutchinson provided oral histories to commemorate the 20th anniversary of the founding of the University of Georgia's Teaching Academy. Simpson and Hutchinson are much-admired colleagues and mentors to many in the IHE community, and they continue to teach through these interviews. In addition to their roles at IHE, Simpson and Hutchinson both received degrees at UGA and actively served across the university campus as faculty members and senior administrators.

In all, the Teaching Academy captured recollections from eight charter and early members of the organization. Taken as a whole, the interviews provide an image of teaching and learning at the University of Georgia during the second half of the 20th century and offer collective wisdom from several of the university's top instructors. Individually, each interview offers insight into the various colleges on campus and personal philosophies and growth collected over the years.

The University Archives houses the digitized oral histories, and they are publically available at https://tinyurl.com/UGA-TAhistories.

Simpson arrived on campus in 1981 as the first director of the Office of Instructional Development (now, Center for Teaching and Learning). In 1996, he moved to the Institute and served as graduate coordinator and then as director of IHE. He helped to establish the Governor's Teaching Fellows program and served as the editor of *Innovative Higher Education* for 13 years. In 2001, he received the Board of Regents Teaching Excellence Award.

Hutchinson formerly directed the Postdoctoral Teaching Fellows program at the Institute and the Franklin College of Arts and Sciences. Her career includes seven years of service as associate dean of the College of Education, where she directed international education programs while continuing to teach and advise graduate students. She is the recipient of the 2019 University of Georgia's President's Medal.

The University of Georgia Teaching Academy charter was written in the conference room of Meigs Hall in 1999. Since the beginning, its mission has been "to promote and celebrate excellence in teaching." Faculty are invited to join in recognition of their commitment and distinction as teachers. The Academy organizes annual faculty symposia, administers a fellows program to support early-career faculty, assists in selection of major university teaching awards (such as the Meigs Professorships and Richard B. Russell Awards).

IHE graduate Trish Kalivoda (EdD 1993) also was an active participate in the Teaching Academy and a charter member.

Why I Give...

to IHE

ihe.uga.edu/**support-us**

DR. SAMAAD WES KEYS

Before enrolling in IHE, I had a very myopic perspective of higher education.... Going from a high school teacher to higher education professional had me, at times, feeling like a fish out of water.

I believe that my experience at IHE provided me with a great deal of exposure and with the tools necessary to successfully address the systemic and structural barriers impacting the success of others who have similar backgrounds (Black, first-gen, and low-income).

During my time at IHE, I was pushed beyond my limits. For that, I am forever grateful (now) to the faculty, student-colleagues, and alumni that I encountered along my academic journey. The relationships and networks I have built as a result of attending IHE have proven invaluable to me both professionally and personally.

I give to IHE because I believe in its mission to improve postsecondary education policy and practice through the development of scholars and practitioners that can help shape and solve some of the issues impacting the field of higher education.

However, giving to IHE has become more critical as we see the impact a global pandemic is having on how institutions of higher education operate. I believe that the need for strong scholar-practitioners to help reimagine the field of higher education will increase within the immediate future. It is my hope that through my contribution, I can help ensure that IHE is at the forefront of meeting that need.

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The University of Georgia
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GCAC advisers at our 2019 Homecoming event.

Our GCAC advisers had to pivot quickly to find new ways to reach and connect with students during the busy spring application season. Advisers tweeted, texted, emailed, called, Facetimed, and Zoomed to interact with students and stay healthy.

Institute of
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