

THE 2017 REPORT

INSTITUTE OF HIGHER EDUCATION • UNIVERSITY OF GEORGIA

A trip to China by Ed.D. students
underscores IHE's internationally
focused curriculum.

Promoting a Worldview



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

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

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**Institute of
Higher Education**
UNIVERSITY OF GEORGIA

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On the Cover: Students in IHE's executive Ed.D. program visited Tsinghua University in Beijing in June 2017.



**Institute of
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UNIVERSITY OF GEORGIA

University of Georgia: Jere W. Morehead, *President*. Pamela S. Whitten, *Senior Vice President for Academic Affairs and Provost*. Russell Mumper, *Vice Provost*. **Institute of Higher Education:** Libby V. Morris, *Director*. James Hearn, *Associate Director*. **IHE Report 2017:** Sharron Hannon, *Writer/Editor*. Susan Sheffield, *Managing Editor*. Rick Fiala, *Graphic Designer*. Karen Webber, *Contributing Writer*. Nancy Evelyn, Peter Frey, Leslie Gordon, Kent Hannon, Sharron Hannon, Dennis McDaniel, Chad Osburn, Karley Riffe, Jessica Robinson, Andy Tucker, *Contributing Photographers*. Copyright © 2017.

From the Director



WHEN I LOOK THROUGH this year's IHE Report, I think about everyone who contributed to our success in the past year: amazing graduates, wonderful students, loyal friends, and colleagues. Leafing through these pages, I hope you will be as proud as I am of the IHE family and our core values, which are briefly highlighted below.

Academic Excellence: The Ph.D. program continues to rank in the top 10 nationally, and recent graduates are climbing the ranks of the professoriate ladder at places like Penn State, Florida and LSU, while other alumni are leading higher education systems, serving as presidents and provosts, and working in senior leadership positions across post-secondary education.

The 4th cohort in the executive doctoral program in higher education management is moving toward a 2017 December graduation. In just six years, 45 students have graduated from this innovative program, and 3/4ths have advanced in their careers following graduation! We are indeed preparing leaders for institutions across the state and nation.

Legacy of Innovation: In fall 2016, we implemented the Institute's first graduate student awards made possible by your generous donations in memory of Drs. Dyer and Toma, two exceptional, visionary scholars. These awards, along with the longstanding Zell and Shirley Miller Fellowship, give recognition and financial support to deserving students.

In May, a group of advanced doctoral students traveled with Associate Professor Erik Ness to Washington, D.C. to learn about the challenges facing those involved in higher education policymaking. The students reported that every senior official was totally forthcoming about the complexity and tensions across the current higher education landscape. The students returned to their studies with even higher levels of commitment to make a difference.

Rigorous Research: Semester after semester, IHE faculty members and graduate students grapple with critical issues in higher education. In this report, Associate Professor Karen Webber summarizes her work on the nuances of faculty satisfaction and how it differs by type of institution. Please visit our website to see examples of recent research on first-generation college students, changes in state appropriations, and state policy adoption and diffusion.

Relevant Public Service: The Georgia College Advising Corps enters its 9th year of service in 15 high schools with 20 advisers. IHE not only conducts research on underserved student populations, but we also use what we learn to serve our state and make a difference. It's worth noting that when these students arrive at a Georgia college, they may be taught by one of some 600 faculty who have participated in the Governor's Teaching Fellows program for faculty development.

Looking to the Future: IHE is proud to have launched and furthered the careers of many distinguished scholars and friends, and this year is no different! Best wishes to faculty member Manuel González Canché in his move to the University of Pennsylvania. Recruitment is underway to fill this and other positions (see page 22). We also said goodbye to postdoctoral associate Ashley Clayton, who is now on tenure-track at LSU, and we welcomed new postdoc Meredith Billings. Finally, we bid a fond farewell to Mariea Tountasakis, as she returns home to N.C. Mariea worked diligently (and patiently) with me and the Georgia College Advising Corps for almost 10 years. She is greatly missed! As always, we are excited about the new academic year, and we invite your visit to IHE any time!

A handwritten signature in black ink that reads "Libby V. Morris".

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

IN THE NEWS

USA Today et al.

Grade Inflation Study Gets Big Press

■ MORE HIGH SCHOOL STUDENTS in the U.S. are graduating than ever before, in part because of rising grade-point averages. But a recent study, widely reported in a plethora of news outlets including *USA Today* and *Business Insider*, suggests the trend isn't cause for celebration.



The new data, presented by Michael Hurwitz of The College Board and IHE doctoral student Jason Lee, finds that over the last two decades, high school GPAs have risen considerably while SAT scores have fallen. To Hurwitz and Lee, the conflicting trends indicate schools are engaging in “grade inflation,” or the practice of artificially lifting students’ grades by lowering standards for awarding As.

There are now more students getting As than any other grade, the study found. In 1998, 38.9 percent of high schoolers had an A average. By 2016, the rate had increased to 47 percent. Meanwhile, the average SAT score fell from 1026 to 1002 on the 1600-point scale. When the researchers analyzed the data, they found grade inflation was most prevalent in wealthier, white schools and private schools. Private schools, in fact, had cases of grade inflation at three times the rate of public schools.

Neither coauthor could explain the trend of grade inflation; the study merely presented data showing it takes place. However, both rejected the idea that students were actually getting smarter over time, based on the finding that SAT scores were dropping.

Inside Higher Ed

Studying Gender Gaps

■ A PAPER WRITTEN by IHE faculty members Karen Webber and Manuel González Canché and presented at the annual meeting of the American Educational Research Association received coverage in *Inside Higher Ed*. The paper, which also won a Best Paper Award from the Southern Association for Institutional Research (see page 6), examined the career paths of recent Ph.D.s to see if gender differences existed.

While the researchers found no strong, comprehensive evidence of gendered paths to tenure during the first decade after degree completion, they note that important gender-based differences in men’s and women’s career trajectories may still exist in the second decade, and that this period merits further study.

“I am happy that in this set of data we did not find huge gender differences in some areas of academic work, and hopeful that we will find evidence of even fewer differences as we go forward,” Webber commented to *Inside Higher Ed*.

Inside Higher Ed

Liberal Arts Curricula

■ IHE DOCTORAL STUDENTS Noble Jones and Erin Ciarimboli presented a paper at the annual meeting of the Association for the Study of Higher Education that caught the attention of *Inside Higher Ed*.

They examined catalogs from four liberal arts colleges to see the percentage of courses that were professional, internship, applied or practical before the economic downturn that started in 2008 and again in 2014-15. The results sparked debate about whether there is erosion of the liberal arts within liberal arts colleges.

David Breneman, a former University of Virginia dean who has written on this topic, told *Inside Higher Ed* that he thought their approach was valid.

“The authors have performed an important service in delving deeply into actual course and curricular changes at four liberal arts institutions of varying size and wealth,” he said. “Their study gives a much more finely grained look than previous studies based solely on majors.”

Wall Street Journal

Andrew Crain Quoted in WSJ

■ IT PAYS to take an internship—but not a lot, according to an article quoting IHE doctoral student Andrew Crain that appeared in *The Wall Street Journal*.

Average pay for college interns climbed to \$18.06 per hour this year, but that is less than their predecessors earned in 2010, when wages are adjusted for inflation, according to a survey of paid positions released by the National Association of Colleges and Employers.

Crain, who is a staff member in the Career Center at the University of Georgia, worked on a research grant project for NACE studying the impact of unpaid internship participation on student career outcomes.

IN THE NEWS—AGAIN!

U.S. News & World Report

FOR THE 11TH YEAR in a row, the University of Georgia has claimed a top 10 ranking from *U.S. News & World Report* for higher education administration graduate programs offered by the Institute of Higher Education. UGA continues to be the only Southern school other than Vanderbilt to make the list.



Georgia Trend

IHE ALUMNA JENNIFER FRUM (Ph.D. 2009) was named to *Georgia Trend*'s list of the 100 Most Influential Georgians for the second year in a row. She joined UGA President Jere Morehead and a host of business and political leaders in the annual list, published in the magazine's January 2017 issue. Frum was previously named one of four Power Women by *Georgia Trend* in 2012, the year she was named vice president for public service and outreach at UGA. She is the first woman to hold that position, which oversees university resources extended statewide. ■



Anderson Appointed SHEEO President

■ ROBERT ANDERSON (Ph.D. 2014) has been appointed president of the State Higher Education Executive Officers Association. He began his term in August 2017, following the retirement of the previous SHEEO president.

“Dr. Anderson is a visionary, strategic, and dynamic leader with an impressive career in higher education, and he possesses a keen understanding of the complex, competitive landscape of public higher education,” said Bob Donley, chair of the SHEEO Executive Committee and executive director and CEO of the Iowa Board of Regents. “He has the necessary leadership skills and vision to guide the advancement of public policies to advance student success, research, and discovery. He is a strong and principled leader. I believe his outstanding experience coupled with his passion and energy will be transformative as we seek to redefine the role of states in higher education and advance the value of public higher education to our national economy.”

Anderson’s extensive experience includes serving as interim chief academic officer and executive vice chancellor for academic affairs for the University System of Georgia. Previous to his role at USG,



Robert Anderson

Anderson served the West Virginia Higher Education Policy Commission for seven years as vice chancellor for policy and planning and executive vice chancellor for administration.

“I am immensely honored to have this opportunity. Indeed, I believe the position of SHEEO president is of critical importance to the future direction of our nation’s higher education efforts,” Anderson said. “I am eager to lead and guide new strategic opportunities pertaining to the national higher education agenda of increased college completion, equity and degree quality. In collaboration with the slate of innovative leaders of higher education executives and presidents that are part of SHEEO, we can advance student success throughout our country.”

“I am eager to lead and guide new strategic opportunities pertaining to the national higher education agenda of increased college completion, equity and degree quality.”

Davis Named President at University of Central Arkansas

■ IHE FELLOW HOUSTON DAVIS was named the 11th president of the University of Central Arkansas last November. He joined UCA from Kennesaw State University, where he served as interim president from June to November 2016. He previously served as the executive vice chancellor and chief academic officer of the University System of Georgia, as well as vice chancellor for academic affairs for the Oklahoma State Regents for Higher Education and as associate vice chancellor for academic affairs for the Tennessee Board of Regents.

In addition to his past professional duties, Davis directed the National Educational Needs Index project, a Lumina-funded initiative measuring educational, economic, and population pressures in the 50 states that influence policy and planning at local, regional, and national levels. He has served as an IHE Fellow since 2012.



Houston Davis

Seay Named Interim President at Young Harris College

■ IHE ALUMNA BROOKS SEAY (Ed.D. 2011) has been appointed interim president at Young Harris College, where she has been serving as vice president for finance and operations and chief financial officer. She began serving at the conclusion of President Cathy Cox’s term.

Seay brings 30 years of business experience—including more than a decade in higher education—to YHC. She served as chief business officer and associate dean of the School of Law at Emory University before coming to Young Harris. Prior to her position at Emory, Seay served as a financial leader at Ashe & Rafuse, Kilpatrick Stockton and Swift, Currie, McGhee & Hiers.

In addition to earning her doctoral degree in IHE’s executive Ed.D. program in higher education management, she holds a bachelor of business administration degree from Oglethorpe University, a juris doctorate from Georgia State University and an MBA from Emory University.



Brooks Seay



*Jennifer Frum
(left) and Laura
Meadows*

Frum and Meadows Take on Interim Leadership Roles

■ JENNIFER FRUM (Ph.D. 2009) was named interim president of Armstrong State University in Savannah by University System of Georgia Chancellor Steve Wrigley. She assumed that post on July 1, 2017 upon the retirement of President Linda Bleicken and will serve through December 2017.

Frum has served as vice president for public service and outreach at the University of Georgia since 2012. In that role, she oversees UGA's outreach and engagement and economic development efforts throughout the state.

While Frum is at Armstrong State, fellow IHE alumna Laura Meadows (Ed.D. 2013) will serve as interim vice president for public service and outreach. Meadows is director of UGA's Carl Vinson Institute of Government, a unit of the division of public service and outreach.

Eck Serving as Brenau Provost

■ JIM ECK (Ph.D. 1997) began serving as provost and vice president of academic affairs at Brenau University in June. He is a nationally recognized expert on the nexus of professional teaching and meaningful learning in higher education. He previously served as provost at Louisburg College in North Carolina, where he worked since 2010, retaining classroom roles in addition to his administrative duties. Prior to his term at Louisburg, Eck served in various posts at Samford and Rollins universities.



Jim Eck

Morrison Named Notre Dame Assistant Provost

■ JIM MORRISON (Ed.D. 2011) has been named assistant provost for strategic initiatives at Notre Dame. In this capacity, he works closely with the provost, associate provosts, deans, faculty, and Department of Development staff to help direct major multidisciplinary academic initiatives. He is also charged with developing and managing large planning committees of senior staff and faculty, external academic partnerships, and other strategic endeavors for the university.



Jim Morrison

Prior to his appointment as assistant provost, Morrison served as senior director of academic advancement at Notre Dame. Morrison has been at Notre Dame since 2013, when he joined the Office of the Provost as senior advisor. He also has served as executive assistant

to the chancellor at the University of Tennessee, director of strategic planning at the University of Mississippi, and as a higher education management consultant with Huron Consulting Group.

Ford is VP for Student Affairs at Tennessee State

■ TRACEY FORD (Ed.D. 2002) was appointed vice president for student affairs at Tennessee State University in January 2017.



Tracey Ford

She previously served as assistant vice president for academic and student affairs for the University of North Carolina System, where she oversaw policy issues for student affairs, career services, disability services, campus safety and financial aid. Prior to that, Ford was director of the Center for Academic Excellence at North

Carolina A&T State University.

In addition to her doctorate from IHE, she holds a master's in genetics from Howard University and a bachelor's in biology from Norfolk State University.

Mosley Named COO at Bethune-Cookman

■ ALBERT MOSLEY, who is working on his doctoral degree in IHE's executive Ed.D. program in higher education management, has assumed a position with Bethune-Cookman University in Daytona Beach as executive vice president and chief operating officer.

Mosley previously served as the executive dean and chair of the Council of Deans of the Gammon Theological Seminary at the Interdenominational Theological Center in Atlanta. Prior to Gammon/ITC, he served as the university chaplain and director of the Community Service Center of The Johns Hopkins University.



Albert Mosley

Rosinger is Assistant Professor at Penn State



Kelly Rosinger

■ KELLY ROSINGER (Ph.D. 2015) assumed a faculty position at Penn State University this fall. She is an assistant professor in the Department of Education Policy Studies and also serves as a research associate in the Center for the Study of Higher Education. Additionally, she continues as an affiliate with the Nudge 4 Solutions Lab at the University of Virginia, where she served as a postdoctoral fellow.

While earning her doctoral degree, she was named a Zell and Shirley Miller Graduate Fellow, an award given to IHE students with outstanding scholarly potential. ■

Alumni: We want to hear from you! Please let us know about job changes, awards and honors, and other news that we can share with the IHE community. Email ihe@uga.edu.

Webber and Canché Receive SAIR Best Paper Award

■ A PAPER COAUTHORED BY IHE faculty members Karen Webber and Manuel González Canché was selected by the board of the Southern Association for Institutional Research (SAIR) as the Best Paper winner for 2016.

The paper, entitled “Is There a Gendered Path to Tenure?: Examining the Academic Trajectories of US Doctoral Recipients,” was also accepted for presentation at the 2017 Association for Institutional Research Forum held May 30-June 2 in Washington, D.C. The co-authors received travel grants to assist with costs of traveling to the forum.

The paper uses 2003 to 2013 data from the Survey of Doctorate Recipients to examine individual, institutional and early employment factors that contribute to career paths of recent doctorates who enter postsecondary academic appointments.

Their findings showed some noteworthy differences by gender, including lower salary and longer time to degree for women, but overall results indicate no comprehensive evidence of a gendered path to tenure during the first decade after degree completion. Scholarly publications and activities completed, such as research



Karen Webber and Manuel González Canché

and a postdoctoral appointment in early years following degree completion, were the most important contributors for both men and women, they found.

The paper discusses implications for policy and planning.

Webber is an associate professor at IHE, who previously served as director of institutional research and interim associate provost for institutional effectiveness at UGA. Her primary research interests are the assessment of academic, cognitive and psychosocial growth of college students, with additional interests in gender studies and higher education data management.

González Canché, an assistant professor at IHE when the paper was written, has accepted a faculty position at the University of Pennsylvania starting this fall.

Their findings showed some noteworthy differences by gender... but overall results indicate no comprehensive evidence of a gendered path to tenure during the first decade after degree completion.

Rubin Named AERA Congressional Fellow

■ PAUL RUBIN (Ph.D. 2017) is one of four scholars chosen by the American Educational Research Association as an AERA Congressional Fellow for 2017-18. The fellows will spend a year in Washington, D.C., starting in September. They will work on the staff of a member of Congress or a congressional committee, and use their research expertise to inform policy.

While earning his doctoral degree, Rubin served as a project manager and lead graduate researcher at IHE. His higher education policy research focuses on federal financial aid policies, institutional test-optional admissions policies, and state-level policies designed to impact college completion.

“We are pleased these talented scholars will be contributing to the effective use of scientific knowledge about education in the formation of public policy,” said AERA Executive Director Felice J. Levine.

The AERA Congressional Fellowship Program is now in its second year, having launched in 2016-17. AERA is the largest national

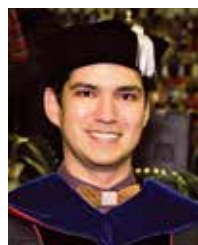
interdisciplinary research association devoted to the scientific study of education and learning.

Kramer Selected for Federal Fellowship

■ DENNIS KRAMER (Ph.D. 2014), co-director of the Institute of Higher Education at the University of Florida College of Education, has been selected as a fellow to the federal Office of Evaluation Sciences (OES) for 2017-2018. He joins an interdisciplinary team of fellows and applied researchers from universities, government agencies and research organizations to improve the way the government serves the public.

Kramer will spend the upcoming academic year through the summer of 2018 in Washington, D.C., conducting research. While projects are not solidified yet, Kramer expects his work to focus on federal student aid and strengthening links between federal programs in education, housing and health.

“As an OES fellow, I will have the opportunity to translate research



Paul Rubin



Dennis Kramer

into policy on a national level,” said Kramer, who also is an assistant professor of education policy at UF. “Working with OES will allow me to collaborate with some of the most talented scholars from a variety of disciplines. The work of OES fellows is truly making a difference in the delivery of essential services with federal programs.”

Brajkovic Receives Honorable Mention in Best Dissertation Award Competition

■ IHE ALUMNA LUCIA BRAJKOVIC (Ph.D. 2015) received Honorable Mention in the 2017 Best Dissertation Award competition established by the Comparative and International Education Society’s Higher Education Special Interest Group.



Lucia Brajkovic

She was presented with the award in March at the CIES HESIG business meeting in Atlanta. Brajkovic, who is from Croatia and earned a degree from the University of Zagreb, received a Fulbright Fellowship to come to the University of Georgia to further her education. As a doctoral student at IHE, she was named a Zell and Shirley Miller Fellow and also worked as a graduate research assistant at the Carl Vinson Institute of Government.

Her dissertation focused on higher education systems in post-transition countries of central and eastern Europe.

“Being a Ph.D. student at IHE was one of the most rewarding experiences of my life,” says Brajkovic. “I am grateful to Drs. Slaughter, Hearn and Ness for all their help and support. They were great mentors throughout the whole dissertation process.”

Since leaving IHE, Brajkovic has worked as a senior research associate with the American Council on Education’s Center for Internationalization and Global Engagement.

Ph.D. Student is PI for Project Funded by New UGA Seed Grant Program

■ DAVID TANNER, associate director and assistant public service faculty in the Carl Vinson Institute of Government and a Ph.D. student in the Institute of Higher Education, is the principal investigator on a research project that has been selected to receive an award through a new interdisciplinary seed grant program announced by University of Georgia President Jere Morehead in his 2017 State of the University address.



David Tanner

IHE faculty member Karen Webber serves as co-PI, along with Timothy Burg, Office of STEM Education in the College of Veterinary Medicine, and Greg Wilson, also with the Vinson Institute in the Workforce Development Technical Assistance Program. Their project is titled “Enlisting the help of businesses in the expansion of America’s STEM workforce.” The research team began work this summer to develop a business engagement index for high schools and colleges in Georgia.

The team is one of 12 at the University of Georgia selected to receive an award. More than 150 faculty teams submitted research proposals to this competitive program.

Blanchard Receives LSU Award and Tenure

■ JOY BLANCHARD (Ph.D. 2008) received the Rising Faculty Research Award from the Office of Academic Affairs at Louisiana State University for her outstanding record of scholarship and published research. She also received promotion to associate professor and tenure at LSU beginning fall 2017.



Joy Blanchard

Blanchard joined LSU in 2015 from Florida International University, where she was an assistant professor of higher education. She has taught courses on law and higher education, athletics in higher education, women in higher education, student development theory, and many more. Her research focuses on higher education law, primarily issues related to intercollegiate athletics, negligence liability, and faculty life. Blanchard serves on the board of directors of the Education Law Association, as well as on the editorial board of several scholarly journals, including *Journal of Student Affairs Research and Practice*.

IHE Director Appointed to UGA Task Force on Student Learning and Success

■ IHE DIRECTOR LIBBY MORRIS was one of 20 faculty members and administrators appointed to a University of Georgia Task Force on Student Learning and Success announced by President Jere Morehead in his 2017 State of the University address.



Libby Morris

Members of the working group have been charged with taking a fresh look at the university’s undergraduate learning environment to identify opportunities “to further enhance the rigorous educational experience for our students—inside and outside the classroom—and to strengthen the vital bridge between our academic programs and other student learning opportunities,” Morehead said.

Dortch Serving on UGA Alumni Association Board of Directors

■ “TRIPLE DOG” COREY DORTCH, who holds three degrees from the University of Georgia, including a Ph.D. from the Institute of Higher Education earned in 2011, is one of 32 alumni named to the board of directors of the UGA Alumni Association for 2017-18. The board of directors serves in an advisory capacity to promote, support and advance the programs and services provided by the UGA Alumni Association to the UGA community.



Corey Dortch

Dortch currently lives in Atlanta and is director of MBA programs at Emory University’s Goizueta Business School. The recipient of numerous awards and honors during his college career and beyond, Dortch was named as one of the 40 Under 40 class of 2012 by the UGA Alumni Association. ■

Meeting the Movers & Shakers

A trip to Washington, D.C., gives doctoral students insights into the challenges of higher education policymaking.



Jon Turk (Ph.D. 2016)

ACE Center for Policy Research and Strategy

Lucia Brajkovic (Ph.D. 2015)

ACE Center for International and Global Engagement

Paul Rubin (Ph.D. 2017)

AERA Congressional Fellow

Phil Wilkinson (Ph.D. student)

ACE Graduate Research Associate

Jason Lee (Ph.D. student)

The College Board (intern, summer 2016)

Rebecca Perdomo (Ph.D. student)

Hispanic Association of Colleges and Universities (intern, summer 2017)

Isaiah O'Rear (M.Ed. 2012)

U.S. Department of Education

WHEN IHE DIRECTOR LIBBY MORRIS traveled to Washington, D.C., this past year to meet with alumni in the area, she came away with an idea. IHE students in the Ph.D. program needed an opportunity to visit the nation's capital. "Some of our students are likely to work in Washington or do research that requires an understanding of the D.C.-based organizations and agencies who work on higher education policies," she says. "So it seemed that such a trip would be very beneficial to them."

The idea began to take shape when Morris met with Jonathan Turk, a senior policy research analyst for the American Council on Education's Center for Policy Research and Strategy.

Turk, who earned a Ph.D. from IHE in 2016, serves as ACE's lead quantitative researcher and is responsible for providing policy analysis and research support for its Division of Government and Public Affairs and for advising the U.S. Department of Education on postsecondary data collection efforts. He encouraged Morris to set a plan in motion.

Back in Athens, she began talking with IHE Associate Professor and Graduate Coordinator Erik Ness, who was soon enlisted to lead the trip. Ness has taught courses on state-level higher education policies where he took students to Atlanta for the day to meet with state agencies and government officials and agreed that a week-long excursion to the nation's capital would be similarly productive for seeing how things work at the federal level.

The next step in the planning was to meet with staff in the University of Georgia's Office of Government Relations and with Don DeMaria, director of UGA's Washington Semester Program for undergraduate students who has worked closely with IHE on several projects, for assistance with arrangements.

"Since our trip was going to be brief, I wanted to try to get a balance of Capitol Hill experiences," says Ness, "and to include meetings with both higher education agencies and the government officials and politicians they deal with."

With the itinerary set and eight graduate students on board, the group headed to D.C. in early May.



"We started with a visit to ACE, since it is such an umbrella agency and its mission is so broad," says Ness. "We felt like we really got an inside look at ACE's Division of Government and Public Affairs, thanks to Jon Turk."

The group also visited the Institute for Higher Education Policy, a nonpartisan, nonprofit organization committed to equal opportunity for all students. The institute develops policy- and practice-oriented research to guide policymakers and education leaders.

"IHEP is a well-regarded agency," says Ness, "and we had a good meeting with their staff, who are respected professionals in the fields of public policy and research."

Additionally, the group met with senior officials at the Council of Independent Colleges, the American Association of State Colleges and Universities, and the Association of Public and Land-grant Universities.

Mixed in with these visits, the students spent time at the U.S. House and Senate office buildings, where they met with Georgia Senator Johnny Isakson's legislative assistant and toured the Library of Congress.

That day also included a meeting with Thomas Brock, commissioner of the Institute of Education Sciences, the research entity of the U.S. Department of Education, and sessions with Kathy Valle, policy advisor

Above: Karley Riffe shoots a selfie with Erik Ness, fellow students and the Washington Monument.

Inset: The group takes in a Nationals game with IHE alumna Tiffanie Spencer and her sister.

Below: Shuttling from Sen. Isakson's office to the Capitol.



(minority party) for the House Education and Workforce Committee, and with Bobby McMillin, general counsel (majority party) for the Senate Committee on Health, Education, Labor and Pensions.

"It was interesting to be visiting early in a new administration," says Ness. "It's clear the policy-making process has been disrupted. Things are different, and there is uncertainty over what that means."

The students, for their part, told Ness that the trip gave them a better appreciation of the current environment in Washington and how education associations are dealing with competing priorities.

"Being there, we could really see these organizations come to life," said Noble Jones, who found connections with the work he does as a graduate research assistant with UGA's Carl Vinson Institute of Government.

Rachel Burns, whose main interest is in research, said she felt the trip was important to understand the context in which research is used.

Nathan Moore noted the "deep gap" of knowledge between education researchers, who focus on particular topics, and Congressional staff, who are responsible for handling many disparate issues. "There is a real need for good data," he said, "and for good rigorous research, like we conduct at IHE. ■"

Exploring the Nuances of Faculty Satisfaction

A mixed-methods study provides an opportunity to better understand faculty satisfaction and how it differs by type of institution.

By Karen Webber

IHE Associate Professor

HIGHER EDUCATION in the U.S. has experienced some major organizational shifts in the past decade primarily due to reduced financial support. Now climbing out of the economic recession of 2008, we see levels of support returning to higher education, yet state and federal support of public education is a far cry from pre-2008 levels.

A number of cost-saving measures have been implemented by institutions, including organizational shifts to more part-time, non-tenure track and other contingent faculty appointments. The shift in academic personnel has important implications for teaching, research, and service and can affect perceptions of the institutional culture and faculty satisfaction.

Academic scholars are drawn to the professoriate because of their desire to seek and produce new knowledge, to engage with students in the classroom, and to be involved in community engagement. Economic constrictions of the past decade resulting in workforce reductions, little or no cost of living salary increases, and/or work furloughs have lowered morale and may prompt faculty members to leave their place of employment. Although some scholars purport a limited or spurious relationship between satisfaction and performance (e.g., Bowling, 2007; Iaffaldano & Muchinsky, 1985), others have found a strong causal relationship (Ostroff, 1992; Schwab & Cummings, 1970). The mixed findings call for additional study of this important topic.

In 2016, I received a research grant from the TIAA Research Institute to examine satisfaction of today's faculty members. I am wrapping up data analysis and have begun the detailed report that will share my findings, but this report provides a brief summary of the findings.

Broadly, this study has given me the opportunity to seek a better understanding of faculty members satisfaction and how it differs by type of institution. This mixed-methods study examines recent survey data (COACHE, described next page), followed by interviews with a sample of faculty members to explore issues

of satisfaction and intent to leave the profession. Some previous studies on this topic indicated differences in satisfaction by type of postsecondary institution, so I wanted to focus on this aspect specifically. Questions for this study included:

- In what ways are today's faculty members satisfied with their work?
- Are there differences in satisfaction by salary, gender, race, age, tenure status, level of institution (research universities, doctoral, master's, baccalaureate colleges) and individual perceptions of fit in their campus environment?
- Have faculty members considered leaving the academic profession and if so, why? Does their satisfaction with their environment and institution's mission contribute to their intent to leave?
- Are there policies (such as retirement benefits, work-life balance, discrepancies in teaching versus research, or state-level policies that affect them in their institutional setting) that faculty members would like to see changed and if so, what changes do they suggest?

Upon receipt of the grant in fall 2016, I examined post-hoc data received with permission from the *Collaborative on Academic Careers in Higher Education*

At a broad level, survey respondents employed at private institutions reported higher satisfaction than peers at public institutions.

(COACHE). This quantitative survey data enabled me to obtain an understanding of work satisfaction for approximately 30,000 respondents from about 100 colleges and universities in 2011-2012 through 2013-2014.

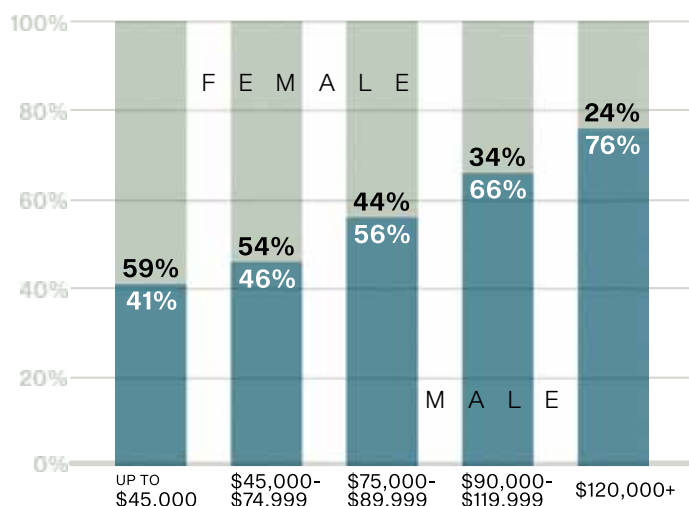
From the analysis of COACHE survey data, the majority of respondents said they were satisfied, and results showed mean scores for overall satisfaction and agreement with their department as "being a good place to work." Despite overall general satisfaction, respondents did not report complete agreement, and while there were some similarities for academics across institution types and sector, findings showed some interesting differences.

At a broad level, survey respondents employed at private institutions reported higher satisfaction than peers at public institutions and faculty respondents at baccalaureate institutions reported higher overall satisfaction than peers at master's, doctoral, and research universities. Shown in Figure 1, women faculty reported lower salaries, particularly in the categories of \$75,000 and above, but as shown in Figure 2, women did not report lower satisfaction than male peers. Additional findings are included in the full report that is currently being prepared.

In late fall 2016 through early spring 2017, a doctoral research assistant and I completed individual inter-

FIGURE 1

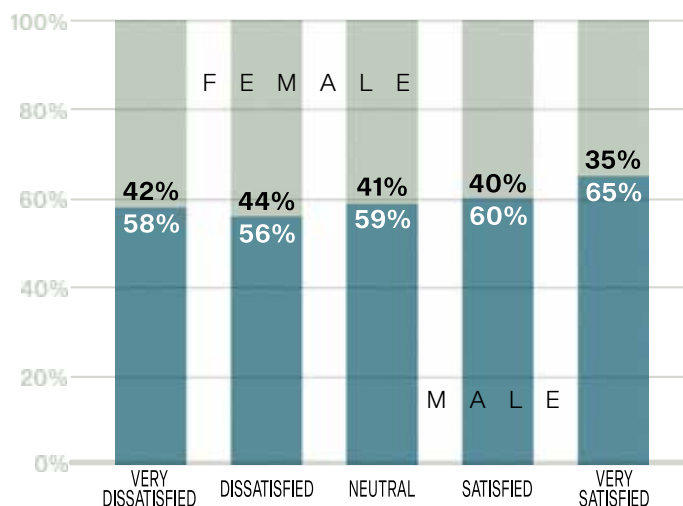
Annual salary by gender



Source: Webber study, COACHE data

FIGURE 2

Satisfaction with salary by gender



views with 42 faculty members at six four-year colleges and universities. Some of the interviews were completed in person, some via telephone, and others via Skype. Transcripts were completed for each interview and are now being fully analyzed and summarized. Preliminary findings show one prominent overarching consensus: the majority of participants expressed overall satisfaction with their faculty role. Further preliminary results show that some issues mentioned by interviewees were fairly similar across institution types, while other concerns varied by institution type.

GENERALLY across all institution types, four themes emerged in the faculty interviews: 1) autonomy plays a large role in job satisfaction; 2) many desired higher salary but generally salary had little impact on overall satisfaction; 3) participants were critical of their employer or recent changes in higher education despite high levels of satisfaction; and 4) having a family was identified as an added encumbrance to a successful career in academia.

Although there were similarities among participants interviewed, differences in satisfaction emerged by institution type, roughly along three categories: 1) sense of belonging, 2) work expectations, and 3) perceptions of power and politics. Further detail follows on these categories.

1. Sense of Belonging. Comments related to sense of belonging focused on institutional, community, and regional fit, as well as the connection individuals felt with the institution where they work. This category included participants who were collaborating and engaging with colleagues at an institution that shared their values. Interviewees at baccalaureate and master's institutions particularly valued colleagues and identified this theme more frequently than participants at doctoral and research institutions.

While interacting with colleagues was a strong factor in participants' satisfaction, individualized mentoring was mentioned by many, seeming to impact job satisfaction significantly. Based on comments, mentoring programs may have increased in recent years, as assistant professors described more focus on mentoring and more detailed mentoring programs than full professor participants who said they received little or no mentoring at that stage in their careers unless they sought it out themselves.

2. Work Expectations. This category includes expecta-

Preliminary findings show one prominent overarching consensus: the majority of participants expressed overall satisfaction with their faculty role.

tions from employers, ability to balance work realities with outside life, and navigating the promotion and tenure process. In addition, many participants articulated frustration and dissatisfaction with increasing levels of bureaucracy at their institutions. Of the three topical theme categories, comments on work expectations varied the most by institutional type.

Perhaps the most distinct indicator was for those at baccalaureate institutions, where participants articulated a unique relationship with work-life balance. For some participants, the college encroached on their personal life in unhealthy ways. For others, a baccalaureate institution was their choice due to the less distinct lines between work and life.

For participants seeking less separation between work and life, they often purchased homes near campus so that they could balance work and personal life with ease. In addition, faculty often noted that they enjoyed hosting students and other faculty in their homes adjacent to campus. Easily maneuvering between personal life and work was not as evident in comments from interviewees at other institutional types where separation between work and life was preferred.

Similar to participants at master's institutions, interviewees at doctoral institutions struggled with the overall workload, but voiced their work as manageable and said that they were able to find balance. Unlike participants at baccalaureate institutions, faculty at doctoral institutions desired a distinct separation between work and life, and appreciated that their positions allowed them flexibility to manage the work/life balance in a way that worked for them.

3. Politics and Power. The third topical category included perceptions of power and politics. Themes that make up this category included views on privilege and oppression, the level of voice or agency that participants felt they had at their institution, perceptions of institutional leadership, and the impact of state and national politics. Comments related to politics and power were most frequent from interviewees at baccalaureate institutions, and some statements related to the perceived burden placed on those from marginalized groups to work against oppressive systems and a feeling of responsibility for mentoring and supporting students of color.

In addition, participants at all four institutional types commented on ways in which they felt their voice mattered or that they could impact positive change on campus. However, some participants at research universities said that they felt they had little agency or voice in decision making, seeming to have less trust in faculty

governance processes at their institution.

Comments on state and/or national politics were most often heard from faculty interviewees at master's and doctoral institutions. It is quite possible that the skewed responses have little to do with the institution type and instead are due to local, regional, or state pol-

itics impacting the institutions included in this study. It is important to note that none of the semi-structured interview questions asked about politics, yet on 25 separate occasions, participants expressed their concern regarding the ways in which politics were impacting their satisfaction.

CONTINUED >

Some Responses from Faculty Interviews

POSITIVE COMMENTS

"I really like working with undergraduates. I love watching the light bulb come on...."

"My colleagues are exceptional. It's the best working environment I've ever had. Fellow faculty here at this university have been second to none. They've been good friends, colleagues...that's been very satisfying."

"I have a really great work-life balance and that impacts positively. That was...one of the major reasons why I chose the smaller college setting"

"The mentoring has been an important piece and has impacted my satisfaction and made me feel more satisfied here..."

"...I had a student over the weekend come to me and ask me for help on her cover letter and then she just was like 'oh I took all of your suggestions—thank you so much'... those kind of things are really rewarding to me. I really feel like I've been able to have an impact."

"[Balance] has a huge effect on my overall satisfaction. And, part of why I'm still happy is that I've been really protective of the life side."

NEGATIVE COMMENTS

"[The institution] did not have any maternity leave when I arrived. We now do. We still do not have sufficient child care. ...I think the best thing that they could do to improve life on campus would be to have a more robust parental leave policy and more adequate and accessible child care."

"There's a lot of administrative kind of busy work. It's necessary, but it's time consuming and not very fulfilling."

"I am concerned about junior faculty because I think our expectations have increased both on research and teaching."

"Honestly, I have a mentor assigned to me... but he teaches the full load and he works like crazy and he is so busy that we met twice... I had no mentoring whatsoever..."

"The faculty have been grappling a lot with committee work and time spent on committee work and I think everybody agrees that we spend too much—there are too many committees and we spend too much time in meetings."

"Probably the least satisfying thing, especially when you're early in your career, is just not having enough time to do it all and do it all the way that you want."

Thoughts for the Future

ATTENTION TO FACULTY member satisfaction is important to ensure vibrant academic citizens who remain dedicated to their research and engagement with students. Because they serve as role models and mentors for students who will be future leaders in society, it is especially important to understand faculty roles and how those positions can be strengthened.

Preliminary results in this study illuminate factors that contribute to satisfaction of today's faculty, and results show that the institution's culture is important. Some faculty members seek and found a good fit in smaller institutions that emphasize teaching and individual work with undergraduate students, while others found a comfortable and satisfying career in a larger institution that offered different work expectations and some different benefits.

The interviews with faculty members did not fully explain the survey findings on significant differences in annual salary by gender but no differences in satisfaction with salary by gender. Perhaps women faculty are socialized to not expect too much, or define satisfaction through measures other than salary. Perhaps both men and women faculty on the whole have the acute ability to see and experience discrepancies, but consciously choose to prioritize issues, knowing that no work environment can be perfect in all ways (perhaps salary is lower in priority compared to other benefits such as flexibility, positive relationships with peers, involvement in institutional governance).

Mindful of Birnbaum's (1988) and Morphew's (2009) positions that postsecondary institutions are and should be diverse, today's institution leaders should be aware of the unique features of each campus, the impact of institutional culture, and how the campus milieu affects faculty member choice to enter, stay or leave. Especially among faculty members with a longer tenure, institutional "striving" (O'Meara, 2007) may shift perceptions of the campus culture (Gonzales, 2014), sometimes with positive outcomes and sometimes not.

Overall, the majority of respondents in both the quantitative survey analysis and the qualitative interviews in this study said they were satisfied with their faculty work. Most individuals had reasonably high overall satisfaction with their institution and their department. Despite overall general satisfaction, respondents did not report complete agreement and did not hesitate to share their concerns.

I am mindful that many of the interviews were completed soon after the national presidential election in

Because they serve as role models and mentors for students who will be future leaders in society, it is especially important to understand faculty roles and how those positions can be strengthened.

November 2016, and emotions may have been high. These faculty members may have been unsure of changes that are in store for U.S. higher education.

Findings reported here are preliminary and I am now working to further detail the faculty interviews and then develop a full paper that synthesizes the quantitative and qualitative dimensions. I'm appreciative of the access to restricted national survey data and for the grant from the TIAA Research Institute that supported this work. I hope to finalize the report in early 2018. ■

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KAREN WEBBER

KAREN WEBBER is associate professor in the Institute of Higher Education. She holds her Ph.D. from the University of Maryland, College Park. Prior to joining the IHE faculty on a full-time basis, she served as director of the Office of Institutional Research and interim associate provost for institutional effectiveness at the University of Georgia. Webber came to UGA in 2003, following a 15-year tenure in the Office of Institutional Research & Planning at the University of Delaware.

Webber has published research on a number of issues related to institutional effectiveness in higher education including faculty roles and work productivity, graduate education, gender equity in higher education, undergraduate research, and capacity building in institutional research. She collaborates with colleagues around the world on institutional research, decision support, and academic planning in higher education, and travels to other countries to assist with improvements in higher education. Recent visits have included Croatia, South Africa, and the United Kingdom.

Webber co-edited a book published in 2015 titled *Institutional Research and Planning in Higher Education: Global Contexts and Themes*. The book explores the impact of globalization, changes in student demographics, new technologies, and market forces on



strategic planning and the nature of institutional research and decision support in higher education. Webber edited a subsequent book, currently in press and due out in early 2018 with Springer Press entitled *Building Capacity in Institutional Research and Decision Support in Higher Education*. The book examines the relevant roles, skills, and knowledge needed to build the institutional research capacity across the higher education sector globally.

Webber is active in national and regional professional organizations including the Association for Institutional Research, the Association for the Study of Higher

Education, and the Society for College and University Planning. She was president of the North East Association for Institutional Research (1998-99) and received the NEAIR Distinguished Service Award in 2004. Through 2009, she served as chair of AIR's Professional Development Services Committee, has previously served on the Membership and Nomination committees, and is a faculty member in the annual AIR Foundations Institute. In 2016, she was presented a distinguished service award for exceptional contributions to SCUP at the international conference held in Vancouver.

Executive Ed.D. Program in High Gear

As one cohort nears the finish line, recruitment for the next is under way.



FOR THE MEMBERS OF COHORT 4 of IHE's executive Ed.D. program in higher education management, the finish line is in sight. With most of their class work and two international trips behind them, the focus is on finishing their dissertations and earning that degree.

The two-year program, which the group started in January 2016, has been demanding, but worthwhile.

"I've been an administrator for many years," says current student Jeff Stein, who has served in a variety of roles at Elon University, "but I always felt I was sort of missing this credential. And more than the credential, the experience around it."

Expressly designed for working professionals, the executive Ed.D. program allows cohort members to pursue their doctorate without pause from a full-time career. Like Stein, most of the group holds an administrative position in higher education. But their backgrounds and experiences are diverse. Many entered the program with an MBA or MPA, but there is also an MEd and MPH in the group, plus one student with a Master of Sacred Theology *and* a Master of Divinity.

Now in their second year of Thursday-Sunday classes conducted at an executive education center in Atlanta, the students have also experienced week-long summer sessions abroad: in the Netherlands last year and China this year.

Former University of Georgia President Charles Knapp serves as director of the executive Ed.D. program. "International study is one of the unique aspects of the doctoral program and gives Ed.D. students the opportunity to further develop their global view of higher education," he says.

For many, the China trip—which included visits to Peking, Tsinghua and Beijing Normal universities in Beijing and to East China Normal University and Shanghai Jiao Tong University in Shanghai—was a highlight of the program. Among the enthusiastic post-trip evaluations:

"The trip to China was enlightening and informative."

"Excellent learning experience and critical visit to develop a comparative higher education world view."

"This was an adventure and great learning experience."

A major reason for the success of the trip was IHE's ongoing collaboration with



Haixia Xu, a research fellow at the National Center for Education Development Research of China's National Ministry of Education, who earned her Ph.D. from the institute in 2009 and returned for a six-month visit last spring (see page 21).

"Through our seminars in Beijing and Shanghai our students examine universities that vary in scope and mission," says Leslie Gordon, associate director of the executive Ed.D. program. "We are fortunate to have the close relationship with Dr. Xu that allows us access to such a range of institutions."

At the various university visits, cohort members heard presentations from faculty on topics ranging from "National Strategies to Build World-Class Universities" to "Internationalization of Chinese Higher Education." "I appreciated that all of the presentations gave me a little Chinese history that left me far more informed about and impressed with how the country has developed," commented one cohort member.

As the current cohort nears completion of the dissertation, recruitment is under way for Cohort 5. That group will begin classes in January 2018.

To provide perspectives on the program, current students and alumni were interviewed recently for a new video that can be accessed from the IHE website. The video also includes comments from program administrators and faculty. A brochure with further details about the program can be viewed or downloaded online. ■

Besides visiting universities in Beijing and Shanghai, the cohort toured such famous sites as the Great Wall, the Summer Palace, and the Forbidden City.



Making a Measureable Difference

The Georgia College Advising Corps helps high school students realize their college dreams.

GCAC 2017-2018 PARTNER HIGH SCHOOLS

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

THE GEORGIA COLLEGE ADVISING CORPS—an outreach program of the Institute of Higher Education—is beginning its ninth year of sending recent college graduates into high schools in targeted communities to help low-income, first-generation, and underrepresented minority students get to college.

From a modest beginning of placing four advisers in four high schools, the program has grown this year to 20 advisers in 15 schools.

Since many of the advisers are first-generation college students themselves, they have a unique understanding of the challenges facing the students they work with, and they are trained to help with college searches and the nitty-gritty work of completing admissions and financial aid applications.

“GCAC advisers understand that it’s not necessarily a lack of effort that keeps students from pursuing a college degree,” says Yabrah Peeples, an IHE alumna and director of the program. “Often it’s a lack of information and guidance on how to prepare for and apply to college.”

The need for assistance is great, given the staggering workload of most high school counselors. The American School Counselor Association recommends a maximum student-counselor ratio of 250:1, but only three states meet that number. According to the most recent public data, the national average is 482:1; in Georgia, it’s 490:1.

An article in *Washington Monthly* notes that statewide ratio numbers alone understate the severity of the problem by concealing disparities between rich districts and poor districts. Additionally, counselors in schools that serve disadvantaged students have more issues to deal with, including violence, hunger and homelessness. So students who are most likely to need assistance with the college admission process are the ones least likely to get it.

That’s where GCAC—a state offshoot of the national College Advising Corps—comes in. GCAC advisers supplement existing counseling staff and focus strictly on postsecondary advising.

“In the past school year, our advisers continued to make tremendous contributions to the students and schools they serve,” says Peeples, who started working with GCAC while still a graduate student at IHE and became director after earning



UGA President
Jere Morehead with
the 2017-18 GCAC
advisers.

her Ph.D. in 2012. “Our partner schools increased financial aid applications among their students by an average of 6 percent, with some schools seeing increases over 15 percent. We have seen college enrollment increase by an average of 2 percent, with some schools increasing as much as 13 percent.”

As the 2017-18 school year got under way, advisers quickly started working with students to make sure they registered for SAT or ACT tests and helped students identify target, safety and “reach” colleges so they can begin the application process.

“Our advisers offer one-on-one help to students who are less likely to have friends or family members who have navigated the complicated world of college admissions and financial aid,” says Peeples. “And because advisers are close in age and background to the high school students, they serve as positive role models.”

GCAC advisers offer moral as well as practical support—and form bonds of friendship with many of the students they work with.

“I love Ms. Simpson so much,” says Michaela Freeman, a 2017 graduate of Cedar Shoals High School, speaking of GCAC adviser Ashley Simpson. “She helped me with everything from financial aid to applying to school. I got accepted to Kennesaw State University, which was my first choice! I think the Georgia College Advising Corps is a great program.”

Cedar Shoals, located in Athens, was added to the list of GCAC partner high schools in 2016-17. Clarke Central,

Advisers are recruited to serve for two years and go through an intensive summer training program that includes tours of a variety of colleges in Georgia.

the other public high school in Clarke County where the University of Georgia is located, was one of the original four GCAC schools.

For 2017-18, Heritage High School in Conyers became the latest partner school. GCAC now serves all three of the public high schools in Rockdale County.

Advisers are recruited to serve for two years and go through an intensive summer training program that includes tours of a variety of colleges in Georgia, including public and private schools, technical schools and HBCUs.

“Our advisers have asked hundreds of questions and gained a wealth of knowledge that they will use to help students select, apply for and afford higher education,” says Peeples. “During their summer training and also in-service training during the year at IHE, they learn from guest speakers and each other.”

GCAC advisers also have the opportunity to attend an annual adviser summit in Washington, D.C., sponsored by the national College Advising Corps. A group that attended the summit last January got to hear a panel discussion that included GCAC alum Ryan Carty. Carty, who served in the first group of GCAC advisers, now works as a sales recruiter for TEGNA media company in D.C.

Current GCAC adviser Janai Raphael has been selected as one of 18 Data and Policy Fellows with the College Advising Corps. She will complete a year-long research project and participate in a series of professional >

development sessions designed to enhance her research skills while she serves as a GCAC adviser at Maynard H. Jackson High School in Atlanta.

"This is a wonderful honor for Janai and is indicative of the quality of the advisers that we are able to recruit to participate in GCAC," says IHE Director Libby Morris, who worked to establish GCAC in 2008 as one of IHE's public service and outreach programs.

Many advisers are inspired to pursue careers as teachers, counselors or admissions officers after completing their service with GCAC. The two-year stint gives them an opportunity to hone their skills as they figure out future graduate school or career plans.

"We are very fortunate to have GCAC based in IHE," says Peebles. "Besides getting to tap into the expertise of our faculty at the institute, we have been fortunate to have wonderful graduate assistants work with our program. Our most recent were Tiffanie Spencer, who is now assistant director for diversity, retention and student services for the College of Education and Social



CAC Fellow
Janai Raphael

Services at the University of Vermont, and Austin Lyke, who finished his master's and is now starting doctoral studies at UCLA."

The new GCAC graduate assistant is Charles Sanchez. A doctoral student from New York, he earned an M.Ed. in higher education administration from the State University of New York, Buffalo, and worked in local public high schools, helping guide students through college applications and the financial aid process. His research interests are in college access, public policy, and retention of underrepresented students.

The GCAC advisers invest energy in the program as well—recently launching a newsletter, a recruitment committee to assist with identifying potential advisers, and a hospitality committee to facilitate internal celebrations, support and self-care.

"I am constantly impressed by all that our advisers are able to accomplish," says Peebles, "and how their commitment to service extends beyond the walls of their schools." ■

BERTIS DOWNS: WHY I GIVE

The Georgia College Advising Corps was initially made possible through a partnership with the Watson-Brown Foundation and the national College Advising Corps. Since then, financial support from other foundations (e.g. Robert W. Woodruff), organizations and individual donors has allowed the program to continue and grow.

BERTIS DOWNS is a dedicated supporter of GCAC. Downs, who has lived in Athens since attending law school at the University of Georgia in the early 80s, is well-known for his service as legal counselor and manager of the iconic band R.E.M. But he's also a parent and community

activist who spends a great deal of time advocating for quality public education.

Downs first learned about GCAC when he read in the local newspaper about GCAC adviser Lawrence Harris' invitation and visit with then-President Obama at the White House. He subsequently wrote an opinion piece for the *Washington Post* about "good ideas" that are proving effective in Athens public schools—among them the placing of a GCAC adviser in Clarke Central High School.

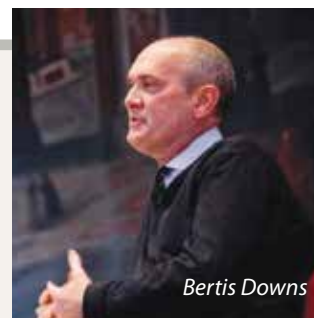
Downs says he sees the idea behind GCAC—and the national College Advising Corps—of using near-peer advisers to assist high school students in getting to college

as an attainable goal. "It just seems so do-able," he says of the program.

He and wife Katherine were involved in raising money locally to support the recent addition of a GCAC adviser at Cedar Shoals High School. They had previously helped raise funds for an adviser at Clarke Central, the other Clarke County public high school.

"We love Clarke Central—our daughters went to school there—but it didn't make sense to have GCAC in just one of our local high schools," he says.

Downs appreciates the difficulties faced by students who are "smart enough to go to college but don't have role



Bertis Downs

models," citing his own story.

"I was a kid who would have been listed as 'at risk,'" he says, "because I was raised by a single mom. But I was involved with Big Brothers and had a mentor who very personally advised me about going to college."

Downs graduated cum laude from Davidson College before going on to law school.

"Everybody's story is different," he says, "but getting a college degree changes lives. It makes you a different person, and it makes a difference for society."

AROUND IHE

An IHE Homecoming for Visiting Scholar Haixia Xu

■ THE INSTITUTE OF HIGHER EDUCATION welcomed back alumna Haixia Xu as a visiting scholar for spring semester 2017. Xu, who earned her Ph.D. from IHE in 2009, is now a research fellow at the National Center for Education Development Research of the Chinese Ministry of Education. NCEDR is charged with providing consultancy to the leadership of the ministry and its various departments on macro-level education policies in China.

Xu returned to IHE on a government grant. Over the course of spring semester, she completed an assigned study on the funding for humanities and social sciences in American higher education, continued working on a study on MOOCs—of which she is principle investigator—and explored critical issues in higher education in both China and the United States.

In addition, she helped plan the itinerary for the week-long visit to China in June by students in IHE's executive Ed.D. program in higher education management (see story on page 16).

"It is an honor to be part of the work in IHE," said Xu, who traveled to Atlanta twice to help prepare Ed.D. students for the trip. "I wanted to make sure they would be well-received on their visit."

Xu said she enjoyed "coming home" to IHE. "The time goes by so fast, especially when you enjoy every day so much," she said in May, as her visit was nearing its end.

While working on her doctoral degree here, she served as a graduate assistant to IHE Director Libby Morris, who also was her major professor.

"I had a very atypical experience as an international student," said Xu, "because at the time I was the only international student in the doctoral program. But everyone was very helpful, caring and supportive."

In the intervening years, she has dedicated time to the study of international higher education, especially trends and strategies of higher education in major countries. She has published, presented and consulted on open and distance education in China and was

invited to serve on a national panel on China's Open University Initiative, contributing to the launch of the first six open universities in China.

In the field of lifelong learning, Xu was a core member of a national project on establishing a learning society in China, and she was



Xu (in orange dress, above) welcomes Ed.D. students to the Chinese Ministry of Education in June, after she spent spring semester as a visiting scholar at IHE (inset).

"I can't thank the institute enough for giving me such wonderful experiences. It has made such a difference in my life as a scholar and a person. I'm very grateful."

co-coordinator of Research Network 4 (National Strategies for Lifelong Learning) of the Asia-Europe Meeting (ASEM) Education and Research Hub for Lifelong Learning.

"We are proud of Dr. Xu's many accomplishments and were delighted to have her spend spring semester with us," said Morris.

Xu said she enjoyed discussing her research with faculty and students and again being part of Meigs Hall activities. "I can't thank the institute enough for giving me such wonderful experiences," she said. "It has made such a difference in my life as a scholar and a person. I'm very grateful." ■

IHE Welcomes New Postdoctoral Fellow Meredith Billings

MEREDITH BILLINGS joined the Institute of Higher Education as a postdoctoral fellow this fall. She earned her doctorate



Meredith Billings

"I was attracted to the diversity and robustness of research activity at IHE," says Billings, "especially since the research

of the IHE faculty aligns well with my research interests on financial aid and state higher education policies."

Her dissertation focused on a new wave of college scholarships called promise programs, which offer free or discounted tuition and fees to all eligible students within specific geographic locations. Using a quasi-experimental research methodology, she examined the impact of nine promise programs in

from the Center for the Study of Higher and Postsecondary Education at the University of Michigan.

Michigan on students' college enrollment, choice, and completion.

Billings says her next research project

focuses on examining promise program recipients in Michigan community colleges and public universities.

Prior to coming to Michigan, Meredith worked as an institutional researcher at Tufts University for three years. She holds a bachelor of science in neuroscience from the College of William and Mary and a master of arts in higher education from the University of Maryland.

Billings says another reason she was attracted to the post-doc position with IHE was the opportunity to teach in the quantitative research methodology sequence.

"I am looking forward to teaching the Quantitative Methodology I course," she says, "and collaborating with faculty on research projects, learning about the higher education state system and higher education policies in Georgia, and getting to know faculty, students, and staff at IHE." ■

Assistant/Associate Professors of Higher Education

The Institute of Higher Education, University of Georgia, invites nominations and applications for two tenure-track Assistant/Associate Professors of Higher Education beginning August 2018. For detailed information on both positions, please visit our web site at <http://ihe.uga.edu>. The candidate will be expected to teach in the Institute's academic programs, advise students, and conduct independent research. Priority will be given to applicants with a history of securing external research funding.

■ **THEORY & QUALITATIVE METHODS:** Assistant/Associate Professor with expertise in social, organizational, or political theory and in qualitative research methods. Preference is for candidates with in-depth preparation in qualitative research methodologies and an established program of scholarly research on postsecondary education. Visit UGA's online hiring site at <https://facultyjobs.uga.edu/postings/2629> (or search for posting #2017_00414F at <https://facultyjobs.uga.edu>) to view full details and to apply for this position.

■ **QUANTITATIVE METHODS:** Assistant/Associate Professor with expertise in advanced quantitative research methods and in critical higher-education issues such as students' postsecondary opportunity and success, the analysis of governmental and institutional policies, and program evaluation and assessment. Preference is for candidates with in-depth preparation in quantitative research methodologies and an established program of scholarly research on postsecondary education. Visit UGA's online hiring site at <https://facultyjobs.uga.edu/postings/2634> (or search for posting #2017_00415F at <https://facultyjobs.uga.edu>) to view full details and to apply for this position.

Review of applications began September 15, 2017 and will continue until the positions are filled. To apply, please submit a letter of interest tailored to the specific position for which you are applying, a curriculum vitae, and the names of three references to the links in the descriptions to the left. For further information, please contact the Institute of Higher Education at ihe@uga.edu.



**Institute of
Higher Education**
UNIVERSITY OF GEORGIA

The University of Georgia is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, gender identity, sexual orientation, or protected veteran status.

INSTITUTE OF HIGHER EDUCATION FELLOWS

IHE FELLOWS hold renewable, three-year appointments to the Institute of Higher Education and support the institute in a wide range of special activities and programs. They come from within the UGA faculty as well as other universities and agencies worldwide.

James Soto Antony

Senior Lecturer on Education
Graduate School of Education
Harvard University

Christopher Cornwell

Professor of Economics
University of Georgia

Angela Bell

Associate Vice Chancellor
Research and Policy Analysis
University System of Georgia

Houston Davis

President
University of Central Arkansas

Elizabeth H. DeBray

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

Mary Lou Frank

Educational Consultant, Adjunct Professor
Brenau University

Ilkka Kauppinen

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

Larry L. Leslie

Distinguished Visiting Professor of Higher
Education, Institute of Higher Education

David Mustard

Professor of Economics
University of Georgia

Michael K. McLendon

Dean of the College of Education
Baylor University

James T. Minor

Senior Strategist for Academic Success and
Inclusive Excellence
The California State University, Chancellor's Office

Brian Noland

President
East Tennessee State University

Kenneth E. Redd

Director of Research and Policy Analysis
National Association of College and
University Business Officers (NACUBO)

Linda Renzulli

Professor and Dept. Chair, Sociology
Purdue University

Edward G. Simpson Jr.

Distinguished Public Service Fellow Emeritus
University of Georgia

Randy L. Swing

Higher Education Consultant

C. Edward Watson

Associate Vice President for Quality, Advocacy,
and LEAP Initiatives
Association of American Colleges and
Universities

Meihua Zhai

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

Meet the New IHE Students

**New M.Ed. Students**

The incoming
M.Ed. students are
(left to right)
Alex Cassell,
Alexis Szelwach,
Candice Peters, and
Narke Norton.

**New Ph.D. Students**

The students who
began the Ph.D.
program this fall are
(left to right, front
row) Susan Belmonte,
Erin Leach, Adrianna
Gonzalez, (back row)
Stephen Mayfield, Sean
Baser, Seth Porter,
Derek Finke. Rebecca
Perdomo and William
Richardson missed the
photo opp.

Seminars and Meetings Address Higher Education Issues

THROUGHOUT THE ACADEMIC YEAR, IHE students are invited to attend Educational Policy Seminars and brown bag sessions with leading experts in higher education from around the country. Additionally, separate student meetings were arranged with every scholar visiting campus, including several IHE alumni. These professional development meetings give students opportunities for open discussion on career goals and various aspects of working in the field of higher education.

■ **Educational Policy Seminar** | September 9, 2016
Bradley Curs, *Associate Professor, Department of Educational Leadership and Policy Analysis, University of Missouri*
“Crowded Out? The Implications of Nonresident Enrollment Growth on Enrollment for Resident Students at Public Universities”



Bradley Curs



Ann Austin



Erin Leahey

■ **Student Meeting** | November 28, 2016
Sue Henderson, *President of the New Jersey City University*

■ **Educational Policy Seminar** | December 2, 2016
Erin Leahey, *Professor of Sociology, University of Arizona*
“Prominent but Less Productive: The Impact of Interdisciplinarity on Scientists’ Research”

■ **Educational Policy Seminar** | January 19, 2017
Shouping Hu, *Louis W. and Elizabeth N. Bender Endowed Professor and Director of the Center for Postsecondary Success, Florida State University*
“Studying Florida’s Developmental Educational Redesign”

“Amazing Student” Jason Lee

DOCTORAL STUDENT JASON LEE was featured on the University of Georgia website on Sept. 11, 2016, as UGA’s weekly “Amazing Student” selection. Lee responded to a series of questions that included his favorite place to study on campus, craziest thing he has ever done, and why he chose to attend UGA. Read his answers here: <http://www.uga.edu/amazing/profile/lee-jason/>.



■ **Brown Bag Seminar** | February 10, 2017
Ellen Bara Stolzenberg, *Assistant Director for Research, Higher Education Research Institute, UCLA*
“HERI: National Surveys, Data Access & Research Opportunities.”

■ **Brown Bag Seminar** | April 14, 2017
Jonathan Smith, *Associate Professor of Economics, Andrew Young School of Policy Studies, Georgia State University*
“CLEP Me Out of Here: the Impact of Prior Learning Assessments on College Completion”

■ **Student Meeting** | May 18-19, 2017
Sarah Goldrick-Rab, *Professor of Policy, Organizational & Leadership Studies, Temple University*
Met with IHE students during the Embark Georgia Leadership Conference at the Georgia Center for Continuing Education

■ **Brown Bag Seminar** | May 22, 2017
Ann Austin, *Associate Dean for Research, Department of Educational Administration, Michigan State University*
“Organizational Change”

■ **Student Meeting** | May 25, 2017
Claire Major, *Professor of Education and chair, Department of Educational Leadership, University of Alabama*

2017 McBee Lecturer Discusses Growing Disparities Among the Nation's Four-Year Colleges

CHARLES CLOTFELTER has been examining data on America's four-year colleges, both public and private, throughout the course of his academic career, producing books like *Big Time Sports in American Universities* and *After Brown: The Rise and Retreat of School Desegregation*.

His most recent project—the subject of a forthcoming book as well as the annual McBee Lecture he delivered on campus in March—is “Unequal Colleges in the Age of Disparity.”

Clotfelter, the Z. Smith Reynolds Professor of Public Policy Studies and professor of economics and law at Duke University, has been studying “the market for baccalaureate degrees.”

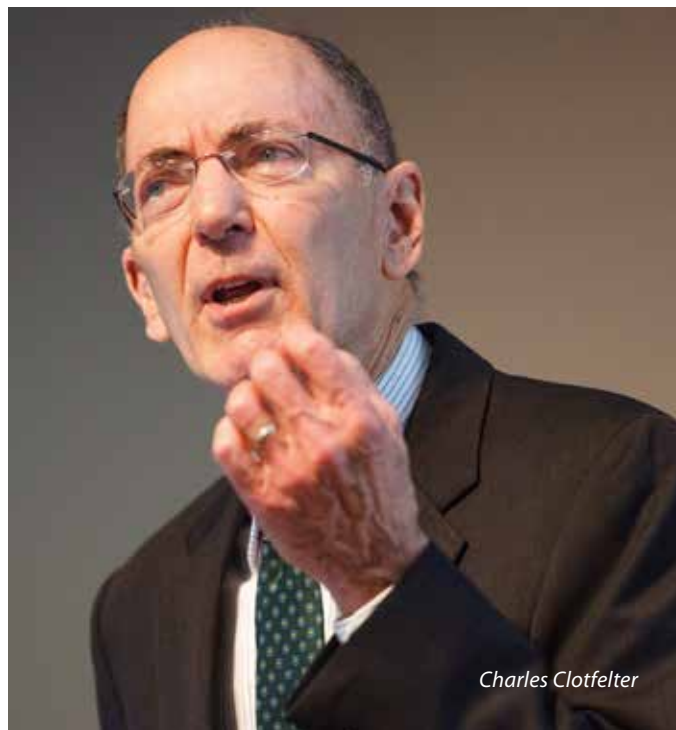
The ultimate product—the degree—differs substantially across colleges and universities, he said, for two reasons: first, because institutions are not all trying to do the same thing, and second, because of their “unequal capacities for excellence.”

Indeed, Clotfelter's analysis suggests that the gap between institutions with the most resources and those with the least has widened over the past 40 years. “Colleges were and are unequal,” he said, “and these disparities have grown deeper.”

He notes that endowments at the most selective public and private institutions have increased significantly, while other institutions have mostly lost ground—producing a staggering difference in net assets per student. Schools with the most resources tend to be the most attractive to students and families and can continue to be the most selective, thus perpetuating the cycle.

These market inequities have far-reaching social and economic impacts, Clotfelter argued, noting that “socio-economic class bias is a persistent aspect of who goes to college and who graduates.”

Children of parents with financial means are better prepared for college by virtue of having taken SAT prep courses and having been steered to AP classes and high school experiences that are attractive on admissions applications, he said. Among other contributing factors helping maintain this economic stratification are admissions practices that favor children of alumni and increases in



merit scholarships not based on need.

Conversely, Clotfelter noted, eliminating legacy as a factor in admissions, restructuring financial aid to put more emphasis on need, and making a special effort to recruit bright students from underserved areas can reduce economic stratification.

“Institutions have the potential to creatively rethink what they’re doing,” he said.

The lecture was attended by Louise McBee, for whom the series is named. She was introduced by IHE director Libby Morris as “a role model for us all and a bellweather for equity and inclusion.” ■



About the McBee Lecture

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

The next lecture will be scheduled for spring 2018. Details will be announced on the IHE website and Facebook page.

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

IHE Students Honored at Awards Luncheon

THREE DOCTORAL STUDENTS in the Institute of Higher Education were honored at a special awards luncheon hosted by IHE last December.

Kristin Linthicum and Tiffanie Spencer were the inaugural recipients of awards honoring the memories of IHE faculty members Thomas G. Dyer and J. Douglas Toma. Rachel Burns was named the 11th recipient of the Zell and Shirley Miller Fellowship, established in 2005 to honor the former Georgia governor and his wife.

Dyer, professor of higher education and history, was a longtime UGA administrator who was serving as IHE director at the time of his retirement in 2006. His many honors included being named University Professor in 1998 and posthumously receiving the inaugural President's Medal from the UGA Alumni Association in 2013.

Toma, professor of higher education and a highly regarded scholar, developed IHE's executive doctoral program in higher education management, which was launched in 2010.

"Tom Dyer and Doug Toma made extraordinary contributions to the Institute of Higher Education and their impact continues to be felt through the awards that bear their names," said IHE Director Libby V. Morris. "We are very grateful to those who have contributed to these scholarship funds, as well as the Miller Fellowship, to provide financial support to the next generation of higher education leaders."

The Dyer Outstanding Dissertation Research Award was awarded to Linthicum for "rigorous original scholarship in the field of higher education." Linthicum is a graduate assistant in the Office

Linthicum earned a B.A. in journalism and political science from UGA and an M.Ed. in higher education from the University of Virginia.

The J. Douglas Toma Excellence in Scholarship and Service Award was presented to Spencer for her academic achievements and institutional engagement. Spencer worked with the Georgia College Advising Corps since beginning her doctoral studies in August 2013. (See GCAC article on pages 18-20.) Her involvement included developing summer training, monitoring and analyzing the advisers' data collection, and providing support to them in their daily responsibilities. After graduation in May 2017, she took a position as assistant director for diversity retention and student services for the College of Education and Social Services at the University of Vermont.

"My time at IHE has been invaluable," said Spencer. "My coursework and research experiences have been further enhanced through the practical experience and mentorship I have received in my service with the Georgia College Advising Corps. I feel confident in knowing that the institute has prepared me to continue serving in the field of higher education."

Spencer earned a B.A. from the University of Notre Dame, and an M.Ed. in higher education administration from the University of Pittsburgh.

The Miller Fellowship was awarded to Burns as a "doctoral student of high promise." The fellowship was established to support doctoral study of significant issues in the field of higher education. Burns has served as a research assistant with UGA's Latin American

and Caribbean Studies Institute as well as with IHE faculty members James Hearn and Karen Webber on a variety of grant-funded and independent study projects. She expects to graduate in May 2018.

Her research interests include access for first-generation, low-income and underrepresented minority students, particularly undocumented immigrant and Native American populations. Her dissertation will focus on the social, political, and economic characteristics that contribute to state policies regulating the affordability and access

of postsecondary education for undocumented immigrant students. She will conduct a quantitative assessment of state policies in order to determine what factors predict a welcoming or restrictive educational environment.

Burns also has done research on the changing faculty workforce, international education, and graduate student debt and has presented on these and other topics at national conferences.

"I have been extremely fortunate in my time at the institute to work with faculty and colleagues on a wide array of topics and projects," said Burns. "These endeavors have exposed me to new research areas and methodological approaches that have expanded my horizons and enriched my experience as a doctoral student." ■



Anna Dyer presented the award honoring her late husband to Kristin Linthicum, IHE alumna Linda Bachman presented the Toma award to Tiffanie Spencer, and Associate Professor Karen Webber presented the Miller Fellowship to Rachel Burns.

of the President at UGA. Her research focuses on how institutions respond to state policy decisions and the outcomes of institutions' responses. Her dissertation will examine public research universities' responses to declining state funding and institutions' subsequent relationships with state policymakers. After her expected May 2018 graduation, Linthicum aims to work in university administration.

"The Institute of Higher Education is a remarkable place that offers an engaging environment for students to learn and grow," said Linthicum. "Throughout my time at IHE, I have consistently learned from fellow students, faculty members and experts who have visited the institute. I am so grateful for the unparalleled opportunities that are provided by IHE."

BEYOND THE CLASSROOM

Papers, Presentations and More Activities

Students in IHE's Ph.D. program carry their research beyond the classroom.

■ **ERIN CIARIMBOLI** recently joined the Division of Student Affairs at the University of Georgia as the assistant director for learning, assessment, and data initiatives. In this role, she is responsible for assessment and research activities for the division, as well as the integration of Student Affairs' student experiences and UGA's new experiential learning initiative.

This spring, she partnered with IHE alum Jarrett Warshaw to present research on academic innovation at liberal arts colleges at the 2017 AERA annual conference. She will also be presenting a paper on part of her dissertation research at ASHE in November, examining the intersection of institutional endowments, financial aid policy, and the public good at elite private institutions.



Erin Ciarimboli

Ciarimboli is a co-author with IHE associate director Jim Hearn on a forthcoming book chapter, "Institutional Strategy and Adaptation" in *The Challenges of Independent Colleges: Moving Research into Practice* (Johns Hopkins University Press). She volunteers her time at U-Lead Athens, an Athens nonprofit dedicated to equal access to higher education for un(der)documented and first-generation students of immigrant families. She is also an avid cyclist, riding in the Pelotonia bike tour each August to raise funds for cancer research.

■ **ANDREW CRAIN** transitioned to a new role at UGA this year as talent acquisition specialist for the Division of Development and Alumni Relations. In this position, Crain supports UGA's capital campaign by facilitating the recruitment and retention of development officers, alumni relations staff, and related support roles. He also supervises development interns and has launched a talent branding initiative to enhance recruitment for the division.



Andrew Crain

In June, Crain presented findings from a grant-funded study at the National Association of Colleges and Employers annual conference exploring the impact of unpaid internship participation on student career development outcomes (see In the News page 3). He has had a scholarly paper accepted for ASHE 2017 focusing on racially equitable practice in higher education administration, and will also be presenting a poster reviewing his synthetic control analysis of institutional financial performance in Post-Katrina New Orleans. His research interests are increasingly focused on critical approaches to the study of higher education systems and the exploration of important transitional periods for both people and institutions.

■ **HEE JUNG GONG** is a doctoral student from South Korea who served as a doctoral intern in the Assessment and Research Office of the Vice President for Student Affairs at UGA in the 2016-17 academic year. During her first year in Ph.D. coursework, she conducted a study examining STEM students' co-curricular engagement and its impact on academic performance using large-scale data from over 40,000 UGA students. The study was selected as a winning poster at the 2017 IRIS (Integrative Research & Ideas Symposium) conference at UGA among 33 participants of selected poster presenters across diverse academic departments.



Hee Jung Gong

Additionally, she will present a paper in the research/scholarly paper session at ASHE in November 2017. This paper investigates the mismatch between academic aspirations and expectations regarding college access for pre-college students and draws from a national sample from the High School Longitudinal Study (HSLs).

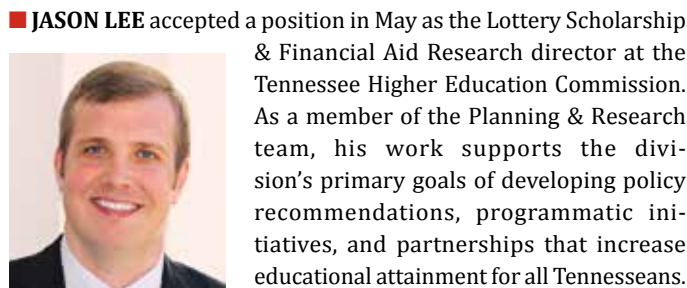
■ **LINDSEY HAMMOND** participated with IHE faculty members Jim Hearn and Erik Ness on their WT Grant Foundation project investigating the role of intermediary organizations in research utilization in the policy-making process regarding state-level college completion. Her involvement with the project includes aiding in project management, assisting with the review of literature, and assisting in coding and analyzing data. As a member of the team, Hammond contributed to the development of conference proposals to both APPAM and ASHE.



Lindsey Hammond

She is currently working as a co-author on an article for submission to the *Journal of Evidence in Policy* examining the role of CCA in creating a college completion network within the higher-education policy sphere. As a part of her role as graduate assistant, Hammond is actively involved in grant writing.

In addition to her assistantship, Hammond is collaborating on two other projects. She is assisting Hearn on a project examining changes in community college enrollments and outcomes and their relationships to state-level policy, and she is also working with IHE faculty member Rob Toutkoushian analyzing financial ratios of institutions utilizing panel data analytic techniques. In 2017, Hammond was selected to present at the annual Integrative Research & Ideas Symposium hosted at the University of Georgia on tuition-free community college programs.



Jason Lee

■ **JASON LEE** accepted a position in May as the Lottery Scholarship & Financial Aid Research director at the Tennessee Higher Education Commission. As a member of the Planning & Research team, his work supports the division's primary goals of developing policy recommendations, programmatic initiatives, and partnerships that increase educational attainment for all Tennesseans.

In spring 2017, Lee presented a paper co-authored with Angela Boatman, Mike Hurwitz, and Jon Smith at the Association for Education Finance and Policy annual conference in Washington, D.C. in which the authors examined the impacts of Prior Learning Assessments on degree attainment.

This summer, he completed two coauthored book chapters that will be published in early 2018. The first, coauthored with Hurwitz, examines trends in high school grade inflation and is part of an edited volume on test-optional admissions policies. This research has been cited by *USA Today*, *Business Insider*, *CBS*, *Inside Higher Ed*, *Daily Mail*, and *The Chronicle of Higher Education* (see In the News, page 6). The second chapter, coauthored with IHE's Rob Toutkoushian, examines economies of scale and scope in higher education and will be published in *Higher Education: Handbook of Theory and Research*.

At the ASHE meeting in November, Lee will serve as the co-chair for the Graduate Student Policy Seminar and contribute to three research paper presentations.

"These doctoral students are an impressive group! With the many activities they report on these pages, they are preparing themselves well for future roles as scholars and leaders in higher education."

—IHE Director Libby Morris



Jennifer May-Trifiletti

■ **JENNIFER MAY-TRIFILETTI** holds a UGA Presidential Fellowship and works as a research assistant for Rob Toutkoushian. In May, she joined a project with Jim Hearn, UGA journalism faculty member Welch Suggs (PhD 2009), and IHE graduate student Noble Jones examining the relationship between colleges' athletics offerings and institutional characteristics.

With IHE graduate student Rachel Burns, she presented research examining patterns in excess credit attainment at the 2017 AIR Forum. This fall, May-Trifiletti will present a paper at the 2017 ASHE meeting with Toutkoushian and Ashley Clayton. The paper examines the relationship between first-generation college student status and college graduation under alternative definitions of "first-generation." She also currently serves as secretary of the IHE's Higher Education Student Society.

■ **DOMINIQUE QUARLES** worked over the past year on writing Georgia Southern University's grant for the Ronald E. McNair Postbaccalaureate Achievement Program, a \$1 million grant from the Department of Education. He was awarded the Randolph S. Gunter Distinguished Staff Award at the institution's Diversity and Social Justice Awards. In addition, Quarles has been recently named the director of diversity and inclusion for the University of Georgia's Office of Institutional Diversity.



Dominique Quarles

■ **JOSHUA PATTERSON** has submitted two papers to be presented at the 2017 ASHE conference and has been approved to write two book reviews. The first is for the book, *A guide for leaders in higher education: Core concepts, competencies, and tools* by Ruben, De Lisi, & Gigliotti, and will appear in the journal *Teaching Theology and Religion*. The second book, *The Evangelicals: The Struggle to Shape America*, will be reviewed in *Reading Religion*, the book review journal for the American Academy of Religion. Patterson was also a student editorial board member for the spring 2017 issue on church and state law in education for *Education Law and Policy Review*.

During the year, he made presentations at the American Academy of Religion Annual Conference; NASPA Religious, Secular, and Spiritual Identities Convergence; the Southeastern Conference on Religion; and was workshop chair at UGA's Integrative Research & Ideas Symposium.

■ **KARLEY RIFFE** served as a research assistant on three externally funded projects with IHE faculty members during the 2016-17 academic year. The projects covered a range of issues including: how university trustees connect AAU institutions to the larger economy (Slaughter), how the use of contingent faculty influences institutional outcomes (Hearn), and how faculty members make plans for retirement (Toutkoushian).

Riffe's dissertation work focuses on the changing academic profession within different institutional contexts. She presented a paper on this topic at the ASHE 2016 meeting that specifically explores how the use of contingent faculty varies by institutional type. As AERA Division J graduate student representative, Riffe also led two panels as well as several other programs to support graduate students at the 2017 AERA annual meeting. Riffe will spend the 2017-2018 academic year focusing on her dissertation and serving as a graduate assistant within UGA's Center for Teaching and Learning.



Karley Riffe

■ **MELISSA WHATLEY** published three articles during the 2016-17 academic year, her work appearing in the *Journal of Studies in International Education*, the *NAFSA Research Symposium Series*, and *Study Abroad Research in Second Language Acquisition and International Education*. The latter publication is a collaboration with colleagues at the University of Florida and Grand Valley State University.

Whatley also presented her research at ASHE, a collaboration with IHE Assistant Professor Manuel González Canché, the NAFSA Research Symposium, and AERA. In addition to her research, Whatley served as 2016 president of the Higher Education Student Society (HESS) and co-organized Stat Chat. She spent a week in May 2017 with IHE doctoral students and Associate Professor Erik Ness in Washington, D.C., learning about education policy.



Melissa Whatley

During the 2016-17 academic year, Whatley served as a graduate research assistant on an IES-funded grant project in the Center for Latino Achievement and Success in Education, work that was recently presented at the annual AERA conference and accepted for publication to the *American Educational Research Journal*.

Looking forward to fall 2017, Whatley will again be presenting her work at the ASHE Conference in November. She will also give an invited presentation that takes a critical perspective of study abroad at the Americas at the Higher Education Partnership Conference: Internationalization in the Americas in San Miguel de Allende, Mexico, organized by Partners of the Americas. She has recently accepted a graduate assistantship position in the International Partnerships division of UGA's Office of International Education. Her research broadly focuses on issues of access and equity in U.S. study abroad.

■ **PHILIP WILKINSON**, a Ph.D. candidate, was selected by the American Council on Education as one of three graduate research associates for the 2017-2018 academic year. He works with the Center for Policy Research and Strategy to design, produce, and disseminate higher education research centered on the areas of diversity and equity, public finance, and transformational leadership.



Philip Wilkinson

Wilkinson uses quantitative research methods and contributes to projects designed to disseminate information in formats easily accessible to higher education policymakers, leaders, and practitioners. ■

Thank You!

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

UGA Carl Vinson Institute of Government
UGA Center for Latino Achievement and Success in Education
UGA Center for Teaching and Learning
UGA Center for Undergraduate Research Opportunities
UGA College of Education
UGA Division of Academic Enhancement
UGA Graduate School
UGA Honors Program
UGA Office of Academic Planning
UGA Office of International Education
UGA Office of International Student Affairs
UGA Office of Service Learning
UGA Office of the President
UGA Division of Public Service and Outreach
UGA Ramsey Center
UGA Small Business Development Center
Georgia College Advising Corps
University System of Georgia, Board of Regents

HESS Officers 2017-18

President

Danielle Kerr (2nd year, Ph.D.)

Secretary

Jennifer May-Trifiletti (2nd year, Ph.D.)

Treasurer

Justin Jeffery (2nd year, Ph.D.)

Master's Representative

Trisha Barefield (3rd year, M.Ed.)

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



Stay Connected



Keep up with the latest news about IHE people and programs by checking the calendar of events and news stories on the IHE website. Designed for optimal viewing on mobile phones, the site can be accessed wherever you are and whenever you want. If you use social media, check out our Facebook posts and Twitter feed. *And don't forget that we want to hear updates from you!*

ihe.uga.edu

Come join us in Houston!

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

ASHE
2017 ANNUAL CONFERENCE

Wednesday, November 8, 2017
6:30 p.m. to 8:30 p.m.
on the
West Event Lawn at the Marriott Marquis Houston

www.ashe.ws/conference



*IHE faculty with graduates at a December reception in their honor:
From left, Tim Cain, Erik Ness, George DeMan, Libby Morris,
Amy Bellamy, Morgan Jones, Kerr Ramsay, Jeremy Daniel, and Jim Hearn.*

Congratulations IHE GRADUATES 2016-17

Ph.D.

JOHN COOPER
MORGAN JONES
SCOTT RIZZO
PAUL RUBIN
TIFFANIE SPENCER

M.Ed.

AMY BELLAMY
JEREMY DANIEL
GEORGE DeMAN
ASHLEY JORDAN
AUSTIN LYKE

Ed.D.

MUMBI OKUNDAYE
KERR RAMSAY



From left, Paul Rubin, Tiffanie Spencer, and Mumbi Okundaye

ALUMNI NEWS

■ **ANDREW BELASCO** (Ph.D. 2014) and Dave Bergman, cofounders of education consulting firm College Transitions, have collaborated on a recent book that *Publisher's Weekly* calls "a friendly, easy-to-follow guide for approaching the overwhelming topic of higher education." The *PW* review says the authors "give parents a bird's-eye perspective of the college admissions landscape, discussing the financial realities of college education along with practical advice for helping children identify colleges that are right for them."



■ **MORGAN JONES** (Ph.D. 2016) is a program coordinator in the Academic Success Center at Texas A&M University. She earned a Bachelor of Science in psychology from Texas A&M University and a Master of Arts in counseling from the University of Texas at San Antonio. Prior to entering IHE's doctoral program, Morgan worked as the assistant director of the University Advising Center at the University of Texas at Arlington. She currently splits her work time between classroom teaching and academic coaching.

■ **M. JAMES KAHIGA** (Ph.D. 2008) served as the department chair for Online Business and Kinesiology at Georgia Perimeter College from 2009 until 2016, when GPC consolidated with Georgia State University and became Perimeter College-Georgia State University. He was then appointed collegewide chair of Business, Kinesiology, Health, Sign Language Interpreter Training, and Dental Hygiene.

■ **HEIDI LEMING** (Ph.D. 2013) is the assistant vice chancellor for student affairs at the Tennessee Board of Regents, a system that boasts 27 technical colleges, 13 community colleges and 6 universities. In 2017, she will assume the role of interim vice chancellor for student success at TBR. Previously she served as vice president of student affairs at the College of Coastal Georgia. She also worked as director of student life and leadership at Austin Peay State University and as director of student activities and leadership programs at Lynchburg College.

■ **KATIE LLOYD** (Ed.D. 2015) joined the Scheller College of Business as executive director of MBA admissions in October 2016. In this role, she leads strategic recruitment efforts, oversees the review of applications, and manages the operations and the admissions team for the evening and full-time MBA programs. Prior to joining Scheller, she served as the senior director of admissions and program operations for the One-Year MBA program at Emory University's Goizueta Business School.

■ **ALLISON MCWILLIAMS** (Ph.D. 2008) is assistant vice president for mentoring and alumni personal & career development within the Office of Personal and Career Development at Wake Forest University. She leads and provides training, support, guidance, and resources for formal and informal mentoring relationships for college students,

faculty and staff, and alumni, as well as leading personal and career development programs for young professionals. Her book, *Five For Your First Five: Own Your Career and Life After College*, is now available from Wake Forest University's Library Partners Press on Amazon.

■ **CHRISTINE MILLER** (Ph.D. 2011) is now vice president for information technology and chief information officer at the University of California, Sacramento. She joined California State University, Sacramento, in September 2014 as associate chief information officer. Previously, she served as assistant dean and IT executive director for the Franklin College of Arts and Sciences at the University of Georgia.

■ **REBECCA SANDIDGE** (Ph.D. 2015) has taken a new position in Emory University's Goizueta Business School, moving from the MBA Admissions Office to the Office of the Dean, where she will be special advisor to Dean Erika James. In this role, Sandidge will spearhead key projects for the dean's office, manage the dean's external outreach, and assist in the execution of priorities created by the dean's office. Sandidge came to Emory in 2009 to work as an academic degree program coordinator within the School of Medicine's MD/PhD program. In 2012, she joined the MBA Admissions Office as an assistant director and was promoted to associate director in 2015.

■ **JARRETT TERRY** (Ed.D. 2015) is assistant vice president for extended programs in academic affairs at Clayton State University. In this role, he is responsible for the oversight of the university's Continuing Education Program, Study Abroad, Academic and Community Engagement Partnerships, Dual Enrollment and a host of other responsibilities within Academic Outreach. Terry also serves as the co-chair for the Atlanta Aerotropolis Alliance's Education Collective and several other boards in both the higher education and K-12 sectors.

Snapshots

Two alums joined IHE Director Libby Morris at the 2017 Peabody Awards ceremony in New York: **Makeba Morgan Hill** (Ed.D. 2013) and her husband Tim (in photo right) and **Sue Henderson** (Ph.D. 2008). Hill serves



as the deputy to the president and chief planner for the Andrew W. Mellon Foundation in New York City and Anderson is president of New Jersey City University. The Peabody Awards are considered among the most prestigious honors in television, radio and digital media and have been administered by the University of Georgia since 1940.

BY ^{IHE} THE NUMBERS

Top 10

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

100%

Percentage of full-time Ph.D. students who are supported through assistantships at UGA/IHE/USG

94%

Graduation rate for students in the Executive Ed.D. program since its inception

100%

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

42

Total presentations by IHE students at major national research conferences in academic year 2016-17

78%

Executive Ed.D. graduates who have received career advancement within 4 years of completing the program

12

Number of invited national higher-education leaders who made presentations and met with graduate students during the past academic year

\$2 million+

Total grants awarded to IHE faculty

10

Number of different research universities employing recent IHE graduates/postdocs in faculty positions in the past five years

593

The number of participants in the Governor's Teaching Fellows program since it was established in 1995



GEORGIA COLLEGE ADVISING CORPS 2016-17

18 college advisers in **14** high schools helped **3,694** seniors navigate the college admissions process in **6,700** one-on-one meetings, **555** parent meetings, **964** campus visits, and **1,311** college fair visits.

Our Results

Seniors who met with a GCAC adviser were **28%** more likely to apply to college, and **21%** more likely to be accepted to college. There were **4,348** college acceptances, and **\$25 million** in scholarships were awarded.

Catherine Finnegan is assistant vice chancellor for institutional effectiveness at the Virginia Community College System where she leads institutional research, data warehousing, and assessment activities. Her office provides critical data necessary for national and state reporting. She leads the system-wide effort to provide current financial, student, financial aid and human resources data to leaders at all levels. Finnegan also leads the annual system-wide core competency assessment and supports college SACS accreditation efforts. Prior to coming to Virginia in October 2010, Finnegan worked 20 years for the University System of Georgia in institutional effectiveness and technology roles. She earned her bachelor's, master's and doctoral degrees from the University of Georgia.

Brian Finnegan is director of implementation consulting at Blackboard Information Technology and Services where he has served for the past four years. He has worked with the Blackboard systems since 2009, including as senior implementation consultant with Wimba, a collaborator with Blackboard. Brian's career in the information technology field spans years and states. He served for seven years with the University System of Georgia as executive director of innovation support and as both director and assistant director of emerging instructional technology.

They reside in the Richmond, Virginia area with their daughter, Kara.

Why We Give to IHE



Thanks to a typewriter and an inveterate matchmaker, Brian and I met and married while we were both graduate students at IHE. As we celebrate our 20th wedding anniversary, we wanted to honor people and places that have made our lives immeasurably better. IHE was the start of our love story, as well as our careers.

Libby Morris and others at IHE played an important role in our professional lives, even after graduation, through opportunities to network with peers, conduct research with faculty, and engage in mentoring. Thanks to all of this, we can now support other graduate students seeking to improve the condition of colleges and universities around the world. We are happy to pay it forward!



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



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IHE doctoral students and faculty member Erik Ness visit with Jon Turk (Ph.D. 2016) at the headquarters of the American Council on Education at One DuPont Circle: (L-R) Josh Patterson, Rachel Burns, Nathan Moore, Melissa Whatley, Ness, Turk, Kristen Linthicum, Karley Riffe, Erin Ciarimboli and Noble Jones. (See article on page 8.)



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