IHE2018REPORT

INSTITUTE OF HIGHER EDUCATION • UNIVERSITY OF GEORGIA

New Voices, New Ideas

Faculty additions expand the IHE dialogue.

Explore here.

Executive Ed.D. students take a break between sessions.

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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Institute of Higher Education
UNIVERSITY OF GEORGIA

University of Georgia: Jere W. Morehead, *President.* Libby V. Morris, *Interim Senior Vice President for Academic Affairs and Provost.* Russell Mumper, *Vice Provost.* **Institute of Higher Education**: James C. Hearn, *Interim Director*. **IHE Report 2018**: Susan Sheffield, *Editor,* Suzanne Graham & Sharron Hannon, *Managing Editors.* Rick Fiala, *Graphic Designer*. Suzanne Graham, Sharron Hannon, *Contributing Writers.* Dennis McDaniel, Leslie Gordon, Dorothy Kozlowski, Robert Newcomb, Andy Tucker, Susan Sheffield Contributing *Photographers.*

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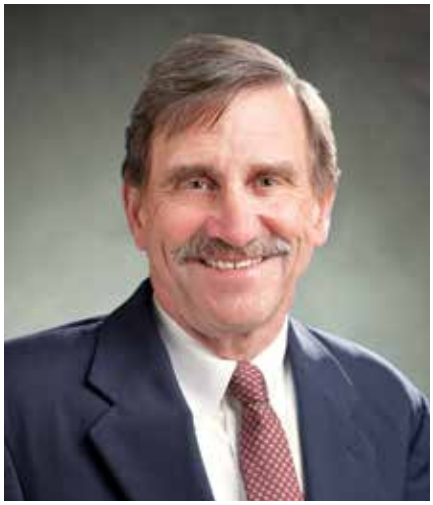
From the Interim Director



IN HER INSIGHTFUL McBee Lecture earlier this year, Dr. Michelle Asha Cooper reminded her listeners of a quotation from Dr. McBee herself affirming the future of higher education, "And we *will* make it better." Drs. McBee and Cooper exemplify that hopeful spirit. All of us associated with the Institute can and should play a role in improving higher education as well, whether in Georgia, nationally, or internationally. That goal has been a constant theme in the history of the Institute, even as the activities and people of the Institute change.

As discussed elsewhere in this issue, we are delighted to welcome two talented new core faculty members, Amy Stich and Greg Wolniak. We said goodbye to Yarbrah Peeples in her role as program director of the Georgia College Advising Corps (GCAC) but look forward to her contributions as an Institute Fellow. We were pleased to promote Jessica Robinson into the GCAC program-director position. This past summer brought another transition: university leaders asked Institute Director Libby Morris to serve as interim senior vice president for academic affairs and provost. As was the case when Libby served in that role a few years ago, I'll be serving as interim director of the Institute during her absence. We are gratified and proud that Libby has been asked to take on this important leadership role for the university.

Of course, while the Institute's activities and composition inevitably evolve, we remain committed to our established mission and priorities:

- **Produce high-quality research and provide expertise to guide policy and organizational improvement:** In adding to our strong faculty, we continue to build the Institute's multidisciplinary expertise in sociology, economics, policy studies, and education. Our graduates enter positions in government agencies, institutions, systems, associations, and private research firms. Regardless of their platform, our alumni join our faculty in their commitment to effective change across postsecondary education.

- **Educate scholars and practitioners capable of understanding, producing, and applying high-quality, action-centered research:** Critical thinking and analysis are at the heart of our educational programs. We introduce our students to key organizational and policy issues, to different ways to conceptualize and study those issues, to solid research methods and databases, and to national, state, and institutional leaders. We work to provide personalized professional mentoring, resources, and analytic context for them to grow as researchers. From cover to cover, this issue celebrates the activities pursued by our students, our alumni, and our faculty.

- **Promote the highest quality teaching and support public service and outreach:** Fifty-four years ago, IHE was founded with the charge to serve higher education in Georgia and beyond. Only later were research and doctoral education added to its mission. We celebrate and respect these historic roots and take pride in our Governor's Teaching Fellows and GCAC programs. Through these core initiatives, and through the involvement of our faculty and students in state, national, and international organizational and policy issues, the Institute's commitments to improving higher education extend well beyond Athens.

In sum, we are working energetically to ensure that IHE will achieve its goals and maintain its value for its many stakeholders. I hope you enjoy reading about our efforts!

JAMES C. HEARN | *Interim Director, Institute of Higher Education*

IN THE NEWS

Inside Higher Ed

The Trouble with National Signing Day

■ AN OPINION PIECE by Solomon Hughes (Ph.D. 2013) featured in *Inside Higher Ed* takes a hard look at national signing day and the media spectacle that surrounds high school athletes and young black men, in particular. Hughes compares the theme of exploitation of black bodies in Jordan Peele's 2017 film *Get Out* with the real life atmosphere surrounding collegiate athletics. Hughes writes, "[T]he larger college community … live[s] vicariously through the toil of those athletes—the sacrificial lambs of the religion of college football."

To turn this around, Hughes encourages high school athletes to do more research before committing to a sports program and to focus on three indicators that often reveal a prioritization of the athlete over the person: high transfer rates (a warning of unfulfilled recruitment promises), low graduation rates (a sign of poor commitment to education), and a lack of diversity in player academic programs (a subordination of classroom endeavors to team demands). His editorial is also a call to action for higher education administrators and sports fans, who may be surprised to learn how poorly the environment and messaging within their athletic programs conform to the institution's overarching values and mission.

Hughes notes that some programs do have their priorities correct and respect and develop the whole person. If more students, fans, and administrators follow suit by requiring transparency and embracing real change, then more students can avoid the "sunken place."

The title of Hughes' essay, "National Sinking Day," references Peele's film and equates students' signing-day commitments to binding agreements to serve time in the "sunken place," in which their voices will be silenced and "their consciousness held captive while their bodies are used to benefit others."

Hughes, who is currently assistant director of the EDGE Doctoral Fellowship Program at Stanford University, played Division I basketball and has served as an academic advisor to college athletes at universities with strong football programs. ■

Georgia Public Broadcasting

Breaking It Down: False Equivalency

■ CELESTE HEADLEE, host of Georgia Public Broadcasting's radio news show, *On Second Thought,* invited Ed Lee (Ed.D. 2017) to discuss the origins and impact of false equivalencies in current society. Headlee interviewed Lee as an expert to help unpack the term "false equivalence," which she defines as a common logical fallacy in which a person "treats two different things equally just because they share one common characteristic." An assertion that a greyhound and a dachshund have the same odds to win a race because both are hounds is an example of false equivalence.

Lee draws on his experience as a debate coach to break down the terminology and explain the strategy behind setting up false equivalencies. He notes the impulse to create balance or make comparisons can come from a desire for objectivity or fairness but said it is a "dangerous place" in which to operate. He encourages his students to explore all sides, but he expects them to see distinctions and to avoid giving false balance, lending legitimacy and credibility to all perspectives as equal.

Since misinformation can be so persistent and resistant to correction, Lee advises a proactive approach in media and education to teach people how to identify false equivalence, to recognize its dangers, and to help people "think in more nuanced and skeptical ways about the information we are consuming." ■

US News & World Report

Now in the Top 5

■ IHE'S GRADUATE programs in higher education administration moved up two spots to be ranked among the Top 5 in the nation in the 2019 edition of *U.S. News & World Report's* Best Graduate Schools guidebook. IHE's programs have ranked in the Top 10 for 12 straight years.

IHE Director Libby Morris acknowledged the success in a University of Georgia *Columns* article: "The fact that we climbed two spots in the rankings this year is a reflection of the quality of our faculty and programs at the institute and the work we do collectively to explore critical issues in higher education and prepare future leaders. Recent graduates are climbing the ranks of the professoriate ladder, while other alumni are working in senior leadership positions across post-secondary education."

The ratings are based on nominations by deans of graduate programs granting education doctoral degrees and deans of graduate studies, who were asked to choose up to 10 programs of excellence in specialty areas. ■

Chronicle of Higher Education

Faculty Job Satisfaction

■ IHE FACULTY MEMBER Karen Webber published a study in TIAA's *Research Dialogue* entitled, "The Working Environment Matters: Faculty Member Job Satisfaction by Institution Type." Her work has received attention from both the *Chronicle of Higher Education* and *Inside Higher Ed*.

Webber used quantitative survey data and responses to qualitative interviews, conducted at IHE, to dive into institutional determinants that contribute to satisfaction and dissatisfaction. The *Chronicle* noted that "the qualitative part of the study is what provides a noteworthy glimpse of the lived experience of faculty members, and of how they feel about their work environment." ■

ON THE MOVE

IHE Director Named Interim Provost by UGA President

■ DIRECTOR LIBBY V. MORRIS was named by UGA President Jere W. Morehead as interim senior vice president for academic affairs and provost, effective July 16. This marks Morris' second term as interim provost. Morehead selected her for the role in July 2013 when he assumed the presidency following a three-year tenure as UGA's provost. During her first interim assignment, Morris helped to expand interdisciplinary research and education, including overseeing a presidential hiring initiative to recruit more faculty members with interdisciplinary research interests. She also played a major role in launching the Science Learning Center building project.

"My thanks to President Morehead for entrusting me once again with this assignment," said Morris. "I am honored to step away from IHE for a limited time to provide leadership and support to the university during this important transition."

Libby V. Morris

Peeples Accepts New Position with CAC

■ YARBRAH PEEPLES (Ph.D. 2012) became director of new site development at College Advising Corps (CAC), effective July 9. In addition to being an IHE alumna, Peeples served for six years as program director for the Georgia College Advising Corps (GCAC), an outreach program of the Institute of Higher Education.

Yarbrah Peeples

In her new national role, she will support current programs in Georgia and South Carolina (including GCAC) and assist with the onboarding of new programs across the country. Peeples says, "My goal is to help programs increase their impact so they can help more underserved students achieve their dreams of attending and graduating from college."

In 2009, as a graduate student, Peeples helped launch GCAC under the leadership of Libby Morris. After nearly a decade of service, she is most proud of her contributions to training development, program expansion, and mentorship of current and former advisers. The CAC honored Peeples with the 2018 Excellence in Data Driven Leadership Award in recognition of her success as program director and, specifically, for a 5% increase in college enrollment across all of the high schools served by GCAC.

Peeples recognizes the impact of IHE, "My time in IHE changed my life! I was taught by outstanding faculty, mentored by Dr. Libby Morris and trained in leadership and management through my graduate assistantship with GCAC."

Ambrose Expanding the Scope of Innovation

■ CHUCK AMBROSE (Ed.D. 1989) is becoming CEO and president of Cincinnati-based KnowledgeWorks in September. Ambrose leaves the University of Central Missouri to start a "new chapter" as the head of an education nonprofit that seeks to implement innovative and more effective learning environments. In a press release, Ambrose says his leadership position at KnowledgeWorks "is on a national platform that will extend and encourage use of many of the same tools for transformation that UCM has built." Ambrose is a recognized leader in higher education innovation and preparation of students to be successful in college and as civic leaders.

Chuck Ambrose

In a statement announcing the appointment, KnowledgeWorks Board Chair, Steven Minter says, "Dr. Ambrose brings the kind of innovative leadership and experience at the intersection of creativity, policy, and dynamic change making that can advance greater opportunities for students, schools, and communities."

He leaves UCM after eight years marked by increased attention

to workforce development, student success programs, partnerships with major corporations, and extensive reviews of the school's governance, administration and academic programs.

Jones Returns to UGA

Anthony Jones

■ THE UNIVERSITY OF GEORGIA has named Anthony Jones as the new director of the Office of Student Financial Aid following a national search beginning June 15. He comes to UGA from Appalachian State University where he had served as director of financial aid since 2013.

Jones has an accomplished career in student financial aid on university campuses and in Washington, D.C. He has served as a senior policy analyst and director of Higher Education Regulations Study. He was then appointed as the deputy executive director for the Advisory Committee on Student Financial Assistance at the U.S. Department of Education.

He holds a master's degree from Tusculum College and a bachelor's degree from UNC-Greensboro. He is currently completing his Ph.D. from the Institute of Higher Education.

Bedsole VP of Enrollment Management

Blake Bedsole

■ IN JANUARY 2018, Blake Bedsole (Ed.D. 2013) became the first person to serve as vice president of enrollment management at Arkansas Tech University. In this new role, Bedsole oversees undergraduate, graduate transfer, international, and online admissions on the Russellville and Ozark campuses, as well as supervision of the financial aid office and the marketing and communications division. President of ATU, Dr. Robin E. Bowen, welcomed him, "Dr. Bedsole has prepared himself for this opportunity through his educational experiences, the progression of his career in higher education and the contributions he has made to strategic enrollment growth at his previous institutions."

Bedsole had been director of admissions and enrollment at the University of West Alabama since July 2015.

Terry Named FSU Assistant VP

Jarrett Terry

■ JARRETT TERRY (Ed.D. 2015) is the new assistant vice president for academic affairs and assistant provost at Florida State University. He assumed the post in June 2018. He previously served as assistant vice president for extended programs at Clayton State University. His current interests include community-targeted academic engagement, STEM outreach and recruitment, minority outreach specifically toward STEM disciplines, predictive analytics for student success, faculty and student development, and academic partnership development.

Delaney Becomes CIO at KSU

Jeff Delaney

■ JEFF DELANEY (Ed.D. 2011) is the new vice president for IT and chief information officer at Kennesaw State University. Delaney assumed his new role in August 2018. He had served as the interim CIO since February. Kennesaw State University president, Pamela Whitten, said "His professionalism and vision are assets that will continue to serve our students, faculty and staff." Delaney came to Kennesaw from the University System of Georgia where he had been deputy CIO since 2014.

Rubin Is Postdoctoral Associate at Utah

Paul Rubin

■ PAUL RUBIN (Ph.D. 2017) is a postdoctoral research associate at the University of Utah beginning in August. He is working on a project in partnership with the Institute of Higher Education Policy investigating degree reclamation, which focuses on providing targeted supports for students who begin postsecondary education but drop out or transfer and ultimately do not attain any degree. Rubin spent last year in Washington D.C. as an AERA congressional fellow.

New Mexico State Welcomes Bettner

Steve Bettner

■ STEVE BETTNER (Ed.D. 2017) joined New Mexico State University in August 2017 as the assistant vice president for auxiliary services. He manages all nonacademic operations on campus, including food services, housing, conference services, mail services, parking, ID cards, special events, the golf course, the bookstore, and the student union. Bettner previously served in a similar role at the University of South Florida.

Riffe Is Assistant Professor at Auburn University

Karley Riffe

■ KARLEY RIFFE (Ph.D. 2018) assumed a faculty position at Auburn University this fall after successfully defending her dissertation. She is an assistant professor in the Department of Educational Foundations, Leadership, and Technology. While earning her Ph.D., she received the J. Douglas Toma Excellence in Scholarship and Service Award for her academic achievements and institutional engagement. ■

***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.*

KUDOS

IHE PEOPLE

Webber Edits New Book and Receives Top AIR Award

Karen Webber

■ ASSOCIATE PROFESSOR KAREN WEBBER has edited a new book from Springer Press titled *Building Capacity in Institutional Research and Decision Support in Higher Education*. Available as an eBook and in a hardcover print edition, the book examines the relevant roles, skills, and knowledge needed to build the institutional research capacity across the higher education sector globally.

It speaks to higher education administrators who wish to understand how institutional research (IR) can support effective decision making, as well as to higher education researchers and scholars. Through a broad discussion about the roles and skills of IR practitioners, the book addresses how data can be used to inform policy and planning, thus shaping the decisions and directions of institutions and higher education.

Webber wrote the opening and closing chapters for the book. In them, she introduces the concepts and definitions of IR and advocates for the importance of this work in all higher education institutions today and in the future.

Also, Webber is the recipient of the 2018 Sidney Suslow Scholar Award, which is the highest honor the Association for Institutional Research (AIR) bestows on an individual.

AIR recognizes a member who has made extraordinary contributions through scholarly work to the field of institutional research and advanced understanding of the profession in a meaningful way. Webber was nominated and selected for this honor by her AIR peers.

In addition to this outstanding personal honor, the Institute of Higher Education celebrates this fourth Suslow award presented to an IHE faculty member. Webber joins previous faculty Patrick Terenzini (1987), Cameron Fincher (1995), and current faculty member Rob Toutkoushian (2013) among the esteemed recipients.

The Association for Institutional Research (AIR) recognizes a member who has made extraordinary contributions to the field of institutional research and advanced understanding of the profession in meaningful ways.

Quarles Writes Successful Grant for $1.1 Million

Dominique Quarles

■ DOMINIQUE QUARLES, a Ph.D. student in the Institute of Higher Education, wrote Georgia Southern University's successful grant proposal for the Ronald E. McNair Postbaccalaureate Achievement Program, a Federal TRIO Program sponsored by the U.S. Department of Education.

With a perfect score of 110/110, he secured $1.1 million in funding over the next five years for first-generation and low-income undergraduate students at Georgia Southern University who wish to pursue a doctoral degree.

"I used the grant proposal as an applied project to complete my coursework for my Ph.D.," says Quarles, "making it even more meaningful since the program's purpose is to increase the number of underrepresented Ph.D. graduates."

A President's Medal for Former IHE Director

■ DELMER "DEL" DUNN, a former director of the Institute of Higher Education, received one of the University of Georgia's highest honors during Founders Day activities on January 22, 2018. The President's Medal recognizes extraordinary contributions of individuals who are not current employees of UGA and who have supported students and academic programs, advanced research, and inspired community leaders to enhance the quality of life of citizens in Georgia.

Libby Morris with Del Dunn at the Founders Day awards luncheon

"As an outstanding scholar, practitioner, and engaged

campus member, Dr. Dunn represents the best of academicians. It is fitting that he was awarded the 2018 President's Medal for his extraordinary contributions to the University of Georgia," said Libby Morris. Dunn's distinguished career as a professor and administrator spanned nearly 40 years at UGA before he retired as the university's vice president for instruction in 2006.

Wolniak Awarded PRI Grant

Greg Wolniak

■ GREGORY WOLNIAK won a $350,000 grant though the Prisoner Reentry Institute at the John Jay College of Criminal Justice to conduct a process and outcome evaluation of its College Initiative (CI) program. CI promotes access to higher education opportunities for people who have been incarcerated and has enrolled more than 1400 students since 2002. Wolniak is a co-PI with Althea Webber, director of research and strategy at the City University of New York, for the two-year study. He looks forward to going beyond usual success measures, such as program completion and employment rates, to uncover sociological and cognitive effects on the students.

Whatley Receives AIEA International Education Award

■ MELISSA WHATLEY is a 2018 co-recipient of the Harold Josephson Award for Professional Promise in International Education, awarded annually by the Association of International Education Administrators (AIEA). This award recognizes emerging leadership in international education, evidenced by a number of activities, including research. Whatley is a doctoral candidate whose research focuses primarily on the financing of study abroad participation and the influence of financial factors on undergraduate study abroad patterns. She seeks to identify institutional characteristics and specific program features that best mitigate financial burdens on students and enable less affluent students to participate.

Melissa Whatley

Cain Named a UGA Special Collections Libraries Faculty Fellow and to Council of Scholars

■ TIM CAIN was selected as a 2017-2018 University of Georgia Special Collections Libraries Faculty Teaching Fellow. Begun in 2015 as a collaboration between the UGA Libraries and the UGA Center for Teaching and Learning, the program identifies a handful of fellows each year to work together with archivists to design courses that take advantage of the university's vast special collections holdings. The program, inspired by TeachArchives.org, integrates archival research into content-rich classes in ways that build students' skills in interpreting fragmented data, teach them to construct historical arguments, and make them wrestle with the ways in which our archival and library collections construct history as much as reveal it.

Tim Cain

Cain was also named to the National Center for the Study of Collective Bargaining in Higher Education and the Professions' Council of Scholars. The council is comprised of labor researchers who help guide and promote interdisciplinary research into the unionization of staff and faculty in colleges, universities, and aligned organizations. He also accepted an invitation to the editorial board of the *Review of Educational Research* and was reappointed to the editorial board of the *Journal of Higher Education*.

Patterson Receives IDEALS Research Award

■ JOSHUA PATTERSON, an IHE doctoral candidate, along with two UGA colleagues, is the recipient of a national research award that recognizes innovative, interdisciplinary scholarship based on IDEALS data.

Joshua Patterson

IDEALS is a national, longitudinal research project that seeks to understand undergraduate encounters with religious and worldview diversity. Designed in partnership with Interfaith Youth Core and researchers from The Ohio State University and North Carolina State University, IDEALS focuses on students' perceptions of and engagement with worldview diversity and how collegiate experiences shape students' pluralism orientations and attitudes toward others. The awards are made possible through the support of The Andrew W. Mellon Foundation.

Osbon Receives Seawell Faculty Recognition Award

■ Ed.D. STUDENT JENNIFER OSBON received the University of Georgia's Lee Anne Seawell Faculty Recognition award in 2018, which recognizes faculty members who provide unparalleled career development support for students. For the past five years, Osbon has been a full-time lecturer in UGA's Terry College of Business. She founded MegaPlayer, a digital marketing consulting and education company used by global brands such as Coca-Cola, Sunglass Hut, K- Swiss, Verizon, Standard Register, and Pearle Vision.

Jennifer Osbon

"In interviewing recent graduates for my agency," said Osbon, "I realized students were really good users of technology, but they didn't necessarily know how to think about these technologies as marketers." Osbon connected with the university, and what started as a pitch to add a digital marketing strategy course to UGA's course curriculum ended with her being hired to teach the course she designed.

Osbon was selected based on student feedback in the Career Outcomes Survey, which provides insight into the employment and continuing education status of UGA graduates within six months of their graduation date. ■

Before and After

Two new faculty members, Amy Stich and Gregory Wolniak, explore the impact of higher education.

THE INSTITUTE OF HIGHER EDUCATION welcomed two new faculty members in the fall. Amy Stich comes to IHE as assistant professor of higher education from the Department of Leadership, Educational Psychology, and Foundations at Northern Illinois University, where she was an assistant professor. Gregory Wolniak comes to IHE as associate professor of higher education after serving as founding director of the Center for Research on Higher Education Outcomes and clinical associate professor of higher education at New York University.

"We are all delighted to welcome these two exceptional scholars to the Institute," said Interim Director Jim Hearn. "Their expertise perfectly addresses our needs and our strategic priorities. Our students, faculty, and staff are already appreciating the energy, commitment, and enthusiasm they bring to Meigs Hall."

Amy Stich is interested in issues of inequality of educational access, opportunity, and outcomes relative to social class and race. Her current research, supported by a National Academy of Education/Spencer Foundation Postdoctoral Fellowship, examines the structure and social consequences of postsecondary tracking.

She has published widely in academic journals and is the author of *Access to Inequality: Reconsidering Class, Knowledge, and Capital in Higher Education* (Lexington Books) and the co-editor of *The Working Classes and Higher Education: Inequality of Access, Opportunity, and Outcome* (Routledge).

"As someone who benefited immensely from public higher education, I look forward to contributing to the mission of the Institute of Higher Education at UGA and collaborating with such an impressive group of scholars," said Stich.

She received her Ph.D. in sociology of education from the University at Buffalo where she was also a postdoctoral research associate on a longitudinal ethnographic study of students' postsecondary transitions in STEM, supported by the National Science Foundation.

Gregory Wolniak conducts research on the socioeconomic effects of college. He is particularly interested in understanding how college students' socioeconomic trajectories are affected by their experiences in college, their educational choices, and their institutional environments, as well as how learning and developmental gains made during college translate to post-college outcomes.

"I've admired IHE and its faculty for so many years, I'm absolutely thrilled to now be part of this tremendous group," states Wolniak.

He has published extensively on the career and economic influences of the college experience and recently has been focused on studying the causes and consequences of how institutions communicate their tuition and cost information to the public.

Wolniak is co-author on the 3rd volume of *How College Affects Students* (Wiley/Jossey-Bass). In addition, his work has been featured in recent articles appearing in *The Atlantic*, *The Chronicle of Higher Education*, *The Conversation*, *Inside Higher Education*, and *MarketWatch*. He serves on the editorial boards of several journals.

Their expertise perfectly addresses our needs and our strategic priorities. [We] are already appreciating the energy, commitment, and enthusiasm they bring to Meigs Hall."—IHE Interim Director Jim Hearn

Wolniak received his doctorate from the University of Iowa, where he also did post-doctoral work. He has been principal investigator on numerous externally funded projects; in the past two years alone he has earned more than $600,000 in grants from funders such as the Spencer Foundation, the AccessLex Institute/Association for Institutional Research, the Prisoner Reentry Institute, and a private national scholarship program.

For a list of selected publications and research projects for both Stich and Wolniak, visit their websites at http://ihe.uga.edu/people/faculty/core/. ■

Engaging Group Work

Faculty-student collaborations at IHE extend opportunities and enrich experiences.

By Suzanne R. Graham
IHE Administrative Manager

THE PREPARATION of both scholars and practitioners to produce the highest quality, policy-relevant research in higher education is a core mission of the Institute of Higher Education. Its students often are experienced professionals seeking deeper knowledge and broader exposure to the rigors and methodologies of academic discourse. Beyond classroom instruction, doctoral students often engage in collaborative projects with the faculty. Even among part-time students, the Institute's faculty strive to offer robust opportunities to produce relevant research that informs and contributes to the higher education discourse. These collaborations are a hallmark of the Institute's approach and a key to engaging and enhancing the reputations of its outstanding students and faculty.

Below are several, non-exhaustive examples of the kinds of research and writing collaborations occurring between faculty and students over the past academic year at the Institute.

RESEARCH

The Institute assembles a multidisciplinary faculty of scholars with specialties in economics, sociology, history, management, psychology, and public policy. These experienced researchers, embodying the theories and methods of their disciplines while appreciating the work of others, contribute to a rich and cooperative research environment. Second-year Ph.D. student Adrianna Gonzalez affirms that the faculty's respect for each other is noticed by students. The interdisciplinary nature of the Institute was part of what attracted her to IHE. Once here, she found faculty to be "receptive and supportive," particularly of a student with a less research-intensive educational background.

Gonzalez undertook an archival research project as a class assignment for Timothy Cain. Her investigation into a demonstration for women's rights at the

Lindsey Hammond, Erik Ness, Jennifer May-Trifiletti, and Charles Sanchez

University of Georgia sparked an on-going collaboration with Cain on broader student activism at the University. "We recognized there were ties between our research interests that could support a larger study," she says.

For Gonzalez, learning the rigors of the historian's craft through her consultations with Cain has given her greater confidence in the validity of her questions and her ability to contribute. "He appreciated that my background was different and found ways to make it better without trying to change my voice. He tailored our work together in recognition of where I am and where I am going."

Philip Adams agrees that the faculty is very conscientious about making meaningful connections with students that respect their interests and abilities. He describes his initial invitation to perform document review and to code data for an established research team led by Erik Ness and Jim Hearn as "a good growth assignment" for a composition and rhetoric major. According to Ness, the William T. Grant Foundation funded project has had a real impact on three generations of students as a "valuable cycle" of inquiries leading to new investigations. "At first, students assist with the basic infrastructure and coding of the dataset to support the work of others, and then, as they develop more expertise, they begin developing their own theoretical and methods work to answer their research questions."

These projects give practical experience and often help students see the connections between theory and the research design. —Karen Webber

Moving from coding large datasets to sifting through archival boxes, Adams started another collaboration with Cain. He is grateful to all the professors for enabling him to participate in conversations about the rigors

and strategies of each type of work. Adams enjoys the luxury of immersing himself more deeply in reading and exploring broader issues while developing a discipline for knowing both when to quit digging and start writing and, alternatively, when to stop completely and move on to a new question.

Jennifer May-Trifiletti credits the personalized mentoring she received from Robert Toutkoushian and Hearn with greatly accelerating her progress at the Institute. She came to IHE with a strong background in institutional research, but the testing-and-refining iterative nature of academic research forced her to grapple with decisions about when anomalies indicate a critical design flaw in the method and when they suggest a complementary avenue of research. "[Toutkoushian and Hearn's] close mentoring enabled me to do more. I was able to watch two strong, successful researchers and to observe how they managed the processes of research. It was very beneficial."

Another group, comprised of Karen Webber, Rebecca Perdomo, and Andrew Crain, are using the National Center for Education Statistics (NCES) High School Longitudinal Survey dataset in two studies related to STEM major choice. Crain had taken several methods classes and finds that his collaboration with Webber cemented his knowledge of statistical methodology. He compares the process to learning a foreign language. A person can develop one level proficiency in the classroom, but it's only through practice and conversation with a native speaker that a learner achieves real fluency and comfort. According to Crain, participating directly in research with Webber has provided a "meaningful extended conversation" on how to design a solid study and engage in rigorous quantitative research.

Crain also noted the value of being part of the conversation at conferences and how partnering with Institute scholars can expand a student's professional opportunities. "The IHE advantage is that everyone knows the field of higher education and is immersed in it completely." Crain summed it up, "You can get good advising and mentorship elsewhere, but here you also get a good professional network, and those relationships continue after you graduate."

PRESENTATIONS

THE NUMBER OF PAPERS presented at major professional conferences by IHE students and faculty consistently outstrips representation of many peer programs of larger size. These presentations give the collaborators practice defending their methods and findings while honing their conclusions in front of an audience of other professionals.

In addition to being multi-disciplinary, IHE provides a true inter-disciplinary environment. We do not stay in silos, and we value each other's work.
—Erik Ness

Rachel Burns and Karen Webber

A recent ASHE presentation was a collaboration between students Lindsey Hammond and Philip Adams with Ness and recent graduate Paul Rubin (Ph.D. 2017). Even though this endeavor was not Adams' first collaboration or conference presentation, he found it helpful to work closely with professors who are so familiar with the field's conferences and journals.

Also at ASHE, Toutkoushian, May-Trifiletti, and former IHE postdoctoral associate Ashley Clayton presented a paper discussing how the operational definition of "first generation" affects research findings of college completion rates among first generation students. May-Trifiletti remembers her first meeting with Toutkoushian in August of 2016. He had clearly taken the time to become familiar with her work and interests when he invited her to join the study. Her involvement and responsibility in their collaborations grew over the year, from handling the literature reviews and theory to taking an active role in analysis. "He is a great teacher who knows how to assign tasks that are meaningful without being overwhelming."

Likewise, during Philip Wilkinson's first week as a graduate assistant, Cain asked if he would be interested in contributing to his study of faculty unionization. Wilkinson was, and that meeting started what has become a conference presentation and an article. Prior to coming to the Institute, Wilkinson had experience giving conference presentations and had been published in peer-reviewed journals, but he claims to owe Cain a "large debt for informing [him] of the rigorous style of writing and preparation required in history." The preparation for a presentation before an audience of historians is different from the sessions he had done before in more pedagogical-based settings. Wilkinson remembers practicing in front of Cain, and he believes those rehearsals and the professor's feedback were instrumental in giving him the confidence to converse successfully in a new discipline.

Rachel Burns (Ph.D. 2018) and Webber started a collaboration during Burns' second semester at the Institute in 2014. Burns made a cold-call to Webber's office to offer her services, and she recalls that Webber enthusiastically laid out what she was working on. Then, she turned to Burns and asked which inquiries, if any, interested her. Four years later the collaboration, which began as an unpaid and unofficial association, has yielded two major conference presentations (at AERA

and ASHE) in 2017 on graduate student debt and financial aid.

Burns recalls that the thought of presenting with Webber was initially more stressful than working independently because the team's performance would reflect on the faculty member, and she holds her IHE professors in high regard. But she says that Webber has a good process of exchanging drafts and encouraging a lot of honesty and mentoring by all members that gives her confidence.

PUBLICATIONS

IN ADDITION to presentation experience, Institute students have graduated from the program with impressive co-authored publications in their curricula vitae. Beyond the bylines, the students receive a very practical form of mentorship, and later partnership, which can continue well after graduation. Recently, these faculty-student projects have produced articles in scholarly journals, commissioned reports for higher education associations, and book chapters.

Articles

The article, "Talking 'Bout My Generation: Defining 'First-generation College Students' in Higher Education Research," which appeared in *Teachers College Record* this year, is an example of how collaborations can provide opportunity for multiple students at different stages of the program. In 2015, Toutkoushian and Robert Stollberg began presenting their National Science Foundation (NSF) and Association for Institutional Research (AIR) grant-funded investigation of the impact of how researchers define "first generation" on their findings of educational outcomes.

When Kelly Slaton joined the team in 2016, Stollberg already had completed his coursework and moved to another state. The three were rarely in Meigs Hall together, so progress on the article relied on each member's ability to communicate constructively as well as work independently. After this experience, Slaton reports, "I'm already primed for future collaborations. I have a precedent for what it looks like and how it can work."

Slaton continues, "I am so grateful for the opportunity he gave me, especially as a part-time student. This collaboration bridged the kind of research I do day-to-day as a staff member at UGA with the academic work done in the higher education field."

Not only do these collaborations help students learn how to conduct research and build their academic record, it also helps the faculty by expanding our understanding of the topic at hand. —Rob Toutkoushian

Jennifer May-Trifiletti and Rob Toutkoushian

Commissioned Reports

Another avenue of publication is the commissioned report. Hearn has had success securing assignments from several organizations, including the Council of Independent Colleges (CIC) and the TIAA Institute.

Hearn, May-Trifiletti, and Welch Suggs (Ph.D. 2009) are writing a report under contract with CIC that explores the impact of collegiate athletics at independent colleges. Hearn approached May-Trifiletti at the end of her first year, and she was happy to contribute. "[The work he wanted to do] was in my wheelhouse."

Karley Riffe (Ph.D. 2018) affirms her project with Rachel Burns (Ph.D. 2018) and Hearn was a "true collaboration." They conducted a study, funded by the TIAA Institute, on the effect of the growing reliance on contingent faculty members in higher education on institutional outcomes. The report appears in December 2017. This project provided practical experience to Riffe on how to work with other researchers. She adds, "We all used our individual expertise to contribute to the final product."

Burns describes her Master's as a practitioner's degree that gave her experience with grant and technical writing but not with the sort of scholarly writing that the TIAA report required. Thanks in part to Hearn's positive direction and guidance through the report's many drafts, Burns feels her "biggest growth [at IHE] was in academic writing." Hearn recognized her existing strength in methodology and gave her the opportunity to develop her writing. In this diverse institute, she appreciates that the faculty readily recognize strengths in each other and in the students and seek to leverage them while developing additional skills.

Book Chapters

In addition to academic journals, students collaborated with faculty to produce book chapters. Paul Rubin (Ph.D. 2017) co-authored a book chapter with Hearn

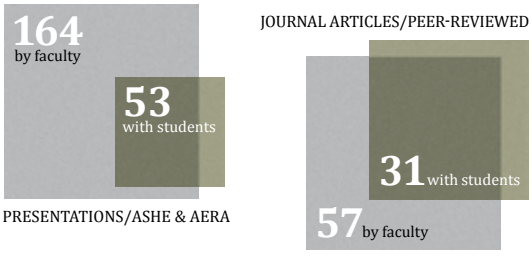
and Ness on intermediary organizations in *The State Higher Education Executive Officer and the Public Good*, (Teachers College Press, 2018). Doctoral student Noble Jones is lead author on another book chapter written with Hearn. Their piece on liberal arts in state universities appears in *Controversies on Campus* (Praeger, 2018), edited by Joy Blanchard (Ph.D. 2008).

Jason Lee (Ph.D. 2017) already had completed his coursework and had moved to Washington, D.C. when Toutkoushian reached out to him to collaborate on a project in 2016. Lee recalls that the initial data review and feedback he offered led to a paper presentation at ASHE in November 2017 (the same month as Lee's dissertation defense).

Lee, a former high school English teacher, was accustomed to writing and delivering material in front of an audience, but he learned a lot about writing for a higher education audience. Lee notes that he came to appreciate how much hard work goes into the finished product by working closely with a respected and prolific researcher and writer. It might get easier with experience and practice, but it never gets easy.

"Rob always has mentorship in mind. He's pushing you just a little bit further and giving you a lot of freedom to grow." Lee appreciates the glimpse through Toutkoushian's theoretical lenses and learning his approach to the research enterprise from start to finish. Their book chapter on economies of scale in higher education finance appears in *Higher Education: Handbook of Theory and Research, volume XXXIII (Springer, 2018)*.

IHE Collaboration Makes a Real Impact
Collaborations 2018-2019



Grant Writing

The professors at IHE also seek to provide students with practical experience in grant writing and grant administration. Over the past year, two students have participated in six new grant proposals.

Our ability to work with students both individually and in small groups, not only creates a better environment, it creates a better final product.
—Tim Cain

Part-time Ph.D. student David Tanner is drafting an NSF grant proposal with Karen Webber and Amy Stich. If the proposal is successful, Tanner will serve as a co-Principle Investigator on the grant. Last year Tanner successfully collaborated with Webber and colleagues around the university to receive funding through the President's Interdisciplinary Seed Grant Program at the University of Georgia.

Even when the student has considerable experience writing grants for private foundations and proposals for contractual arrangements, like Tanner has, the groundwork and level of evidence needed to be successful in securing a major federal grant are on another plane. "It's very much an iterative process with a lot of intermediate evaluation and continual refinement." He credits Webber with establishing a good relationship with NSF and seeking regular feedback on their proposal from people who have been successful or are familiar with the NSF rubrics.

Karley Riffe and Jim Hearn

Lindsey Hammond started her collaborative work at IHE as a graduate assistant, benefiting from the William T. Grant Foundation award won by Ness and Hearn. Hammond says that Ness "very intentionally designed an opportunity for me to take the lead on a qualitative document analysis project, which helped me learn how to guide a project from beginning to end." Her later work with Hearn complemented this experience by introducing some advanced quantitative methods. She now has solid experience with quantitative, qualitative, and mixed-methods research.

During the past year, Hammond assisted with the writing of five new grant proposals alongside four different professors. The proposals target several funding agencies including federal sources and a private

I always find working with students to be rewarding and tremendously beneficial.
—Jim Hearn

Tim Cain and Philip Wilkinson

foundation. Among other lessons, Hammond says her collaborative grant-writing work has taught her "how to thoughtfully and intentionally approach research design so that the final research product has the best shot at being usable and impactful."

CONCLUSION

The collegial and multidisciplinary nature of the Institute's faculty is a great strength. The professors speak supportively and knowledgeably of each other's projects and recommend broad interactions with all their colleagues. May-Trifiletti summed up her experience with faculty-student collaborations, "I feel so lucky to be here. It's a special place to have such successful researchers who also have open doors."

Regardless of the type of collaboration and whether the effort yielded a research product or secured funding, these extended conversations benefit the students and the faculty members. Students pursuing careers in government, institutional research, and administrative leadership roles are encouraged to extend their investigations beyond the classroom. They gain meaningful, interdisciplinary practice with quantitative, qualitative, and mixed-methods research through assistantships and less formal arrangements. These projects reinforce and extend classroom knowledge while enabling the faculty to undertake more projects, deepen their investigations, and broaden their perspectives. ■

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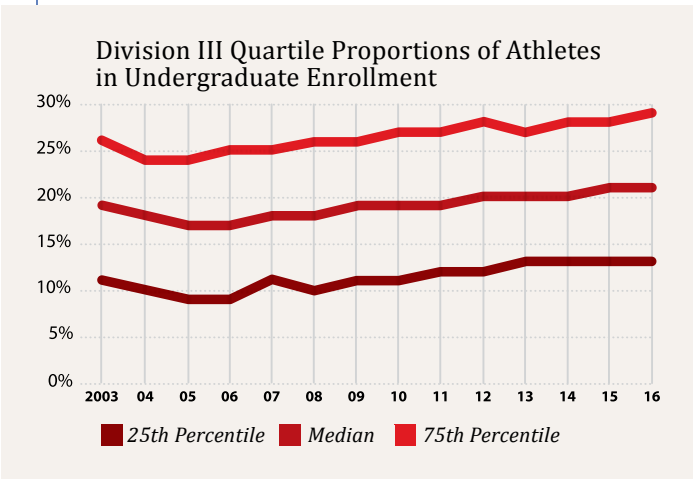
Going Deep

Examining the role of sports in colleges and universities.

By James C. Hearn,
David Welch Suggs Jr., and
Jennifer May-Trifiletti

WHAT'S HAPPENING IN COLLEGE SPORTS? Ask this question of virtually anyone on the street, and odds are that you'll hear about the football rankings, the Final Four, the latest athletics-related scandal at a well-known university, or the fortunes of the local favorite college team. Observers have termed college sports "the front porch" of colleges and universities, and they certainly are an enduring object of fascination and debate.

Yet, popular attention touches on only a very small part of the intercollegiate sports enterprise. Virtually every degree-granting institution in the US offers a wide range of teams for students' intercollegiate athletics participation, and over 560,000 students compete on those teams. Of those, only around six percent participate in NCAA Division I football and basketball, the two sports dominating the airwaves and social media discussions. In other words, over a half a million college students are competing outside the view of the mass media and the general public.



Many of those students are enrolled outside of the large, mainly public Division I schools: while only about three percent of Division I student bodies typically compete intercollegiately, student-body participation proportions are typically over 20 percent in the smaller, mainly private Division III schools (see Figure 1).

The sports institutions offer their students are changing in important ways. Increasing numbers of schools are offering such sports as women's golf and men's and women's lacrosse while, outside of the Division I schools, commitments to wrestling and tennis have actually declined.

Given these facts, it is striking that athletics are so rarely mentioned in the pages of our primary research journals. Research regarding the connection of athletics to institutional organization and strategy is especially scarce.

For example, why might a financially struggling small private college choose to expand its athletics offerings? Why would Swarthmore, one of the earliest schools to play intercollegiate football, drop its team just as its fiercest academic and athletic competitors invested in major athletics upgrades? Why are so many colleges launching new teams to compete in lacrosse and other "green-field" sports? Most importantly, how do such decisions affect

applications, enrollments, campus culture, financial health, and donations?

The Institute has not ignored such questions. Our late IHE colleague Doug Toma perceptively studied college sports, and recent IHE doctoral students Doug Chadwick, David Dial, Wendy Hoffman, Solomon Hughes, Torie Johnson, and Dennis Kramer each focused their theses on the topic. But much remains to be done.

Sharing an interest in athletics, the three of us set out to explore the topic further. In keeping with the theme of this year's *IHE Report*, our research team reflects the collaborative nature of the Institute. The first author is a longtime Institute faculty member and parent of a college athlete. The second author is an Institute graduate (Ph.D. 2009), an associate professor in the Grady College here at UGA, and a former senior editor for athletics at *The Chronicle of Higher Education*. The third author is a current doctoral student in the Institute with strong interests in institutional data analysis and intercollegiate competition. As a team, we have launched a project exploring three core research questions:

1. ***How have colleges and universities shifted their intercollegiate athletic profiles over recent decades?***

2. ***What factors have been associated with changing institutional athletics profiles?***

3. ***How have changes in institutions' athletics profiles affected financial and academic health on campuses?***

We have begun several efforts addressing our core research questions. With funding from the Council of Independent Colleges, we are producing a report addressing research questions 1 and 2 among members of that association. Our report for the CIC will be released later this fall. Separately, we have launched analyses of the strategic role of athletics, with primary attention to the causes and effects of shifts in institutions' athletics profiles (research questions 2 and 3). For example, what economic, demographic, locational, or mission characteristics are associated with colleges adding soccer, football, or other sports to their array of athletics offerings? Might the expansion of programming in sports favored by wealthier families (e.g., lacrosse) help improve institutions' finances? How do the recent moves by many schools to add or revive football programs affect institutional health and stability?

It is striking that athletics are so rarely mentioned in the pages of our primary research journals.

College-choice theories, institutional theory, resource-dependency theory, and other conceptual schemes provide a foundation for our quantitative analyses of 24 years of institutional data as well as our planned qualitative studies. But our analyses are also aimed at going beyond theory to application.

Intercollegiate athletics can be a key element of students' college experiences, but sports also can be a key element in colleges' positioning for efficiency, effectiveness, and equity. Our primary focus is on this strategic role of intercollegiate athletics.

Underlying our work is the notion that athletics are more important in the lives of institutions than the low volume of rigorous analysis would suggest. The reality is that researchers of higher education rarely study college sports from the institution's perspective. The "front porch" needs more attention, and we hope to address that need. ■

PHOTO OF LACROSSE TEAM: ZACH MORGAN, GUILFORD COLLEGE ATHLETICS

Researching Paths to Success

As the Georgia College Advising Corps enters its tenth year of service, there is much to celebrate.

GCAC college adviser Delisha Hodo served at B.E.S.T. Academy and Coretta Scott King Young Women's Leadership Academy in Atlanta from 2016-2018. During her tenure with the Georgia College Advising Corps, Delisha was selected by ACT as a 2018 College and Career Readiness Champion and by Walmart as a Community Playmaker. With Delisha's help, 100% of seniors at both partner schools submitted three or more college applications.

BEGINNING IN 2009 with four advisers, the Georgia College Advising Corps (GCAC)—an outreach program of the IHE—has grown to include twenty-one advisers embedded in sixteen high schools. The advisers assist students through the complex college admissions process to increase the number of matriculants from low-income, first-generation, or other historically underrepresented backgrounds.

GCAC advisers are outstanding recent college graduates who are close in age and background to the students they serve. They offer high school seniors, not only resources and information about college, but also moral support and inspiration. "Finding and applying to college can seem like a daunting and lonely process," said Kayla Pollack, a senior at Clarke Central High School who was served by GCAC adviser Alyssa Yuhouse. "Having one person be on your team can change everything."

In an effort to learn from success stories like Pollack's, GCAC is excited to partner with current and former IHE postdoctoral fellows Meredith Billings and Ashley Clayton to research and analyze GCAC's specific impact on high school students. "We are proud of our program's results, but we seek continued improvement and welcome research that will help us achieve our goals and reduce inequities in college access," explains GCAC director Jessica Robinson.

In their mixed methods study, Billings and Clayton will explore advising strategies used by GCAC college advisers and their roles in the students' application processes. Clayton, who has a background working in the college access field, and Billings, whose prior research has focused on financial barriers to college, hope that their findings will inform policy and practice around college advising in high school. Billings says, "I value this research project because it evaluates a program that strives to make a difference in the lives of young people and tackles a pressing problem in our society—educational inequality—that needs more attention, outreach, and research to solve."

GCAC 2018-2019 Advisers

GCAC PROGRAM DIRECTOR JESSICA ROBINSON

JESSICA ROBINSON became the director of the Georgia College Advising Corps (GCAC) in July. She had served as the program coordinator of GCAC since May 2017, and over the past year, Jessica was instrumental in strengthening program recruitment, logistics, and communications. In her new role as director, Jessica oversees GCAC program development and evaluation, supervises the near-peer advisers, and coordinates with the participating high schools and other GCAC partners. She also assumes responsibility for grant writing, program promotion, fundraising and budget management. Jessica has over a decade of experience in the field of education, including work as an education consultant, a high school teacher, and a youth services librarian. She earned a Bachelor in Arts in Comparative Literature from the University of North Carolina at Chapel Hill, a Master of Arts in Teaching from the University of North Carolina at Wilmington, and a Master of Library and Information Studies from the University of North Carolina at Greensboro.

Jessica Robinson

GCAC 2018-2019 **PARTNER HIGH SCHOOLS**

- Benjamin Mays High School
- B.E.S.T. 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
- Social Circle High School
- Therrell High School
- Westside High School

The Growing Network of GTF Program Alumni

■ THE GOVERNOR'S TEACHING FELLOWS (GTF) Program, founded by Governor Zell Miller, provides higher education faculty from public and private institutions across Georgia with expanded opportunities for developing important teaching skills. Funded by the University of Georgia, the GTF program is offered through the Institute as an academic-year program and as an intensive, two-week summer symposium.

In 2017-2018, thirty-three participants attended either the full academic year course or the two-week summer session in May. Programming topics covered educational technology, team-based learning techniques, educational law, and other common areas of interest identified by the cohort before the session began.

As popular as the program sessions are, the biennial GTF reunions are growing as valuable events that continue to build on the professional momentum and collaborations developed during the program. Participants meet members from other cohorts and share their experiences with implementing what they learned.

In January, the GTF staff hosted a reunion with attendees representing 17 different cohorts. In addition to peer discussions

and networking, the participants attended a variety of sessions, including a keynote presentation by Tamra Ortgies-Young on integrating civic competency into college classrooms and a program on developing personal safety plans on campuses. ■

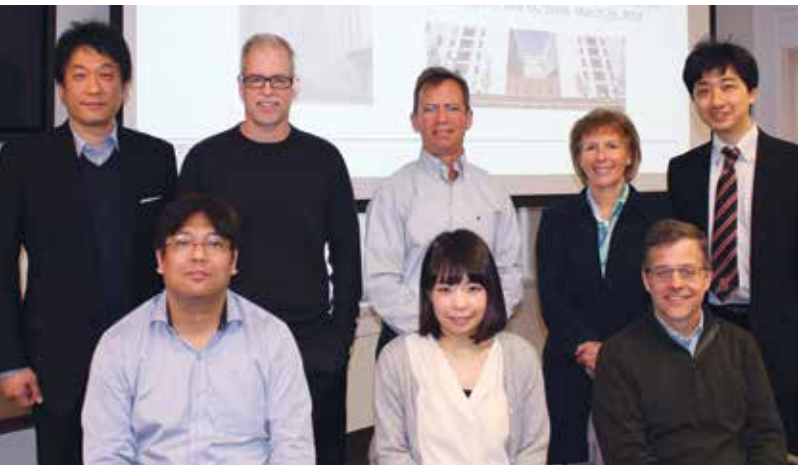
"My expectations were met and exceeded. I met wonderful colleagues with which I am already collaborating on projects and research. I learned some new, great techniques to employ in my classroom. I was refreshed in my profession."

AROUND IHE

IHE Welcomes International Scholars

■ IN MARCH, THE INSTITUTE hosted guests from the Institute of Statistical Mathematics (ISM) in Japan and from North Carolina State University for a day of discussions on comparative research trends in higher education in Japan and the United States.

At sessions open to all IHE affiliates, professors Mio Takei, Keisuke Honda, Yuji Mizukami, and Yousuke Mizutani provided an overview of the work done at ISM, as well as presentations on research diversity and co-authoring trends on the Internet. Additional breakout sessions explored possibilities for future collaborations between the Japanese researchers and IHE faculty relating to institutional research productivity.



Scholars from ISM, N.C. State, and IHE met in Meigs

ISM is a national research institute in Japan that conducts studies relating to theory and applications of statistics and data science.

■ DR. ATTILA PAUSITS, an international expert on higher education management and modernization, visited the Institute for three days in May. While in Athens, he conducted informal roundtables with students and talks with university administrators from several units around campus. Before heading to Atlanta for discussions with Ed.D. students and alumni, he also delivered an Educational Policy Series presentation on European issues in higher education.

Pausits has served on several international auditing boards in the Balkans and on the African continent. In addition to general leadership and administration topics, he is actively researching growth of real-time universities in Europe and development of student services.

At Danube University Krems, Pausits is head of the Center for Educational Management and Higher Education Development, and he also serves as the academic director of the Erasmus Mundus Master Program for "Research and Innovation in Higher Education" (MaRIHE). IHE, through the University System of Georgia, is currently the only U.S.-based associated partner of MaRIHE. This partnership developed from a 2016 presentation, given by Libby V. Morris and Sheila Slaughter, at a higher education seminar in Austria. This summer Pausits and his MaRIHE team received a transformative grant from Erasmus Mundus to support an expanded curriculum, more scholarships, and additional internship opportunities around the world.

Attila Pausits

In addition to his work at Danube University Krems and MaRIHE, Pausits has served on the executive committee of the European Higher Education Society (EAIR) since 2011. He recently co-edited a history of EAIR, covering 1979-2018.

IHE Faculty Present at EAIR in Budapest

■ KAREN WEBBER gave two presentations at the 40th annual EAIR conference in Budapest, Hungary on August 26-29. One of those papers was co-authored by two IHE alumni: Chris Ferland (Ph.D. 2010) and Charles Mathies (Ph.D. 2010). Their paper presented best practices for data presentations and practical recommendations to prevent data misuse for a range of higher education researchers. Her second paper, co-authored with colleagues from South Africa and the U.K., provided a comparative review of professional development activities of major IR associations.

Sheila Slaughter, IHE's Louise McBee professor, gave a keynote address titled, "Current Constraints on Academic Freedom: Marketization and Nationalism." She explored the fate of academic freedom at a time when all knowledge has been politicized. ■

Adjuncts Broaden Content and Add Diversity in Expertise

AT THE INSTITUTE, ADJUNCT PROFESSORS contribute as part of the professoriate and provide more in depth opportunities for IHE students through the knowledge they have accrued in their field. Adjuncts bring additional sources of professional experience and perspectives that enhance the academic climate at the Institute.

The Institute announces two new adjunct professors, Angela Bell and Jennifer Rippner, who joined the faculty in August. They will help to broaden class offerings and content and will share their diverse experiences in all three graduate programs.

■ **Angela Bell** is associate vice chancellor for research and policy analysis for the University System of Georgia (USG) where she directs the design of data collection and analysis to support research, planning, and policy development and implementation. The Office of Research and Policy Analysis serves as the research arm of the University System and the Board of Regents, analyzing higher education and related state and national policy issues and their impact on the USG.

Angela Bell

Prior to her current position, Bell served as vice chancellor of policy and planning for the West Virginia Higher Education Policy Commission, which develops and oversees a public policy agenda for the state's 12-campus, four-year public higher education system. Bell also worked for the commission as a research and planning analyst.

Her research focuses on financial aid policy analysis and factors shaping postsecondary student success and time to degree such as student background, developmental education, transfer, and enrollment intensity.

Bell completed her doctorate in higher education at the Institute of Higher Education in 2008. She earned a Bachelor of Arts degree from Princeton University and a Master's in language education from the University of Georgia.

■ **Jennifer Rippner** is a P-20 education law and policy expert who teaches K-12 and higher education law for several research universities (including as a visiting lecturer of education law in the School of Education at Indiana University). She also provides legal counsel to systems and institutions of higher education. Rippner's academic research focuses on the policy and legal connections between K-12 and higher education. She currently coordinates Georgia's Alliance of Education Agency Heads, the state's coordinating body for early learning through higher education.

Jennifer Rippner

Her depth of knowledge in education policy and legal experience shapes her research and teaching. Among her roles at the state level, she served as Georgia Governor Sonny Perdue's education advisor, director of the Governor's Office of Student Achievement, and executive director of policy and programs at the University System of Georgia. At the national level, Jennifer served as a senior policy and legal advisor at EducationCounsel, LLC, a Washington, D.C.-based education law and policy firm.

Rippner earned a Bachelor of Arts in political science and Juris Doctor from the University of Florida and a Ph.D. in higher education from the Institute of Higher Education. ■

Fall 2018 Calendar of Events

August 13
First Day of IHE Classes

September 17-18
Dominique J. Baker's Education Policy Seminar

September 24
Student Awards Luncheon

October 5
Homecoming Open House
Join us in Meigs Hall for light hors d'oeuvres, and visit with faculty, alumni, and students.

October 29-31
Sarah O'Shea's Visit (University of Wollongong-Australia)

November 14
IHE Preconference Reception at ASHE
If you are in Tampa, make sure to include our gathering in your schedule.

December 3-7
University of Rijeka Visitors

December 12
Alumni Holiday Reception

Visit our Facebook page (UGA/IHE) for more events.

INSTITUTE OF HIGHER EDUCATION FELLOWS

IHE FELLOWS hold renewable, three-year appointments to the Institute of Higher Education and contribute to the Institute's programs and intellectual community.

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

James Soto Antony
Senior Lecturer on Education
Graduate School of Education
Harvard University

Christopher Cornwell
Professor of Economics
University of Georgia

Houston Davis
President
University of Central Arkansas

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

Mary Lou Frank
Educational Consultant, Adjunct Professor
Brenau University

Ilkka Kauppinen
Adjunct Professor, Department of Social Sciences and Philosophy
University of Jyväskylä, Finland

Larry L. Leslie
Distinguished Visiting Professor of Higher Education
Institute of Higher Education

Michael K. McLendon
Fred and Edith Hale Endowed Professor of Higher Education Policy and Leadership
Baylor University

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

David Mustard
Professor of Economics
University of Georgia

Brian Noland
President
East Tennessee State University

Yarbrah Peeples
Director, New Site Development
College Advising Corps (CAC)

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

Linda Renzulli
Professor and Department Chair, Sociology
Purdue University

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

Randy L. Swing
Higher Education Consultant

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

C. Edward Watson
Associate Vice President for Quality, Advocacy, and LEAP Initiatives
Association of American Colleges and Universities (AACU)

Meihua Zhai
Information Technology Consultant

Meet the New IHE Students

Standing, left to right: Matt Gregory, Amy Yandell, Julianne O'Connell, Ben Cecil, Heather Collins, Jihye Lee, Marla Wilks. ***Seated, left to right:*** Matt Dean, Maya Mapp, Rob Clark. [Not shown: Stan Jackson.]

Seminars and Meetings Address Higher Education Issues

THROUGHOUT THE ACADEMIC YEAR, IHE faculty and students are invited to attend Educational Policy Seminars and conversation sessions with leading experts in higher education from around the country and beyond. Students also participate in special small group meetings with visiting scholars and IHE alumni, which provide opportunities for open discussion on career goals and various aspects of research in the field of higher education.

■ **Conversations with Scholars** | July 27, 2017
"Faculty Career Path and Current Directions for Higher Education"
Joy Blanchard, *Associate Professor of Higher Education at Louisiana State University*

■ **Education Policy Seminar** | September 8, 2017
"Invisible Walls and Class Ceilings: Deconstructing Academic Tracking in Higher Education"
Amy Stich, *Northern Illinois University*

■ **Conversations with Scholars** | November 1, 2017
"Campus-State Connections in Tennessee: Completion Initiatives, Governance Change, and Social Issues"
Brian Noland, *President, East Tennessee State University*

■ **Conversations with Scholars** | November 17, 2017
Discussion on recent initiatives of the USG Board of Regents
Steve Wrigley, *Chancellor, University System of Georgia*

Brian Noland, President of East Tennessee State University; Japan's Institute of Statistical Mathematics; Earnestine Easter of the National Science Foundation.

PhD Students in Washington, D.C.

ERIK NESS accompanied a group of Ph.D. students to Washington D.C. in May to visit with leaders of education advocacy organizations and senior government officials to understand how public policy and research work on the federal level. This is the second year that a fully funded group of IHE students has traveled to the nation's capital. ***Front row:*** *Jennifer May-Trifiletti, Lindsey Hammond, Jillian Morn, Rebecca Perdomo.* ***Back row:*** *Erik Ness, Andrew Crain, Sean Baser, Charles Sanchez, Dominique Quarles.*

■ **Education Policy Seminar** | February 6, 2018
"Future Research for the Field of Higher Education"
Steve DesJardins, *Professor, School of Education; Professor, Ford School of Public Policy, University of Michigan*

■ Collaborative Education Seminar | March 26, 2018
"ISM Data System and the Research Diversity Index for Evaluation"
Representatives from the *Institute of Statistical Mathematics in Japan*

■ **Education Policy Seminar** | April 12, 2018
"Reflections on 50 years in Higher Education"
Larry Leslie, *Distinguished Visiting Professor and Senior Scholar, Institute of Higher Education; Professor Emeritus of Higher Education, University of Arizona*

■ **Conversations with Scholars** | April 19, 2018
"Spotlight on NSF"
Earnestine Easter, *Program Director, Division of Graduate Education, Directorate for Education and Human Resources, National Science Foundation*

■ Conversations with Scholars | May 23, 2018
"Trends in European Higher Education"
Attila Pausits, *Danube University, Krems*

2018 McBee Lecturer Shares Her Inspiration

MICHELLE ASHA COOPER opened and closed her remarks with a quotation from Louise McBee, "Education—and the world—will change. They will be better, and we will help make them better." Cooper is the president of the Institute of Higher Education Policy (IHEP), a Washington D.C. based advocacy organization. She shared insights into what inspires her commitment to higher education transformation, gave details about the work and priorities of IHEP, and extended a roadmap for how the people on the front lines in colleges and universities can get involved in the policy-making process.

Michelle Asha Cooper

Cooper has been a champion of equity and social justice in higher education for over a decade. She believes that the "promise of higher education remains unfilled for far too many of our students." To meet the challenges of our changing world, our higher education policies need to be focused on making college affordable, driving degree completion, and addressing the endemic equity issues that hinder a new generation of students.

At the root of all these measures is the need to improve data available to decision makers. Cooper described the current postsecondary data structure as "a complicated, duplicative, disjointed mess." She said the current reporting system does not count all students, and therefore cannot account for all outcomes or answer critical questions. Even seemingly straightforward questions (for example, How many community college students transfer to four-year institutions?) cannot be answered conclusively with the available data. This lack of complete and reliable data is the source of great frustration to policy makers and advisors.

She shared several IHEP policy priorities currently underway in response to these challenges. IHEP advocates to strengthen need-based federal and state financial aid systems, to encourage degree completion among those students that begin college, and to remove barriers preventing incarcerated and formerly-incarcerated people from pursuing higher education. IHEP also partners with other stakeholders to address the lack of reliable data on higher education through the Postsecondary Data Collaborative.

Cooper extended an invitation to the audience to be proactive participants in higher education policy planning. She said it is relatively easy to imagine how things could or should be, but the actualization and implementation of change is much harder. She urged those involved in higher education to reach out to policy makers and offer their expertise and experience because representatives want to hear from their constituents. They recognize that faculty, administrators, and students are the first responders of education policies: serving on the front lines every day with direct exposure to the impact of implementation. Cooper urged attendees to find a part to play and to make sure their voices are heard. ■

Michelle Asha Cooper and Louise McBee

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.

A video archive of lectures from the past several years can be found on the IHE website.

IHE Students Receive Special Awards

MELISSA WHATLEY, KARLEY RIFFE, AND LORI HAGOOD received awards honoring former IHE faculty members Thomas G. Dyer and J. Douglas Toma, as well as former Georgia governor and first lady Zell and Shirley Miller.

Dyer, professor of higher education and history and longtime UGA administrator, retired as IHE director in 2006. His many honors included bestowment of the title University Professor in 1998 and posthumously receiving the inaugural President's Medal from the UGA Alumni Association in 2013.

From left: Melissa Whatley, Karley Riffe, and Lori Hagood with their awards.

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

"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 alumni and friends 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."

Whatley received the Dyer Outstanding Dissertation Research Award for "rigorous original scholarship in the field of higher education." Her dissertation research focuses on the role that institution type plays in study abroad participation and experiences among students. After graduation, Whatley hopes to secure a faculty position.

"My experience in IHE has been positive from day one," she says. "The faculty are very giving of their time and work hard so that all of their students are successful. My experience in IHE has been equally influenced by the people in my cohort, who have supported me in this program probably more than they know."

Riffe received the J. Douglas Toma Excellence in Scholarship and Service Award for her academic achievements and institutional engagement. She researches changes to the academic profession in the United States and specifically, the implications of academic appointment type at public, comprehensive institutions. While pursuing her degree, Riffe contributed to three externally-funded projects with IHE faculty members. After her May 2018 graduation, she accepted a faculty position at Auburn University.

"IHE has given me opportunity after opportunity to develop both as a researcher and as a member of the scholarly community," she says. "My decision to pursue my doctorate here is consistently reaffirmed by my interactions with IHE students, staff, and faculty, and I look forward to building on what I've learned here after graduation."

Hagood received the Miller Fellowship as a "doctoral student of high promise." She has presented more than ten papers at major national conferences, and as a graduate assistant, Hagood supported UGA's student success initiatives in the Office of the Vice President for Instruction. Her dissertation examines how incentive policies impact state funding for public higher education. Since graduation in December 2017, Hagood conducts policy-related research of student success initiatives, higher education finance and affordability, as well as post-graduation outcomes as a research associate at the Board of Regents of the University System of Georgia in the Office of Research and Policy Analysis.

"My time at the Institute has been challenging and rewarding, and I do not believe a better graduate experience could be found anywhere," she says. "Not only are the faculty actively shaping the field of higher education, they are among the kindest and most supportive people with whom I've had the pleasure of working. I am grateful for the opportunities IHE has afforded me."

IHE faculty recognized the students at a luncheon in October 2017. ■

New Leadership Award Introduced in 2018

THE INAUGURAL Libby V. Morris Leadership Award increases the number of student awards to four and will be presented at the student awards luncheon planned for September. The award is given to a student who shows potential for leadership in colleges and universities and fosters a commitment to the land-grant missions of instruction, research, and public service. Libby V. Morris is currently the Zell Miller distinguished professor of higher education and is serving as the interim senior vice president for academic affairs and provost for the University of Georgia. ■

BEYOND THE CLASSROOM

Papers, Presentations, and More Activities

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

Andrew Crain

■ **ANDREW CRAIN** presented a paper on racial equity and a poster on the financial impact of Hurricane Katrina within higher education at ASHE 2017. In June 2018 Crain wrote an article on "Serving Rural Students," which was the feature story in the *NACE Journal*, the magazine of the National Association of Colleges and Employers, and he has conducted presentations on the same topic for the Mountain-Pacific Association of Colleges and Employers (MPACE) and the UGA Engage! Student Affairs Conference. Crain also presented a recruiting workshop for the Council of Advancement and Support of Education's (CASE) "Strategic Talent Management" conference and served as a guest speaker on internships and recruiting on both the University of Melbourne's "Starting Somewhere" podcast (Ep. 9) and NACE's podcast on "Looking Beyond College Majors."

Along with Josh Patterson and Melissa Whatley, he will present at ASHE 2018 on the geography of intercultural opportunities within higher education. In November 2018, Crain will also present on the impacts of rurality on the STEM pipeline at the AAC&U Transforming STEM Higher Education conference in Atlanta (with Karen Webber and Rebecca Perdomo). Crain currently works full-time as a talent acquisition specialist for UGA's Division of Development & Alumni Relations.

Alex Cassell

■ **ALEX CASSELL** served as an intern in the Georgia Governor's Office of Policy and Legislative Affairs this summer. As a master's student, he represents that constituency on the Higher Education Student Society (HESS).

Lindsey Hammond

■ **LINDSEY HAMMOND** is a third-year doctoral student and a graduate research assistant funded by UGA's competitive Graduate School Research Assistantship award. She provides research support to Erik Ness and also works frequently with Jim Hearn. She participates in projects related to public policy, college completion, information utilization in the policymaking process, intermediary organizations, and higher education governance changes. She presented a co-authored paper at the 2017 ASHE Council on Public Policy in Higher Education Pre-Conference in conjunction with Philip Adams, Paul Rubin, and Erik Ness. At the 2018 ASHE Annual Conference, she will present a solo-authored paper and serve as a session chair and program reviewer. Hammond also served as a co-author on papers related to policy networks in the college completion sphere presented at both the 2018 AERA Annual Meeting and the 2017 APPAM Fall Research Conference.

Hee Jung Gong

■ **HEE JUNG GONG** works as a research assistant for Robert Toutkoushian. During her second year of doctoral coursework, she presented four different studies at various conferences. At the 2017 ASHE conference, she shared her research on educational aspirations and expectations of high school students. She presented a paper on "The Effect of Postsecondary Education on Political Efficacy in OECD Countries" at the 2018 AERA conference. She presented two sessions at UGA. One on federal policy toward TRIO student support service and practices in southern universities at the 2018 IRIS symposium and a case study on the Peer Learning Assistance learning environment in undergraduate STEM education at the 2018 SEER Symposium. Additionally, she has been invited to serve as a reviewer for the 2019 AERA annual meeting for Division J (Postsecondary Education-Assessment and Outcomes) and four SIG sessions. She will serve as a member of the International Student Advisory Board (ISAB) at UGA for the 2018-19 academic year..

Adrianna Gonzalez

■ **ADRIANNA GONZALEZ** served as a graduate assistant for the Division of Academic Enhancement during the 2017-2018 academic year. In that position, she assisted with program development and execution for first-year, first-generation scholars. This included establishing a peer mentor program, teaching financial literacy workshops, and supporting students with one-on-one guidance. During her first year, Gonzalez enjoyed exploring new research agendas and completed projects regarding transfer students, the development of minority students at PWIs, and a historical analysis of female students at UGA in the late 1960s, among others. This summer she joined Tim Cain on a project examining student protests of the 1960s and 70s here at UGA. This fall, she will present papers at the 2018 ASHE conference and at the 2018 HES (History of Education Society) meeting. Additionally, she has been invited to attend the 2018 NASPA Escaleras Institute, a national symposium for emerging LatinX leaders in higher education.

■ **HOLLY HAWK** is an adjunct instructor in the J.M. Tull School of Accounting at UGA. At the Innovation in Teaching Conference in Athens, GA in fall 2017, she spoke on her use of hands-on practice

with enterprise resource planning systems and auditing software. At the American Accounting Association (AAA) 2017 Accounting IS Big Data Conference in Brooklyn, NY, she presented on NetSuite curriculum development. In April 2018, she presented with a colleague at the University of Delaware at the AAA Southeast Region Meeting. The session provided guidance to educators on how to incorporate big data work and data analytics into their classrooms. She also presented at the KPMG Masters of Accounting Data and Analytics Leadership Conference in Orlando.

Holly Hawk

Justin Jeffrey

■ **JUSTIN JEFFREY**, UGA's director of international student life, presented his paper, "Factors Influencing International Branch Campus Strategies for Four-Year Public and Private Not-for-Profit Institutions in the United States," at a roundtable during ASHE 2017. This coming November, he will co-present with fellow IHE student, Melissa Whatley, a study of factors that affect student participation in study abroad opportunities at public flagship institutions in the United States.

■ **JENNIFER MAY-TRIFILETTI** presented papers at both ASHE 2017 and AERA 2018. At ASHE, she presented with Rob Toutkoushian and Ashley Clayton (LSU) on variations in college completion among first-generation college students when using alternative definitions of "first-generation." At AERA, she presented with recent IHE graduate Samantha Rogers on the relationship between academic advising and different types of outcomes for community college students.

Jennifer May-Trifiletti

Also this year, May-Trifiletti co-authored a report with Jim Hearn and Welch Suggs (Ph.D. 2009) for the Council of Independent Colleges. The report examined longitudinal trends in intercollegiate athletics offerings with an eye toward strategic financial and enrollment management. She was selected to participate in the Association for Institutional Research/National Center for Education Statistics Data Institute.

May-Trifiletti will present a paper at ASHE 2018 looking at educational expectations for traditional and nontraditional students attending community colleges.

Jillian Morn

■ **JILLIAN MORN** presented as a co-author on two conference presentations at Southern Association for Institutional Research in Fort Worth, Texas, in October 2017 and at the AIR Forum in Orlando, Florida, in May 2018. The presentations addressed applying concepts of organizational theory and project management to institutional research offices and cognitive science limitations and best practices in data visualization of higher education data. She was also promoted to research associate rank II in the College of Computing at Georgia Tech as of July 2018.

■ **JOSHUA PATTERSON** won a research grant supported by the Andrew W. Mellon Foundation to study curricular engagement around religion in the Integrated Diversity Experiences and Attitudes Longitudinal Survey. He is part of a team that will present their research at an IDEALS symposium in September.

Joshua Patterson

Patterson presented a paper at the 2018 AERA Conference investigating the relationship between institutional religious affiliation and graduation rate. Patterson was published in the *Bulletin for the Study of Religion's* blog series "What's in Your Religion Syllabus?" In June 2018 he began as a research fellow for the American Academy of Religion where he will work to collect and analyze trend data on the field of religious studies.

Along with IHE students Melissa Whatley and Andrew Crain, Patterson will present research at the 2018 ASHE conference. He will convene a panel, discussing religious studies in the higher education context, at the annual meeting of the American Academy of Religion and present a paper investigating patterns in religious studies learning goals.

Rebecca Perdomo

■ **REBECCA PERDOMO** is a graduate endowed scholar through UGA's Alumni Association and is a research assistant for the UGA Carl Vinson Institute of Government, under the direction of John Barner and Theresa Wright (Ph.D. 2011), where she engages in survey research and data evaluation and has developed instruments assessing organizational climate.

Working with Karen Webber, Perdomo used national data to address issues affecting student retention in the STEM pipeline. She presented their preliminary analysis of STEM oriented extra¬curricular activity on college major choice at the Interdisciplinary STEM Teaching & Learning Conference in Savannah, GA in March 2018. Perdomo presented her research with Linda Renzulli (IHE Fellow) on immigrant generation status and college enrollment at the Southern Sociological Society Conference in April 2018. She also presented at Cambio de Colores in June 2018. Perdomo and Webber have a paper accepted for the ASHE 2018 conference, and they will present with IHE doctoral student Andrew Crain at the AAC&U STEM conference in November 2018.

■ **DOMINIQUE QUARLES** wrote Georgia Southern University's successful grant proposal for the Ronald E. McNair Postbaccalaureate Achievement Program, a U.S. Department of Education Federal TRIO program initiative. With a perfect score of 110/110, he secured $1.1

million in funding over the next five years for first-generation and low-income undergraduate students at Georgia Southern University who wish to pursue a Ph.D. Quarles currently works for the UGA's Office of Institutional Diversity as director for diversity and inclusion. His research interests include higher education policy, college completion, equity in higher education, and institutional leadership.

Dominique Quarles

KARLEY RIFFE received the Institute's J. Douglas Toma Excellence in Scholarship and Service Award this past year, for her academic achievements and institutional engagement. Additionally, Riffe co-authored two publications with IHE colleagues. First, she co-authored a peer-reviewed journal article with Sondra Barringer (SMU) entitled "Not Just Figureheads: Trustees as Microfoundations of Higher Education Institutions" in *Innovative Higher Education*. Second, Riffe co-authored a report for the TIAA Institute with Toutkoushian and Ness that addressed how faculty members make decisions about their financial retirement plans. Riffe will also contribute to two research presentations at the ASHE annual meeting this November. After successfully defending her dissertation, Riffe has accepted a position as an assistant professor of higher education at Auburn University.

Karley Riffe

MELISSA WHATLEY is a 2018 co-recipient of the Harold Josephson Award for Professional Promise in International Education, awarded annually by the Association of International Education Administrators (AIEA). This award recognizes emerging leadership in international education, evidenced by a number of activities, including research. Over the course of the past academic year, Whatley authored a journal article in *Frontiers: The Interdisciplinary Journal of Study Abroad* and a book chapter in an edited volume titled *Study Abroad Opportunities for Community College Students and Strategies for Global Learning. B*oth will appear in fall 2018. She also reviewed an edited volume, *International Education at Community Colleges: Themes, Practices, and Case Studies,* for *Frontiers.* Whatley co-authored a journal article that appeared in the *American Educational Research Journal*, and she co-authored the Forum on Education Abroad's *2017 State of the Field Report*.

Melissa Whatley

During the 2017-2018 academic year, Whatley presented her research at numerous academic conferences, including ASHE 2017, AEFP 2018, and AERA 2018. Whatley was also an invited presenter at the 2018 Summer Institute at Boston College's Center for International Higher Education, where she discussed her research examining community college study abroad. She will present several examples of her recent work at the 2018 ASHE meeting in November.

Whatley served as the graduate assistant to the International Partnerships division of UGA's Office of International Education, 2017-2018. In this role, she produced white papers documenting UGA's connections and collaborations abroad and assisted in the writing and design of UGA's international engagement materials. She worked on an award-winning application for NAFSA: Association of International Educators' Simon Spotlight Award, which was awarded to UGA's research partnership with Minas Gerais (Brazil) in March 2018. Whatley recently transitioned to a graduate assistantship in UGA's Survey Research and Evaluation unit, housed in the Carl Vinson Institute of Government. In this role, she designs and implements surveys, and evaluates their resulting data, on a broad range of topics.

Whatley served as an instructional assistant to IHE faculty members in two courses during the 2017-2018 academic year: Introduction to Research in Higher Education (with Karen Webber) and Advanced Social Theory (with Sheila Slaughter). She additionally served as an AP Research Expert Advisor to a high school student investigating factors that influence career continuation among Latina immigrants in the United States. Her dissertation research employs advanced quantitative research methods to explore the institutional stratification of study abroad opportunities.

Thank You!

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

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

HESS Officers 2018-19

President: Adrianna Gonzalez (2nd year PhD student)
Secretary: Andrew Crain (4th year PhD student)
Treasurer: Stephen Mayfield (2nd year PhD student)
Master's Representative: Alex Cassell (2nd year master's student)

STAY CONNECTED

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

ihe.uga.edu

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

ASHE
2018 ANNUAL CONFERENCE

Wednesday, November 14, 2018
7:30 p.m. to 8:30 p.m.
Tampa Marriott Waterside
www.ashe.ws/conference

Congratulations
IHE GRADUATES 2018

Ph.D.
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KRISTEN LINTHICUM
KARLEY RIFFE
NOBLE JONES

Ed.D.
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JANET HEARD
STEVEN BETTNER
RANDY BLACKMON
JAMILA EDWARDS
CAROL FLOWERS
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M.Ed.
TONI ROGERS
LAURIE WILLIFORD
JORDAN ROLLINS
SAM DISALLE
WILLIAM DRAPER
TRISHA BAREFIELD

ALUMNI NEWS

■ **CHRIS FERLAND** (Ph.D. 2010) was promoted to associate vice president for institutional research and effectiveness at Georgia College and State University in Milledgeville in January. He had served as assistant vice president for institutional research and effectiveness since August 2014.

■ **CAROL FLOWERS** (Ed.D. 2017) became the assistant vice provost of faculty affairs at Emory University in August 2017. She had been director of operations and special assistant to the provost since March 2015.

■ **TORIE A. JOHNSON** (Ed.D. 2017) has transitioned into an expanded role as the associate commissioner for academic relations of the Southeastern Conference (SEC) Academic Relations Department. Johnson had been the executive director of SECU. SEC Commissioner Greg Sankey outlined expectations for the new department, "By broadening the scope of our academic initiative, we will be able to establish a stronger platform to articulate how SEC universities are impactful and influential including and beyond intercollegiate athletics."

■ **CALEB KEITH** (Ph.D. 2017) is now assistant provost for instructional effectiveness and strategic priorities at the University of the Ozarks. He had previously served as director of institutional effectiveness.

■ **HEIDI LEMING** (Ph.D. 2013) was promoted to vice chancellor for student success at the Tennessee Board of Regents (TBR) in December 2017. She oversees the newly created Office of Student Success, which is responsible for the system's completion agenda work, high impact practices, advising, and enrollment management. TBR is the first system running an AACRAO/NASPA Comprehensive Student Record project, and Leming is spearheading this effort. Earlier this year, she served as a consultant at the USG Momentum Year Summit in Atlanta.

■ **KRISTEN LINTHICUM** (Ph.D. 2018) accepted a government relations associate position in the UGA's Government Relations Office upon completion of her degree.

■ **CLAIRE MAJOR** (Ph.D. 1998), professor/chair of the Department of Educational Leadership, Technology, and Policy Studies at the University of Alabama, has co-authored (with E. Barkley) a new book titled *Interactive Lecturing: A Handbook for College Faculty*. In addition to providing a synthesis of relevant, contemporary research and theory on lecturing as it relates to teaching and learning, this book features tips on how to deliver engaging presentations and provides student assignments to reinforce individual comprehension during the lecture.

■ **KELLY ROSINGER** (Ph.D. 2015) is profiled in the latest issue of the *Washington Monthly* as a rising higher-education policy voice

Heidi Leming

and "an expert in experimental and quasi-experimental research methods." She also was interviewed on the Matt Townsend radio show, discussing barriers students face going to and getting through college. She is assistant professor in the Department of Education Policy Studies and a research associate in the Center for the Study of Higher Education at Penn State University.

■ **TIFFANIE SPENCER** (Ph.D. 2017), assistant director for diversity, retention, and student services at the University of Vermont, is now an affiliated faculty member with the College of Education at UVM and began teaching classes in the fall.

■ **DINA SWEARNGIN** (Ed.D. 2015) is professor of nursing and chair of the Department of Health Services at Point University since summer 2017. She was previously a nurse educator at the College of Health at Clayton State University.

■ **ROBERT THOMAS** (Ph.D. 2005) is professor of Practice in Leadership at the Institute of Leadership & Entrepreneurship at Georgia Institute of Technology and also directs activities for the Cowan-Turner Servant Leadership program. He is in his seventh year of serving with these programs at Tech.

■ **CHRISTINE LOMER (LACOLA) THOMSON** (Ed.D. 2011) became the executive director of executive development programs at the University of Maryland's Robert H. Smith School of Business in January.

■ **WESLEY WICKER** (Ed.D. 1990) is one of four principal partners of Columns Fundraising consulting firm, which was established two years ago and has grown to 24 staff members in six states. They have a client list that includes nonprofit organizations from California to Maine, with a strong presence in Georgia. ■

BY IHE THE NUMBERS

IHE is ranked among the **Top 5** higher education programs in the nation by *U.S. News and World Report*.

100% of full-time PhD students are supported through assistantships.

Student conference funding requests granted by IHE: **100%**

IHE students made **33** presentations at major national research conferences in 2017-18.

93% of EdD alumni said the program "increased my professional network" and "deepened my knowledge of my professional field."

Value of grants awarded to the IHE faculty: **$2 million+**

12 research universities employ recent IHE graduates/postdocs in faculty positions.

Different academic disciplines represented in the Governor's Teaching Fellows program since 1995: **126**

571 participants have been in the Governor's Teaching Fellows program since it was established in 1995.

GEORGIA COLLEGE ADVISING CORPS 2017-2018

4,069 seniors were helped by GCAC in navigating the college admissions process.

GCAC advisers had **10,737** one-on-one meetings and **2,442** parent interactions.

Number of campus visits made by GCAC advisers: **768** Number of college fair visits: **983**

Seniors who met with a GCAC adviser were **28%** more likely to attend college and **21%** more likely to be accepted to college.

$37 million worth of scholarships awarded. **5,698** college acceptances.

Why We Give to IHE

Wesley Fugate (Ph.D. 2012)
Vice President for Student Affairs and Dean of Students
Randolph College, Lynchburg, Virginia

"I give to the Institute in honor of the outstanding faculty and staff who have made me a stronger professional. Each day, I build upon the strong foundation my education at the Institute provided me. I am very happy to support an organization that changed my life for the better and to ensure that it continues to make a difference in the lives of other higher education professionals well into the future."

Laura Meadows (Ed.D. 2013)
Director, Carl Vinson Institute of Government
University of Georgia

"I'm so grateful to IHE for providing me a doctoral avenue with a program geared towards full-time working administrators. The faculty were just amazing—providing the opportunity to learn and discuss current issues in higher education. I'm honored to give back in a very small way to an organization that has provided me so much."

UNIVERSITY OF GEORGIA
Institute of Higher Education

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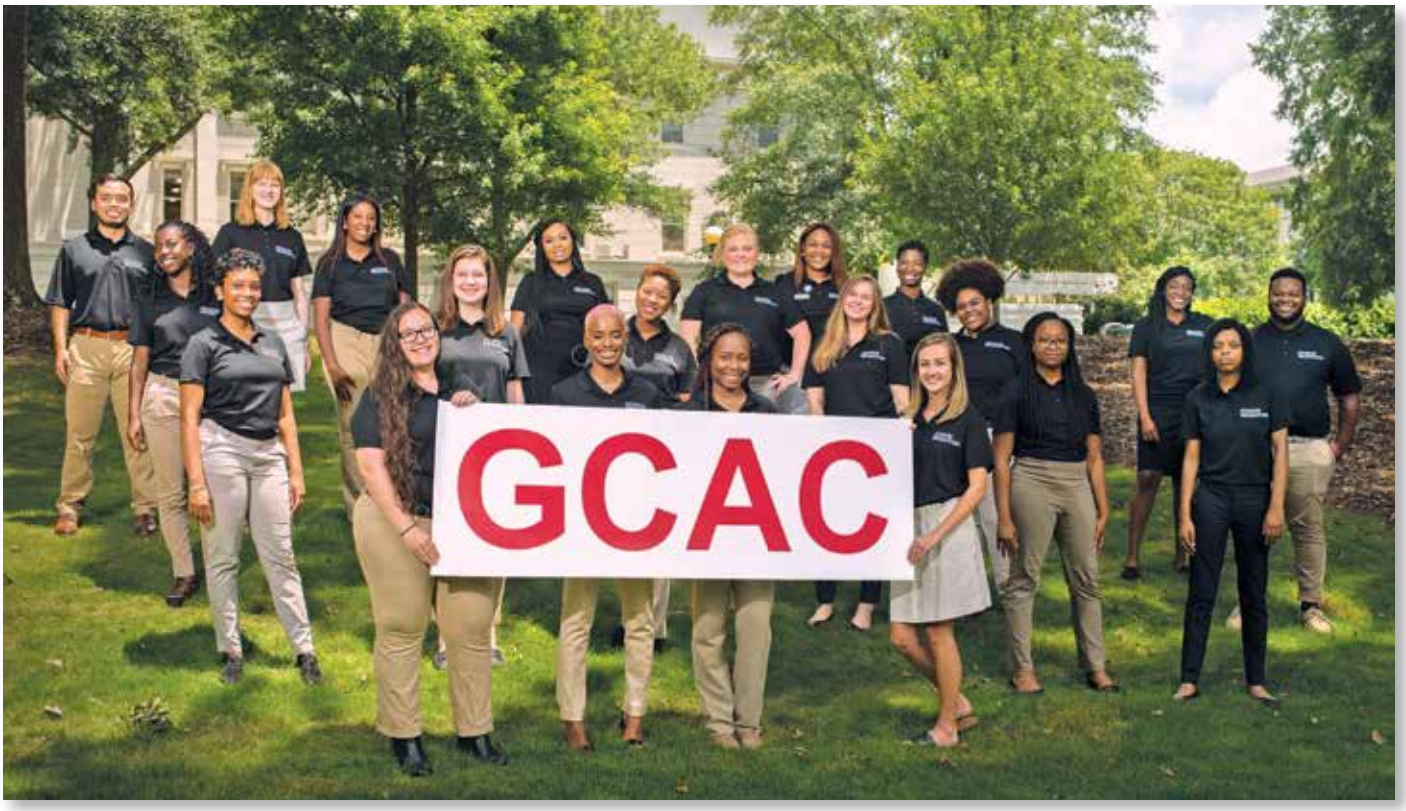

As part of its public service mission, the Institute of Higher Education sponsors the Georgia College Advising Corps, a college access program that works to increase the number of low-income, first-generation, and historically underrepresented students who enroll in postsecondary education. In 2018-2019, twenty-one GCAC college advisers will provide one-on-one support to high school seniors as they navigate the complex college admissions process.

Institute of
Higher Education
UNIVERSITY OF GEORGIA