THE UNIVERSITY OF GEORGIA
Institute of Higher Education
Autumn 2005

IHE Report

Building for the FUTURE

Sheila Slaughter becomes first Louise McBee Professor

Pathway to Meigs Hall, North Campus

Publisher
The University of Georgia

President, The University of Georgia
Michael F. Adams

Director, Institute of Higher Education
Thomas G. Dyer

Publications Coordinator
Susan Sheffield

Writer
Linda Bachman

Contributing Writers
Sheila Slaughter

Designer
Tracy Curlee, UGA Public Affairs

Contributing Photographers
Paul Efland, UGA Public Affairs
Robert Newcomb, UGA Public Affairs
Charles Mathies

The Institute of Higher Education, founded in 1964, is noted for its multidisciplinary approach to teaching, research, and outreach, with particular emphases in policy and law, faculty and instructional development, and public service and outreach. IHE faculty also specialize in history, leadership, curriculum, institutional research and international higher education. The Institute offers the Ed.D. and Ph.D. in higher education, and students may earn an M.P.A. with a higher education specialization through the School of Public and International Affairs. The Institute also collaborates on projects and programs with the Franklin College of Arts and Sciences, the College of Education, and the Office of Instructional Support and Development at UGA.

www.uga.edu/ihe

FRONT COVER: Sheila Slaughter (left) joins the Institute as the inaugural holder of the Louise McBee Professorship in Higher Education. Louise McBee (right) is Vice President for Academic Affairs Emerita, and a former member of the General Assembly of Georgia. Photo by Robert Newcomb, UGA Public Affairs.

BACK COVER: The newly dedicated Fincher Library, in honor of Cameron Fincher, Regents Professor Emeritus of Higher Education and Director Emeritus.

IHE Report

Autumn 2005

THE UNIVERSITY OF GEORGIA
Institute of Higher Education

In This Issue

From the Director: *Annus Mirabilis* 2

IHE Marks 40th Anniversary Year 6

State of the Art: Faculty Careers and Faculty Development 8

Education Law Consortium Launches E-Journal 10

Annie E. Casey Foundation Sponsors Special Issue of *Journal of Higher Education Outreach and Engagement* 11

NACUBO Project Strengthens Higher Education Leadership 18

Ford Foundation Higher Education Project Comes to IHE 19

***Chronicle* Names Doug Toma** Among "Influential Thinkers" in Higher Education 19

International News: IHE Supports Higher Education Around the Globe 22

"Teaching with Your Mouth Shut": Governor's Teaching Fellows Reunite for Teaching and Learning Conference 24

Regents Professor Cameron Fincher Retires 25

Terenzini Lecture Marks Jones's Retirement 25

Scott Thomas: Shaping Policy Through Research 27

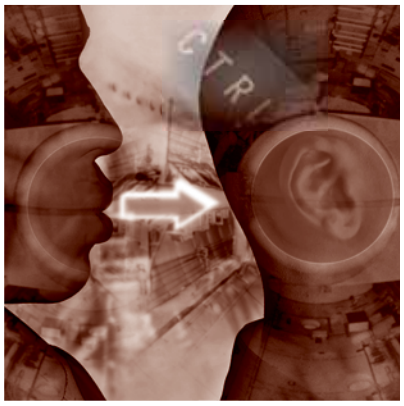
Kathy Pharr to Be First MPA Graduate with New Higher Education Concentration 27

Fall Events 28

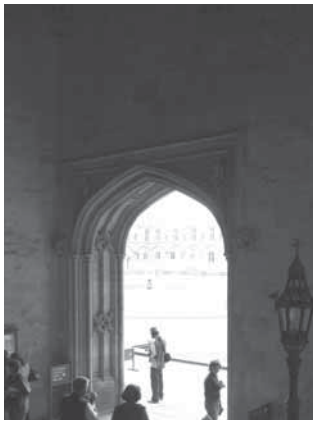
IHE Welcomes New Faculty 3

Copyright Policies in the Digital Age 12

Universities and Intellectual Property Rights



IHE at Oxford 20



Students Inaugurate UGA Conference on Higher Education Policy and Professional Development

Interview 26

Charles B. Knapp: New IHE Faculty Member and President Emeritus

From the Director

Annus Mirabilis

Dear Colleagues,

The fortieth anniversary of the Institute of Higher Education in 2004-05 occasioned many celebrations. Perhaps our most prized birthday present was an anonymous gift of $500,000 to establish the Zell Miller Professorship, honoring Georgia's former governor and senator who has championed higher education throughout his career. Additional gifts have established the Zell and Shirley Miller Graduate Fellowship to support one of our outstanding doctoral students.

The Miller Professor, and an additional senior scholar whom we seek to hire this year, will join a distinguished faculty at IHE. The four new appointments of last year have set the bar high, indeed. See pages 3-4 for introductions to three of them: Sheila Slaughter, the first holder of the McBee Professorship, Christopher Morphew, associate professor, and Larry Leslie, distinguished visiting professor; and see page 26 for an interview with the fourth: Charles Knapp, president emeritus of the University of Georgia. And we were delighted that one of our current faculty members, associate professor Doug Toma, was named by the *Chronicle of Higher Education* (July 15, 2005) as one of ten "up-and-coming thinkers who have already made a mark on debates about American higher education and who are poised to influence national policies" (see page 19).

The *annus mirabilis* of our fortieth anniversary brought a superb gift from Louise McBee to establish an endowed support fund for the McBee Professorship. It also brought extraordinary external funding for research and service activities, totaling well over $700,000 in 2004-05 from sources including Lumina Foundation for Education, the Annie E. Casey Foundation, the National Association of College and University Business Officers, the U.S. Congress, the U.S. Embassy in Zagreb, Croatia, and the Board of Regents of the University System of Georgia.

This issue of the *IHE Report* illustrates both the celebration of the past forty years and the magnetism and momentum leading us into the next forty:

• Faculty at IHE continue to have a strong presence in the higher education policy arena, both through individual research projects and through a vibrant program of policy seminars, conferences, and outreach efforts. See, for instance, the profile of associate professor Scott Thomas's work on college access (page 27), and associate professor Doug Toma's work with higher education faculty across the nation on building organizational capacity in higher education (page 18). McBee Professor Sheila Slaughter writes in these pages of the issues surrounding university policies on copyrights and intellectual property of faculty, staff, and students (see page 12).

• IHE continues to draw extraordinary students from the region and beyond—and prepares them for leadership in the global higher education arena through an active program of international and comparative study. Last year, for instance, a group of students presented their work in Oxford as part of an Institute-sponsored conference on comparative higher education (see page 20). This conference will become an annual event. And with IHE's growing partnerships with Croatia and other international higher education venues (see page 22), doctoral students will have many more opportunities to learn about international higher education first-hand.

• The Institute has a long tradition of serving higher education through faculty development, among other initiatives. Last year, we were awarded a "State of the Art" conference grant from the provost's office to convene national experts for a roundtable on trends and future opportunities for faculty development in Georgia and nationally (see page 8). We also hosted the first-ever reunion of Governor's Teaching Fellows to mark the tenth anniversary of that important program (see page 24).

Thanks to all of you who were able to join us in our 40th anniversary observances. I hope to welcome many more friends and colleagues from near and far to Meigs Hall, the Institute's home on the University of Georgia's beautiful North Campus, at this year's events. See page 28 for listings of the lectures, conferences, and special events we have planned for the coming fall, and check our Web site (www.uga.edu/ihe) for the full schedule for 2005-06. We look forward to our continuing work together.

Sincerely,

Tom Dyer

Thomas G. Dyer
University Professor and Director

IHE Welcomes New Faculty

Perhaps the most lasting impact of IHE's 40th anniversary year in 2004-05 will be the outstanding new faculty who will join the Institute in fall 2005. Professor Sheila Slaughter, from the University of Arizona and, most recently, the National Science Foundation, will be the first chairholder of the Louise McBee Professorship at IHE. Associate Professor Christopher Morphew joins IHE from the University of Kansas. And Professor Larry Leslie, formerly of the University of Arizona, will hold a part-time appointment, teaching and assisting in outreach and public service activities. Each is profiled in brief below.

UGA President Emeritus Charles Knapp will also join the faculty with a part-time appointment. IHE has long had a philosophy of mixing scholars with very senior higher education officials, fostering an intellectual community shaped by the special expertise of policymakers and leaders. Terrel Bell, for instance, taught and visited IHE numerous times during his tenure as U.S. Secretary of Education; and Sven Groennings, former director of the Fund for the Improvement of Postsecondary Education of the U.S. Department of Education, also visited on several occasions. Knapp's appointment continues that tradition; see the interview with President Knapp on page 26 of this issue. IHE is delighted to welcome these distinguished new colleagues in fall 2005.

These outstanding faculty have set the bar especially high for two additional faculty searches under way in 2005-06. An anonymous gift has established the Zell Miller Distinguished Professorship in Higher Education, the second endowed chair created in as many years at IHE. The Miller Professor will be a senior scholar with expertise in linkages between higher education and economic development. And the Institute will also search for another senior professor whose expertise will complement that of the current faculty.

Sheila Slaughter, Louise McBee Professor of Higher Education

Sheila Slaughter joined the faculty of the Institute of Higher Education in August 2005, as the inaugural chairholder of the Louise McBee Professorship. Slaughter comes to the Institute after nearly two decades at the University of Arizona. Most recently, she was Visiting Scientist at the National Science Foundation in 2004, where she served as Program Director of Societal Dimensions of Engineering, Science, and Technology.

The opportunity to participate in and help strengthen IHE's intellectual community in the higher education policy arena drew Slaughter to IHE: "The University of Georgia's IHE is one of the most promising programs in the country. The combination of strong leadership, a solid resource base, and top scholars should make the IHE a highly ranked program in the next few years," said Slaughter. Further, she noted, "I am honored to be the Louise McBee Professor of Higher Education. I am pleased to hold a chair named for a woman who had a hand in shaping the course of higher education in Georgia. When I met Louise McBee, I felt like she was a kindred spirit. In addition to creating opportunities for women, she is an outdoors person, who climbed Mount Everest!" Slaughter will teach a variety of courses at IHE.

Robert Newcomb

Sheila Slaughter

Slaughter's recent books include *Academic Capitalism and the New Economy: Markets, State and Higher Education*, with Gary Rhoades (Johns Hopkins, 2004) and *Academic Capitalism: Politics, Policies and the Entrepreneurial University*, with Larry Leslie (Johns Hopkins, 1997). As these titles suggest, her research interests range over the political economy of higher education, including the markets for graduate student and faculty labor; the commoditization of intellectual property and relations between the academy and industry; and research ethics and professional value systems in higher education. Her work has been supported by the National Science Foundation among other funders.

Slaughter received the Award for Lifetime Research Achievement (2001) from Division J of the American Educational Research Association as well as the Research Achievement Award (1998) of the Association for the Study of Higher Education, of which she served as president in 1995-96. Prior to her tenure at the University of Arizona, Slaughter held faculty appointments at SUNY-Buffalo and Virginia Tech. She earned her bachelors and masters degrees in English literature and her PhD in educational policy studies at the University of Wisconsin.

The McBee Professorship honors Louise McBee, who has had a distinguished career and a profound impact on higher education both at the University of Georgia, where she served for more than 25 years, and statewide, through her leadership as a member of Georgia's General Assembly for over a decade.

Zell and Shirley Miller Graduate Fellowship

With gifts from numerous donors and friends, IHE has established an endowed graduate fellowship in honor of Zell and Shirley Miller. The Miller Fellowship will provide up to three years of support for the Miller Fellow, an outstanding graduate student whose work promises to have significant impact in policy issues in higher education.

Graduate fellowships and assistantships enable IHE to recruit highly talented doctoral students, competing favorably with the top programs in the nation for the best and brightest. Each year, IHE offers ten to twelve assistantships to graduate students in collaboration with programs and departments across the university, as well as through externally funded research projects of the IHE faculty. Assistantships provide graduate students with tuition and a modest stipend while enriching their research and professional experience in higher education.

Endowed fellowships provide resources in perpetuity, enabling IHE and fellowship recipients the flexibility to tailor appropriate assistantship experiences independent of year-to-year budget fluctuations across university departments. Over the next several years, it is a high priority for IHE to create additional endowed assistantships and fellowships for the most promising doctoral students.

Christopher C. Morphew, Associate Professor of Higher Education

Christopher C. Morphew joined the Institute as associate professor in July 2005. Says Morphew, "I am delighted to have the opportunity to work with colleagues who share research interests in higher education policy and governance, and especially in the context of a freestanding Institute dedicated to higher education. It is also particularly energizing to join the Institute in the midst of such an extraordinary period of growth and development," he adds. "The momentum is terrific."

An expert in state systems of higher education, governance, and finance, Morphew is already contributing to that momentum, bringing with him a Lumina-funded research project examining student migration patterns and interstate exchange. A prior research project supported by the Association for Institutional Research proposed a resource cost model approach to estimating instructional costs for academic programs. And the Ford Foundation and the National Association of Student Personnel Administrators supported a study titled, "Lessons from Intercollegiate Athletics in Creating Community from Difference," with J. Douglas Toma and Lisa Wolf-Wendel.

Christopher Morphew

Morphew has been a frequent contributor to the leading scholarly journals in higher education on themes including academic drift, institutional diversity, and planning and governance. His current book project, with Mario Martinez, examines what types of structures and policies states should enact in order to achieve their higher education goals.

The recipient of many honors, Morphew was a Ford Foundation Policy Fellow at the Western Interstate Commission for Higher Education (2004); an Associate of the National Center for Public Policy and Higher Education (2001-02); and was selected as a Fellow of the Salzburg Seminar's Universities Project on the Social and Civic Responsibilities of Universities (2001).

Morphew earned a BA at Notre Dame in government and philosophy, an MS in education at Harvard University, and an MA in sociology and PhD in social sciences and educational practices at Stanford University. He will teach courses on state systems of higher education and organizational theory at the Institute.

Larry L. Leslie, Distinguished Visiting Professor of Higher Education

After more than 25 years on the faculty of the University of Arizona, including terms as director of the Center for the Study of Higher Education and vice dean of the College of Education, Leslie retired in July 2003, becoming Professor Emeritus of Higher Education. With the promise of stimulating colleagues, students, and intellectual community, the Institute was able to lure him out of retirement to join the faculty. He will teach a doctoral seminar this fall on finance in higher education, and assist in IHE's outreach and service initiatives. "Although I have kept busy consulting and speaking professionally since retirement," comments Leslie, "I never imagined that I would 'come out of retirement'; however, the opportunity to join a program that obviously was on the fast track to national prominence was too hard to resist."

Leslie's scholarship includes *Academic Capitalism: Politics, Policies and the Entrepreneurial University*, with Sheila Slaughter (Johns Hopkins, 1997); the first and second editions of *Finance in Higher Education* (1986 and 1993), co-edited with Richard E. Anderson and David Breneman; and numerous articles in well-regarded journals in higher education and related fields. His research has been supported by the National Science Foundation, among other funders. Leslie's publications and research awards illustrate not only his interests in finance, markets, and management of higher education, but also an international comparative perspective reflecting his several Fulbright awards and visiting appointments in Australia, the Dominican Republic, Ecuador, and Mexico.

This comparative higher education experience makes his appointment to the faculty all the more important, as IHE extends its outreach and service initiatives in Croatia and several other nations that have sought IHE's assistance in reshaping and improving their higher education systems. Leslie worked closely with the University of Miskolc, Hungary, for instance, in securing $26 million in funding from the World Bank to reform Hungary's higher education system.

Leslie's work was recognized in 1995 with the Research Achievement Award of the Association for the Study of Higher Education; he has numerous other awards and honors to his credit. He is also noted for outstanding doctoral teaching and advising: eight of his doctoral students have won national dissertation-of-the-year awards.

He began his faculty career at the University of Utah, and then moved to Penn State University for seven years before joining the Arizona faculty. Leslie earned a BS in chemistry and an MA in educational administration and educational psychology from the University of Minnesota, and his EdD in higher education and sociology at the University of California-Berkeley. ■

Larry Leslie

2005 IHE Fellows

Fellows from a wide array of disciplines and institutions enrich the multi-disciplinary intellectual community at the Institute. 2005 Fellows include:

Senior Fellows

Christopher M. Cornwell
Professor of Economics, UGA

Jerry S. Davis
Former foundation executive

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

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

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

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

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

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

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

Fellows

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

Joseph C. Hermanowicz
Assistant Professor of Sociology, UGA

Pamela Kleiber
Associate Director, Honors Program, UGA

David Mustard
Associate Professor of Economics, UGA

IHE Marks *40th Anniversary Year*

Paul Efland

John R. Thelin, University Research Professor at the University of Kentucky and author of *A History of American Higher Education* (Johns Hopkins University Press, 2004) gave the 40th Anniversary Lecture in September, offering thoughtful perspectives on historical aspects of higher education.

Paul Efland

Roger Geiger, Distinguished Professor of Education and Senior Scientist at the Center for the Study of Higher Education of Pennsylvania State University, gave the first lecture in the 2004-05 series of Education Policy Seminars at IHE in October. Geiger addressed the market forces that shape contemporary research universities.

Paul Efland

Jerry Sheehan Davis, an education research and policy analysis consultant, alumnus of the Institute of Higher Education, and former vice president at Lumina Foundation for Education, gave an Education Policy Seminar in February titled "What We Know about Student Access to College." He offered a critical examination of the challenges of college access and policy implications for institutions seeking to serve ever more diverse and historically under-represented populations.

Robert Newcomb

Carol Geary Schneider, president of the Association of American Colleges and Universities, delivered the 16th annual Louise McBee Lecture in December. Schneider addressed the challenges and opportunities facing liberal education in an "era of Greater Expectations," in reference to a major initiative of the AAC&U to promote high quality undergraduate education in a rapidly changing environment. The Louise McBee Lectureship honors Dr. M. Louise McBee, vice president for academic affairs emerita of The University of Georgia. ***(For more information on the Louise McBee lecture, please contact Susan Sheffield at sheffiel@uga.edu.)***

Paul Efland

Sheila Slaughter, former program director of Societal Dimensions of Engineering, Science, and Technology at the National Science Foundation and professor at the University of Arizona, delivered the second Education Policy Seminar on "Markets, State(s) and Higher Education" in October. Slaughter has since joined the IHE faculty as the first holder of the Louise McBee Professorship.

Paul Efland

James S. Fairweather, Professor of Higher, Adult and Lifelong Education and director of the Center for the Study of Advanced Learning Systems at Michigan State University, delivered an Education Policy Seminar in February on the changing valuation of teaching and research in faculty compensation over the past decade. His research suggests that, despite a host of new policies enacted to enhance the value of teaching, publishing and scholarly productivity are still the strongest behavioral predictors of faculty salaries.

State of the Art: Faculty Careers and Faculty Development

The best college and university faculty are both teachers and learners. For decades, universities have offered "faculty development" opportunities to help their faculty achieve their full potential in the classroom and beyond. The Institute of Higher Education at the University of Georgia has been a leader in faculty development for more than forty years, with well-regarded initiatives including the Faculty Development in Georgia program, the Governor's Teaching Fellows program, and the Postdoctoral Teaching Fellows program (see **www.uga.edu/ihe/outreach.html** for program descriptions). But in the current, rapidly changing higher education environment, faculty development programs at Georgia and beyond must respond to new demands and pressures.

To define these challenges more fully and shape research and policy directions in response to them, the Institute convened leading scholars from across the nation in a conference on Faculty Careers and Faculty Development. With a "State of the Art Conference" award from the Office of the Provost, conference organizer Libby Morris, associate professor at IHE, brought six leading researchers to Athens for a two-day meeting with UGA faculty, key administrators, and graduate students. The conversation that ensued covered shifts in the demographics of the professoriate and in the diversity of institution types in American higher education; new career paths and expectations for faculty preparation and socialization; the consequent pressures on faculty development programs; and the need for further research to shape policies and practices in faculty development. Some of the highlights are abstracted below.

The New Professoriate

For the last generation, the 1969 Carnegie Survey of the Faculty served as the primary point of reference for studies of the American professoriate, which was by and large comprised of white, male, U.S.-born, tenured or tenure-track faculty at mostly four-year institutions, according to the study. Even the most casual observer today will have noticed that this is no longer the case. Through a multi-year research project with collaborator Martin J. Finkelstein, titled "The Project on the Future of American Faculty," Professor Jack Schuster of Claremont Graduate University has documented the massive transformation in the professoriate in numerous dimensions. For instance:

- The number of higher education institutions has increased by 62% in the past three decades;
- The raw number of faculty has increased five-fold to over one million, with the largest increase coming in part-time and off-tenure-track faculty;
- The distribution of institution types now includes many more two-year institutions (which increased in number by 800%), proprietary institutions, and distance-learning initiatives;
- The distribution of academic disciplines has shifted dramatically away from the traditional arts and sciences to other fields, including especially business- and technology-related disciplines; and
- The demographics of faculty now reflect significantly more women, racial and ethnic minorities, and foreign-born faculty.

Taken together, these factors make for a very different picture of the professoriate than the Carnegie study outlined a generation ago, and present a new set of experiences and challenges for all faculty, and especially for faculty from demographic groups that are relatively new to the professoriate.

Christine Stanley of Texas A&M noted that faculty and organizational development efforts can help to overcome these challenges by institutionalizing support systems for a more diverse professoriate. Retention strategies are at least as important as recruiting strategies; faculty of color who are in demand for hiring must be more adequately supported once they are in faculty positions.

Faculty Success, Socialization, and Satisfaction

The new professoriate requires faculty development initiatives that support a wider array of career paths at diverse institution types, and a broader definition of faculty success than the traditional "tenure at a research university" model. In a ten-year study of physics professors, for instance, Joe Hermanowicz of the University of Georgia found that those who achieved a balance between research-focused early careers and teaching-focused later careers expressed the highest levels of professional satisfaction—despite their divergence from the disciplinary culture idealizing research and institutional prestige as primary indicators of success.

The implications for faculty development of Hermanowicz's work, and that of other scholars assessing career satisfaction among faculty across disciplines, are clear: to improve overall satisfaction levels in the professoriate, graduate student training and faculty socialization must address a wider range of career paths and definitions of success. In her study, "Paths to the Professoriate," Ann Austin of Michigan State University, who was unable to attend but sent her work to be presented by other invited

Paul Efland

(I to r) Libby Morris, Christene Stanley, Nancy Chism, Janet Lawrence, Jack Schuster, Joe Hermanowicz

guests, explores the doctoral experience with an eye to the socialization and early professionalization of doctoral students, a recognition of the changing contexts and conditions of the academic labor market and faculty work, and an interest in the time-to-degree and costs of doctoral education.

This line of research by Austin and others has produced a growing number of programmatic initiatives to reform doctoral education in the last decade. These initiatives have in general emphasized early professionalization of doctoral students, from publishing expectations and teaching experience to the service aspects of faculty careers. Essentially, these efforts represent "faculty development" of pre-service faculty, but with mixed results. A study by Janet Lawrence of the University of Michigan, for instance, shows that in one such effort in a department of chemistry, both students and faculty praised the program on "soft" measures like departmental culture and community-building, but noted that it had not produced structural changes in the measures of faculty and graduate student success.

New Directions for Faculty Development and Research

Given the early professionalization of graduate students, it is clear that faculty development efforts can learn from and extend the impact of doctoral reform and socialization initiatives. Sustaining improvements in the experiences of graduate students and faculty depends on institutionalizing practices and rewards. Faculty development and organizational development are thus inextricably linked, as Nancy Chism of Indiana University-Purdue University Indianapolis argues—yet most faculty developers tend to focus on individual development rather than structural or organizational issues, as Austin also observed.

Programmatically, faculty development initiatives have tended to focus largely on teaching, though ironically the term originally referred primarily to time and funds to support research. But as pressures on faculty continue to mount from all directions, faculty developers are increasingly asked to be all things to all people. As Austin and Schuster noted, it is clear that no single model of faculty development is appropriate for all institutions. Some faculty may need help primarily with teaching with technology, for instance; others may need guidance on navigating research and tenure requirements; still others may need assistance tailored to part-time faculty, faculty of color, or departmental leaders. There is a growing need for scholarly research on the needs and impact of faculty development programs, both to ensure that faculty development efforts keep pace with the changing needs of the higher education industry, and to foster institutionalization of and structural rewards for those efforts that are most effective.

At the Institute of Higher Education, such practice-based research is already under way with follow-up studies of participants in its major faculty development initiatives. And associate professor Libby Morris, who edits the journal, *Innovative Higher Education*, is exploring the potential for a special issue arising from this "State of the Art" conference, to broaden the dialogue, foster new research, and help translate that research into faculty development initiatives that meet and exceed the needs of the new professoriate. ■

Education Law Consortium Launches E-Journal

The most current research at the intersection of education, law, and policy is often conducted by graduate and professional students, whose audience is often limited to a single professor. Yet the work of these students has tremendous potential to inform scholars, practitioners, and policy makers in education at all levels. The Education Law Consortium at the University of Georgia is helping to realize this potential with the *Education Law and Policy Forum*, a new e-journal and national conference showcasing the best student work in the field.

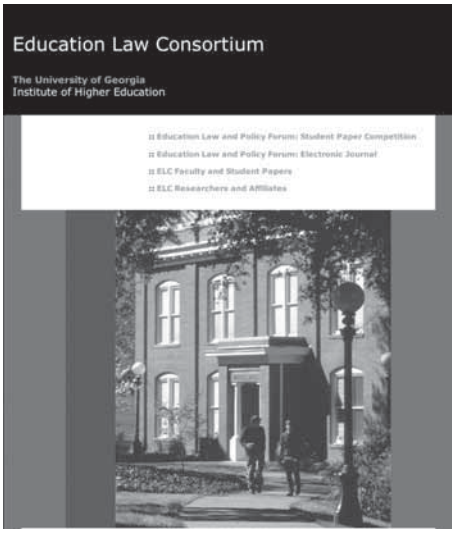
With the generous support of a Learning Technologies Grant from the Office of Instructional Support and Development at the University of Georgia, the Education Law Consortium is gathering the best work of graduate and professional students across the nation, selecting students to participate in a national conference at the Institute of Higher Education in September 2005, and launching a web-based, interactive e-journal making their work widely accessible.

The students selected to present their work at the conference include graduate students from a variety of education and policy-related disciplines as well as law students. About half of the 25 student participants are from universities across the nation; the other half represents talent of the University of Georgia.

Each session will have a discussant, a national expert on the session topic from a leading graduate or law school. A University of Georgia graduate or law student will chair each session, serving as moderator during the conference and liaison between the presenters and discussants before the conference. Members of the University of Georgia community and local practitioners and scholars engaged in education law will be invited to the conference.

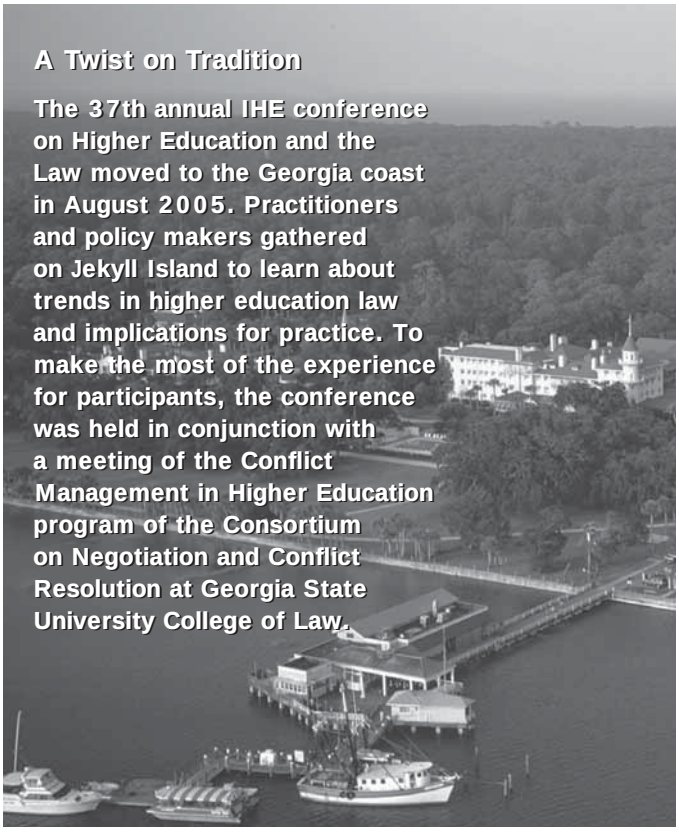
The e-journal will rapidly develop into a comprehensive database of research on law and policy issues in education—a readily accessible electronic clearinghouse for relevant research for use by scholars and students and practicing administrators and faculty at all levels of education. The *Forum* will be indexed and have a database function to allow users to search the site and download papers.

Nationally, the *Forum* is the first electronic journal and the first interdisciplinary student journal in education law and policy—and will stretch the boundaries of the uses of new media and information technology in research and instruction. Student authors will craft their work for publication with the Internet in mind, including hyperlinks to relevant sources, for instance, and will be able to update their work as the law evolves—an important consideration that requires cumbersome fixes in traditional journals but that the Internet is perfectly suited to address with relative ease. And users will be able to take full advantage of the immediate access to the freshest content that the Internet enables.



www.educationlawconsortium.org

Founded in 2003 and housed at the Institute of Higher Education, the Education Law Consortium connects those concerned with improving education law and policy—researchers across academic disciplines, practitioners in K-12 and higher education settings, attorneys, the judiciary, and legislators and policy makers. The ELC is dedicated to encouraging informed policy setting and decision making by providing ready access to current, accurate, and non partisan information, research, and analysis. ■



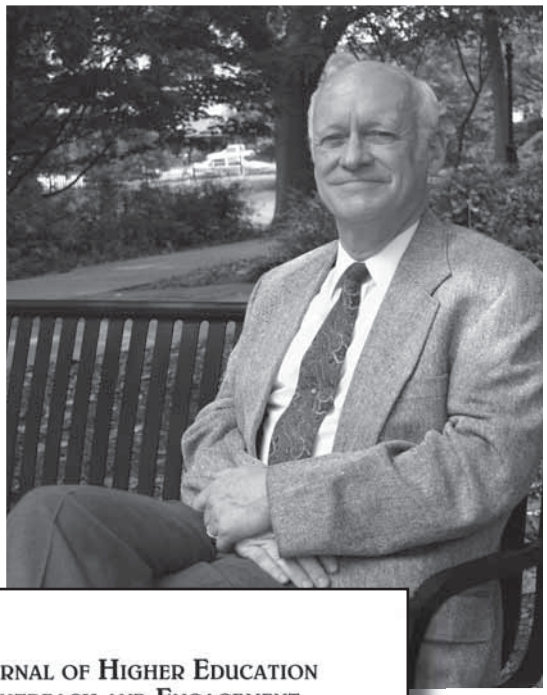
Annie E. Casey Foundation Sponsors Special Issue of *Journal of Higher Education Outreach and Engagement*

While there is a rich literature and many outstanding examples of higher education's service learning initiatives and campus-community partnerships, the business aspects of university-community engagement are less well understood. In a special issue funded by the Annie E. Casey Foundation, the *Journal of Higher Education Outreach and Engagement* begins to address this gap with a focus on the business and economic development aspects of university involvement with local communities.

Universities have the potential for double success in their community outreach activities: achieving cost-effective operations that also support local communities. This special *Journal* issue gives airing to case studies and analyses of two approaches to this objective: strategies for the university to serve as a community economic engine, and strategies to foster "communities within" the ranks of its employees, who especially in service positions typically comprise significant numbers of low-income community members.

Serving as guest editor of the special issue is Dr. David Maurrasse, author of *Beyond the Campus: How Colleges and Universities Form Partnerships with their Communities* and president and founder of Marga, Inc., in New York, a consulting firm that helps leaders forge mutually beneficial partnerships between public service institutions and private sector businesses. In collaboration with editor Mel Hill of the IHE faculty and the journal's editorial board, Maurrasse has assembled a distinguished roster of contributors to the issue including, for instance, Ira Harkavy of the University of Pennsylvania addressing international perspectives on university engagement; Rodney Green and Padma Venkatachalam of Howard University addressing universities as engines of small business; Gar Alperovitz of the University of Maryland and Ted Howard of The Democracy Collaborative on building a university civic engagement service for the 21st century; Lawrence Powell of Tulane University on strategies for universities to foster asset-building for the working poor; and Cathy Burack of Brandeis University on community development within colleges and universities.

The *Journal*, published twice yearly by the Institute of Higher Education and the Office of the Vice President for Public Service and Outreach at the University of Georgia, promotes scholarship on the service and outreach missions of the university, as they relate to the teaching mission and the needs of the sponsoring society. Funding from the Annie E. Casey Foundation will enable the *Journal* to reach a broader audience of higher education leaders and policymakers with an expanded print run. Hill and Maurrasse hope that this special issue will foster discussion and support of policies that enhance and improve university-community relations for all stakeholders. ■



Mel Hill, *JHEOE* editor

JOURNAL OF HIGHER EDUCATION OUTREACH AND ENGAGEMENT

Special Issue

SPONSORED BY THE ANNIE E. CASEY FOUNDATION

Some Unexpected Ways Universities can Prime the Community Economic Engine: Asset Building for the Working Poor and the University Back Office

Factors Influencing Civic Engagement at Australian and U.S. Research Universities: Two Illustrative Examples

Institutions of Higher Education as Engines of Small Business Development

Organizing Partnerships for Sustainable Community Economic Development: Lessons Learned from the University of Illinois—Chicago Neighborhoods Initiative

A Promising Tool For Helping Vulnerable Workers? An Exploration of the Use of Employee Assistance Programs (EAPs) to Help Low-Wage Workers on College Campuses

Just Good Business: Community Development within Colleges and Universities

East Baltimore Revitalization Project: Opportunities and Challenges in Transforming an Urban Neighborhood

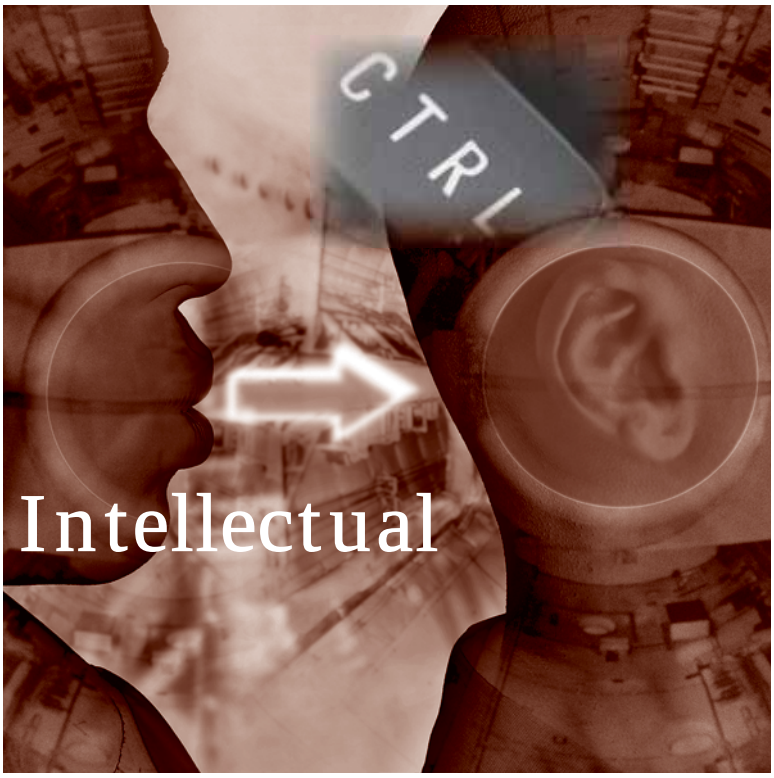
The Cornell Urban Scholars Program: Cultivating New York City's Next Generation of Civic Leaders

The Next Wave: Building a University Civic Engagement Service for the Twenty-First Century

VOLUME 10, NUMBER 2 SPRING/SUMMER 2005

Copyright Policies in the Digital Age:

Universities and Intellectual Property Rights



By Sheila Slaughter

In the last quarter of the twentieth century, colleges and universities shifted the ways they handle copyright. Historically, many faculty published and held copyright to scholarly and artistic materials, including instructional materials, which they created in the course of their employment. They contracted with a variety of commercial publishing houses to produce and distribute their works. The stakes in scholarly publishing, with the exception of textbooks, were relatively small, and institutions were not interested in owning faculty or staff copyrights. However, analysis of higher education institution and state copyright policies over time (approximately 1980 to the present) demonstrates that this approach to copyright has changed.[1] Institutions and systems of higher education are aggressively advancing claims to shares of faculty, staff and student intellectual property, including copyright.

In the digital age that developed in the last quarter of the twentieth century, a variety of electronic media have made knowledge, ranging from computers and software to education, into a multibillion dollar industry. In the course of their work, faculty and staff at colleges and universities create content for knowledge industries. Copyright is the legal mechanism used for protecting such material. The more the global economy becomes a knowledge economy, the more important copyright becomes. This article situates trends in higher education copyright policies in this rapidly changing intellectual property environment.[2]

State higher education system and institutional copyright policies were often developed as a means of operationalizing federal intellectual property law (patents, copyrights, trademarks, trade secrets) to generate state and institutional revenues. In the 1990s, the U.S. Congress enacted new copyright legislation as digital technologies and telecommunications expanded rapidly. The new laws strongly emphasized protection of digital forms of creative expression, including courseware, multimedia, electronic databases, and tele-immersion. Colleges and universities were concerned with copyright because it could be applied to student instructional materials, which were central to teaching, the basic institutional task.

The Telecommunications Act of 1996 dramatically altered the industry regulatory framework. Prior to 1996, the 1934 Communications Act, as implemented through the Federal Communications Commission, authorized separate monopolies: broadcast, cable, wire, wireless, and satellite. The 1996 Telecommunications Act deregulated these various industries, creating a competitive climate that favored growth of the Internet, World Wide Web, and e-business, all of which utilized previously separated communications media in new patterns. Deregulation of telecommunications created numerous possibilities for professors and institutions interested in developing new forms of curriculum.

The Digital Millennium Copyright Act (DMCA) of 1998 protected digital property by prohibiting unauthorized access to copyrighted works as well as unauthorized copying of a copyrighted work. The DMCA was far-reaching and covered an array of technologies, from web

casting to hyperlinks, online directories, search engines and the content of the materials made available by these technologies. Not only were citizens (and students) penalized for unauthorized access, but devices and services that circumvent copyright were also prohibited. The law very deliberately sought to develop electronic commerce and associated technologies by strengthening protections for all forms of digital property.[3]

As part of our work for Academic Capitalism and the New Economy,[4] Gary Rhoades and I conducted a study of college and university copyright policies to see how copyright played out at the state level. We studied eighteen institutions and six states—California, Florida, Missouri, New York, Texas, and Utah, analyzing state system policies over time.[5] Since that initial study, data from Georgia has extended its reach. The categories of analysis were: types of intellectual property covered by copyright, royalty splits, policy coverage, exceptions, managerial capacity to engage the market, and public good. If policies included more and more types of intellectual property over time, we read that as institutions staking more aggressive claims. Royalty splits spell out the incentives for faculty and institutions to participate in generating intellectual property. If institutions took a greater share of royalties from copyright, that was an indicator of a shift to an increasing emphasis on revenue generation. Policy coverage—additions of new categories of university members—that became more inclusive did the same. Elimination of exceptions to institutional claims to copyright was also seen as indicative of a shift to greater emphasis on revenue generation. A highly developed capacity for market activity was viewed as pointing to erosion of the separation between markets, state, and higher education. The public good category referred to how the general welfare was protected as colleges and universities sought to increase revenues from intellectual property.

Types of intellectual property. In the institutions we studied, more and more types of copyrightable intellectual property were covered over time. By the mid 1980s, most state system and institutional policies had elaborately detailed a wide variety of copyrightable property to which they laid claim. The types of materials covered by the Georgia policy, developed in 1997, were very like those in our sample that were written or amended in the mid 1990s. The University System of Georgia policy states:

> "Copyrighted Materials" shall include the following: (1) books, journal articles, texts, glossaries, bibliographies, study guides, laboratory manuals, syllabi, tests and proposals; (2) lectures, musical or dramatic compositions, unpublished scripts; (3) films, filmstrips, charts, transparencies, and other visual aids; (4) video and audio tapes or cassettes; (5) live video and audio broadcasts; (6) programmed instructional material; (7) mask works; and (8) other materials or works other than software which qualify for protection under the copyright laws of the United States…or other protective statutes whether or not registered thereunder.[6]

Royalties. In our six state study, there was substantial variation among institutions on copyright royalties, with professors' share of royalties ranging from a high of 75% to a low of 33%. Regardless of whether institutions are at the high or low end of the continuum, the shares accorded to faculty were generous. In contrast, none of the institutions gave the growing numbers of non-faculty employees involved in creating educational materials—for example, academic professionals who create web pages or course materials—any shares in royalties. Nor did any institutions increase the share of royalties they awarded faculty over time.

Personnel coverage. The categories of coverage in copyright policies in the six states and 18 institutions we studied expanded over time. Most copyright policies currently cover not only faculty and part-time faculty, but also a wide range of other personnel categories: full-time and part-time faculty, classified staff, student employees, appointed personnel, graduate assistants and teaching associates, persons with 'no salary' appointments, and visiting faculty and academic professionals. Even faculty employed at other institutions who worked on research projects at the institution that authored the policy were sometimes included in the coverage. However, there were a few cases in which coverage has not expanded. For example, only faculty were covered by the copyright and computer software policy at several institutions.

The treatment of students in copyright policies varied most greatly. Most policies took the position that students who were not employed by the institution were not covered by the policy. However, one institution's policy stated that not only were students who used substantial university resources or those employed by the university covered by the policy, any student who created copyrightable intellectual property was covered. Faculty using such volunteer, non-employed students in their scholarly projects were requested to have students sign a form that gave ownership of the property to the university.

Unlike the majority of systems and / or institutions in our sample, neither the Georgia System nor the University of Georgia elaborately detailed personnel covered by the intellectual property policy, which, of course, includes

copyright. Rather, the system and the university policies refer to "faculty, staff, and students at the University…as 'University Personnel.'"[7] Since the document does not distinguish between students who are employed by the University of Georgia and other students, apparently all students are covered by the policy, putting the University of Georgia in the rather small group of institutions that make such sweeping copyright claims.

Exceptions. Historically, universities and colleges excepted faculty scholarship and creative works from institutional ownership, advancing claims to faculty's copyrightable intellectual products only under certain conditions. One condition was when a work produced by faculty was specified as "work for hire." The other was when faculty work that was copyrighted was specified as "within the scope of employment." Over time, a greater number of universities in our six state sample included such language in their intellectual property policies.[8] In other words, institutions are more frequently specifying conditions under which the institution rather than professors, staff or students own intellectual property.

Perhaps the most extreme example of introducing and expanding "work for hire" and "within the scope of employment" language in our sample was provided by the University of Utah. In 1970, the Utah policy did not make extreme claims; rather it held that faculty owned almost all of their copyrighted material:

> Notwithstanding any other university policy provision, unless other arrangements are made in writing, all rights to copyrightable material… and all financial and other benefits accruing by reason of said copyrightable material shall be reserved to the author, even though employed by the university…[9]

The university only claimed rights to ownership when there was a specific contract between the university and a third party, or when the author was specifically hired to do the work. In the 2001 revised policy, all faculty intellectual work is declared work for hire: "Works created by University staff and student employees within the scope of their University employment are considered to be works made for hire, and thus are Works as to which the University is the Owner and controls all legal rights in the work."[10] The University agreed to transfer rights to faculty in some cases, such as in the case of "traditional scholarly work," but it claimed ownership if materials were produced with the "substantial use" of university resources.

In contrast, some institutions in our sample defined faculty "work for hire" narrowly. For example, at the University of Miami it referred only to "a project assigned to members of the faculty" which was owned by the institution "only if so specified at the time of assignment by an instrument of specific detail and agreement…" Similarly, in SUNY's policy, "[faculty] Work for Hire shall mean work done… under campus consulting, extra service or technical assistance arrangements either through contract, consultancy or purchase order, but not within the Scope of Employment."

Although work for hire was sometimes defined narrowly for faculty, this was not the case for academic professionals. For example, the policy of the University of North Texas reads: "Electronically published course materials created jointly by faculty authors and others, whose contributions would be works for hire, will be jointly owned by the faculty author and the University." Academic professionals were eliminated from the equation; they had no property rights. Whatever contributions staff make to scholarly and creative work or any other intellectual property accrue to the institution. The University System of Georgia is the only system or institution among those we studied that includes staff in any division of royalties, and that was to create incentive to copyright when substantial institutional resources were used.

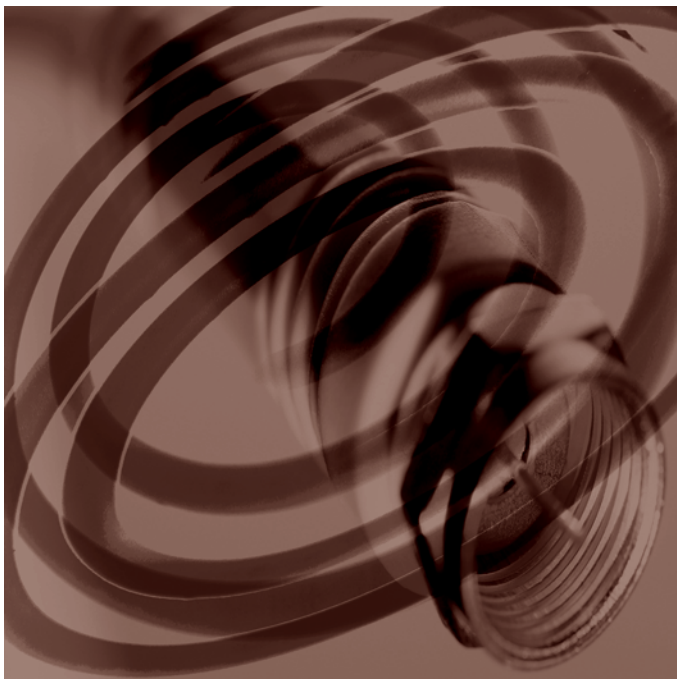
While many faculty were excepted from college and university copyright polices with regard to their creative work, they frequently lost that exception if they made significant use of institutional resources in the creative process.

While many faculty were excepted from college and university copyright polices with regard to their creative work, they frequently lost that exception if they made significant use of institutional resources in the creative process. Most policies in the 18 institutions we studied had language about "use of institutional resources" or "substantial use of institutional resources." Colleges and universities claimed ownership if faculty made use of substantial resources, even in the pursuit of creative and scholarly work.

In the University System of Georgia, institutionally assisted individual efforts are those in which university

personnel draw on institutional resource "in more than a purely incidental way." As in many of the policies in our sample, what is incidental and non-incidental is clarified. In the Georgia system, "incidental" means use of resources that are available without charge to the public.

The Georgia System policy notes that "the general obligation to produce scholarly and creative works does not constitute an assignment." In other words, faculty, staff and students can retain ownership to their scholarly and creative works if they do not use substantial institutional resources. As is the case in many other policies, this provision makes it likely that the university gets a cut of most of the community's work. "Big science," which requires extensive institutional infrastructure, as well as increased reliance by personnel on elaborate digital networks and resources mean that most university personnel make heavy use of institutional resources.



Expanded managerial capacity. In our six state sample, college and university policies outlined a much more elaborate managerial process for patents than they did for copyright. Often policies regarding patent management ran on for pages, attempting to anticipate the market situations that might arise, ranging from universities taking equity positions in patents held by their faculty to how to govern competitive licensing on upstream discoveries. In contrast, policies did not usually spell out a well developed management scheme for copyrights. However, some universities were beginning to move in that direction. At Brigham Young, the Technology Transfer and Creative Works Offices were charged with developing enterprise centers, among which were a Center for Instructional Design for producing copyrightable works, and a Creative Works Office to oversee "the business aspects of commercializing intellectual properties and [managing] copyright issues."[11]

As is the case with most institutions in our six state sample, University of Georgia policy does not spell out any means for monitoring disclosures of intellectual property before it is protected, nor does it indicate what sanctions may be applied should university personnel violate the policy. Generally, universities seem not to monitor most faculty closely; rather, they prosecute faculty who successfully develop products after the product or device reaches the market, as was the case with human growth hormone at the University of California and Retin-A at the University of Pennsylvania. Copyright has not yet figured in a major court case, although copyrighted software is likely to provoke such litigation in the near future.

Increasingly, universities are using contracts to inform and bind faculty to their intellectual property policies. The University of Georgia, for instance, requires personnel submitting proposals to external sponsors to acknowledge the institution's interest in any intellectual property that may stem from the grant or contract, and assumes royalty shares and other issues will be governed by the intellectual property policy.

Public good. As would be expected in policies that articulate commercial rights and interests, very few of the policies said a great deal about the public good. Ironically, private universities (e.g., Stanford, Rice) were more likely than publics to speak about the social dimensions of intellectual property and about student rights. With regard to copyright, the obvious public good issue is "fair use." Historically, persons engaged in education and public commentary could use or quote copyrighted material without seeking permission or paying a fee. For example, professors could use sections of copyrighted work to illustrate points in lectures, or students could quote copyrighted works in papers. Legislation referred to earlier is restricting fair use, making it more difficult to use copyrighted works in educational situations. Very few of the intellectual property policies in our six state sample address fair use, and then only to say that materials may be used freely within an institution or system.

In conclusion, the increasingly broad claims made with regard to ownership of copyright both by systems of

higher education and institutions pose a number of educational and ethical issues. I raise a very few of these issues with regard to the categories analyzed in this article: types of copyrightable materials, royalty shares, personnel coverage, exceptions to copyright policy, expanded managerial capacity, and the public good. Increasingly, these issues are becoming topics of public debate.

Over time, almost all materials produced by university personnel have come within the purview of copyright. All knowledge is raw material, and all is alienable. What will treating knowledge produced by the university community as a commodity do to the already high cost of education? On the one hand, revenues generated by copyright may be able to defray institutional costs. Such revenues are usually returned to institutions and sometimes earmarked for general education or research. However, the cost of creating infrastructure to monitor and market copyrighted material may be high, as is suggested by the costs of technology transfer offices. Indeed, revenue from patents is sometimes targeted on efforts to commercialize research not yet making a profit, in hopes of increasing license income to defray the costs of the technology transfer or intellectual property office. If revenues from copyright increase, university communities will have to debate how to wisely use revenue from copyrights as well as other forms of intellectual property.

Whether high or low, royalties offered by the university are considerably higher than those provided by publishers, which typically run between 6-12% of each book sold. To date, universities have concentrated their copyright energies on distance education and software. Are professors likely to focus on these areas, especially if universities manage or license copyrights for them, and, if so, will the educational mission of colleges and universities be enhanced or undermined?

If revenues from copyright increase, university communities will have to debate how to wisely use revenue from copyrights as well as other forms of intellectual property.

Generally, distance education is concentrated in high demand, low cost, career oriented fields, such as business and education. These are professional fields often sought by students unable to attend on-campus classes easily: students who have to work full time to earn a living but nonetheless want education for job advancement; women who are homebound, caring for children, or the elderly; the disabled, who find it difficult to negotiate the traditional campus. Increased emphasis on distance education might

---

[1] Sheila Slaughter and Gary Rhoades. *Academic capitalism and the new economy: Markets, state and higher education*. Johns Hopkins University Press, 2004.

[2] Faculty and institutions were initially more concerned with patent law and patent ownership than with copyright. In the 1980s, the Bayh-Dole Act allowed colleges and universities to patent discoveries made by members of the university community in the course of their work on federal research grants which stimulated universities development of elaborate patent policies. Copyright policies followed in the mid 1980s and 1990s, spurred by distance education developments (L.Lape, "Ownership of copyrightable works of university professors: The interplay between the copyright act and university copyright policies." *Villanova Law Review*, 37, 1992: 223-71; A. Packard. "Copyright or copy wrong: An analysis of university claims to faculty work." *Communication Law and Policy*, 7, 2002:275-315). Despite the fact that patent law and copyright are governed by different laws and have very different legal trajectories, college and university officials as well as many legal scholars began to speak about intellectual property in the mid 1980s, using the term to cover patents, copyright, trade marks and trade secrets.

[3] Siva Vaidhyanathan. *Copyrights and copywrongs: the rise of intellectual property and how it threatens creativity.* N.Y. New York University Press. 2001. Lawrence Lessig. *Code: The future of ideas in cyberspace.* New York: Basic, 2000.

The Technology, Education and Copyright Harmonization (TEACH) Act, passed in 2002, attempted to modify provisions of the DMCA that constrained education, particularly distance education. Although educational exceptions were increased, allowing more scope for "fair use," TEACH did not basically change the thrust of the DMCA. K.D. Crew. (2002) *New Copyright law for distance education: the meaning and importance of the TEACH Act.* <http://www.copyright.iupu.edu/dist_learning.htm> (accessed March 1, 2003); University of Texas System. (1998). University of Texas System. *Management and marketing of copyrighted works.* <http://www.utsystem.edu/bor/regentalpolicies/copyrightedworks.htm> (Accessed March 1, 2003).

[4] *Op.cit.* 2004.

[5] In each state we looked at a flagship and a state comprehensive institution. In some states, the policies covered systems or segments of systems. In California, the University of California system (research universities) had a single patent policy as was the case in Texas. The City University of New York (CUNY) and State University of New York (SUNY) systems had separate policies. Other systems—Utah, Missouri, Florida—had institutional policies. The six states provide geographical representation and a range of patenting behaviors. To see if there was variation between public and private universities, we also included a private university in each of the states (Stanford, Miami University, Washington University, New York University, Rice, and Brigham Young). Where possible, we used historical as well as current data.

be a boon for such students. Yet, if professors and institutions concentrate on developing distance education in high demand fields, the liberal arts and humanities as well as the sciences may be short-changed and our concept of what is valuable education redefined as utilitarian. Professors and policy makers will have to weigh carefully these choices if distance education begins to generate substantial revenue.

When copyright policy covers students, does the identity of students within the university community change? If an undergraduate develops a copyrighted product based on work done in class with institutional resources—perhaps an educational simulation such as a virtual frog that students may dissect without the institution purchasing "real" frogs—then presumably the University of Georgia owns, manages and licenses the product and, after the first $10,000, which goes to the student, the student receives 25% of the royalties generated. Is the student, once a consumer, now a producer? Is the student evaluated by her professor on the success of the product or on what she has learned, or is the question moot because the two are now one and the same?

As fewer and fewer exceptions to copyright policies are allowed, do universities focus less on educational goals and more on developing entrepreneurial infrastructure for the university community? Students and their parents, professors, the citizenry and policy makers will have to consider the competing claims of various constituencies that have a stake in the education and / or entrepreneurial infrastructure. Many students and their parents may not see a difference between educational and entrepreneurial success. Indeed, they may believe the purpose of higher education is to prepare students for high level employment. They may applaud investment in fields with many opportunities to generate money from copyrights. Other students and their parents may see education as a value in and of itself, sullied by entrepreneurship. Some professors may devote themselves to entrepreneurial research, hoping to maximize return from copyrighted work and spotlight their fields for entrepreneurial investment on the part of the institution. Others may eschew entrepreneurial research and insist that society is best served by science and scholarship that is not alienable. These professors may be fearful that aggressively entrepreneurial institutions will not invest in the infrastructure of their fields. The citizenry may ask for entrepreneurial investment in fields likely to stimulate economic development and create jobs. Policy makers will have to weigh these competing claims carefully to search for win-win strategies for infrastructure investments that meet both educational and entrepreneurial needs.

Generally, entrepreneurial public research universities will have to decide how to maximize revenue from copyright while serving the public good. Decisions face them at every turn. For example, if systems and institutions pursue narrow definition of "fair use," maximizing institutional revenues, will they inadvertently raise the cost of books, journals and an array of digital media? If they pursue a broad definition, will other institutions or corporations capture and profit from work they could have protected with copyright? The changes surrounding copyright will call for public debate in university communities and states to foster informed higher education policy decisions that serve the individual, institutional, state, and public good. ■

---

[6] University System of Georgia. Board of Regents Policy Manual. 603 Intellectual Properties. <http: / / www.ovpr.uga.edu / rpph / rph_toca.html> (Accessed June 28, 2005).

[7] *Ibid.*

[8] L. Lape. Ownership of copyrightable works of university professors: The interplay between the copyright act and university copyright policies. *Villanova Law Review*, 37, 1992: 223-71; A. Packard. Copyright or copy wrong: An analysis of university claims to faculty work. *Communication Law and Policy*, 7, (2002). 275-315

[9] University of Utah. 1970. Patent, inventions and copyrights policy. <http: / / www.admin.utah.edu / ppmanual.html> (accessed March 2001)

[10] University of Utah. 2001. Ownership of copyrightable works and related works. <http: / / www.admin.utah.edu / ppmanual.html> (Accessed April 2003)

[11] Brigham Young University. 2002. Intellectual property policy. <www.ipsinfo.byu.edu / ippolicy.htm> (Accessed June 18, 2002).

Robert Newcomb

Sheila Slaughter is the Louise McBee Professor of Higher Education at the Institute of Higher Education.

NACUBO Project Strengthens Higher Education Leadership

What enables organizational change initiatives at higher education institutions to take root and be lasting? NACUBO, the National Association of College and University Business Officers, is working with the Institute to improve the conceptual and practical tools needed by institutions to go about strengthening their administrative core.

Building Organizational Capacity (BOC) is informed by case studies of a variety of initiatives. It illustrates how to create the conditions needed for such initiatives—especially change efforts—to have impact that continues beyond changes in leadership and the emergence of new conditions. BOC encourages institutions to think and act as systems—recognizing that pushes and pulls in one area invariably influence other units, causing a ripple effect.

The research team, project steering committee and several NACUBO staff met at Meigs Hall on June 6, 2005. The research team includes faculty from seven different institutions across the country.

BOC invites institutions to consider initiatives in terms of a system of eight interrelated elements: mission, governance, structure, policies, processes, information, infrastructure, and culture. In doing so, BOC provides a structure for leaders and managers to employ—a disciplined approach.

The cases that illustrate the concept have included, among others, tuition discounting at the University of Redlands, managing growth at Seminole Community College, curricular change at the College of New Jersey, and innovative uses of technology in teaching at Virginia Tech.

The project is funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE), NACUBO, and several national higher education associations.

J. Douglas Toma, associate professor at the Institute, is leading the BOC research team. He is working closely with James E. Morley, Jr., the NACUBO president, who regularly joins the research team in the field. The research team includes seven additional higher education administration faculty from across the country: Greg Dubrow (California-Berkeley), Matt Hartley (Pennsylvania), Adrianna Kezar (Southern California), Kevin Kinser (SUNY Albany), Christopher Morphew (Georgia), Kate Shaw (Temple), and Kelly Ward (Washington State). "The participation of the faculty has been vital; they brought outstanding research integrity and credibility to the cases," says Morley. "Further, they took the BOC concept to their students, and offered suggestions of how BOC can become an important aspect of the curriculum of higher education administration graduate programs."

The research team, project steering committee, and several NACUBO staff met at Meigs Hall on June 6, 2005. Kenneth "Buzz" Shaw, the former chancellor of Syracuse University, chaired the meeting. Marvin Lazerson, Berkowitz Professor at the University of Pennsylvania, served as discussant at the meeting and has advised the project team. Karen Paulson of the National Center for Higher Education Management Systems (NCHEMS) in Boulder, Colorado, is the project evaluator.

In Athens, the group reviewed the development phase of BOC and focused on strategy related to implementa-

tion, encouraging its use by practitioners, as well as by scholars in higher education administration in both their teaching and research. The group further shaped the eight BOC elements—their definitions, boundaries, and interrelationships—and provided guidance on making the BOC web-based community tool more functional and advice on the project evaluation process. ■

Ford Foundation Higher Education Project Comes to IHE

The Institute was host to a convening in January 2005 of the advisory board of the Bridging Higher Education to the States project, which brings together scholars, state government professionals, and higher education practitioners in a series of policy dialogues. The project is funded by the Ford Foundation and directed by Mario Martinez, an associate professor in Educational Leadership at the University of Nevada-Las Vegas.

IHE faculty Scott Thomas and Christopher Morphew serve on the advisory board of the project, along with leaders of the Education Commission of the States, the League for Innovation in the Community College, the National Conference of State Legislatures, the Western Interstate Commission for Higher Education, and other organizations.

The advisory board is charged with identifying policy dialogue themes and participants from state government, the academy, and higher education organizations. The first dialogue, held in Washington, DC, focused on affordability and access; the second, in Denver, CO, addressed perspectives from government, business, and education on higher education access. Papers and references from these meetings are being compiled into a web-based toolbox to serve as a resource for the higher education community. ■

Chronicle Names Associate Professor J. Douglas Toma among "Influential Thinkers" in Higher Education

In an effort to identify promising new voices in higher education policy, the *Chronicle of Higher Education* highlighted in its July 15 issue ten "influential thinkers" in higher education, including associate professor J. Douglas Toma of IHE.

Reporter Jeffrey Selingo's profile of Toma focuses on his research on American colleges and universities' obsession with status—from his first book, *Football U.* (University of Michigan Press, 2003), which argues that universities have used high-profile athletics to build a distinctive "brand" and secure resources to support the academic side of the institution, to his current book project on status competition in other non-academic aspects of colleges and universities. As Selingo notes, Toma has seen this competition for status first-hand at Michigan, the University of Missouri-Kansas City, the University of Pennsylvania, and now the University of Georgia, whose academic standing has improved markedly in the last decade.

The response to the article has been tremendous. "It's been especially gratifying to hear from so many friends and colleagues from across the country and even in Europe," says Toma.

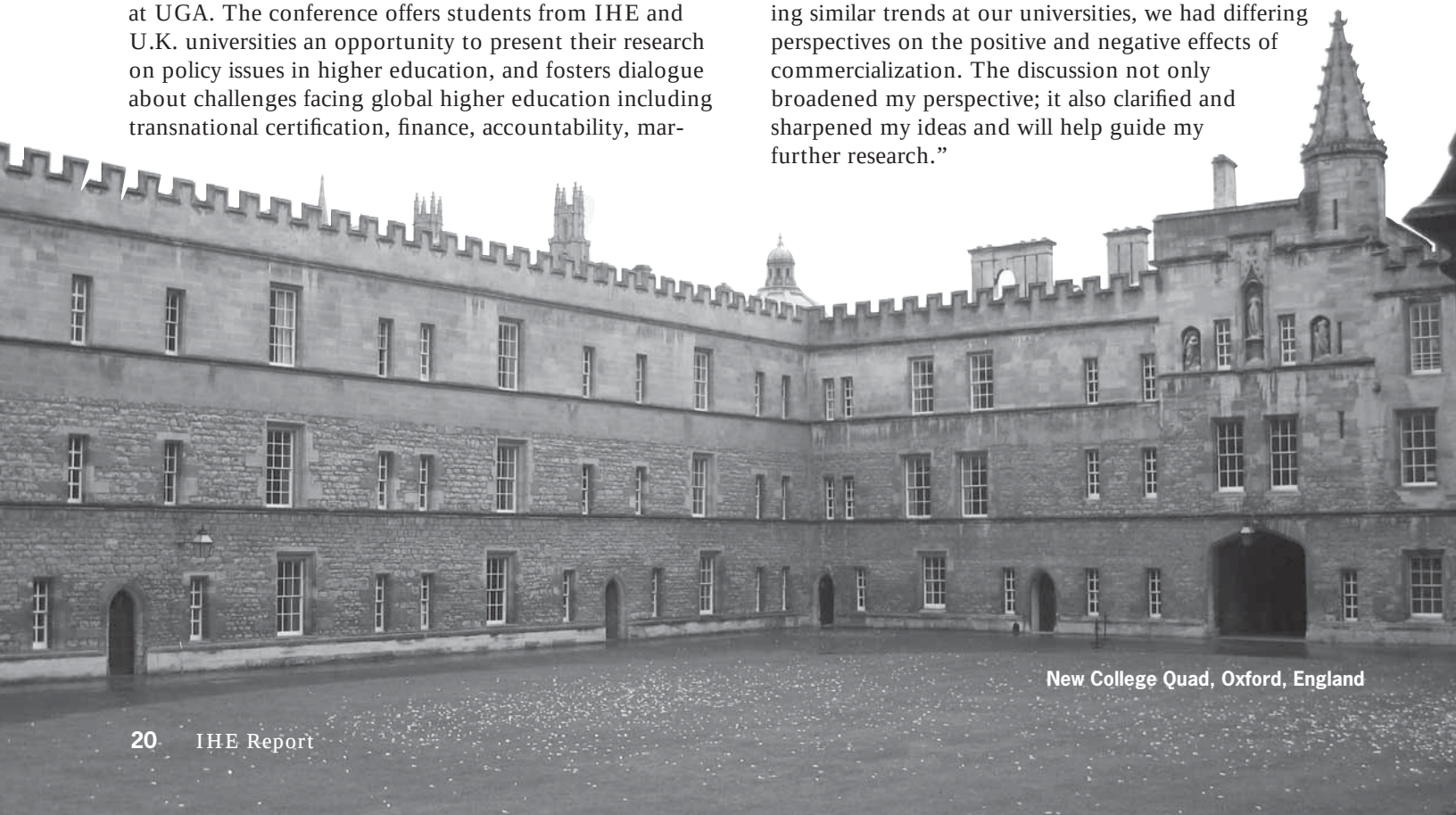
IHE at Oxford

Students Inaugurate UGA Conference on Higher Education Policy and Professional Development

"Oxford was beautiful and inspiring; it was great to be surrounded by the academic environment that has come to define many of the ideals of higher education," observed IHE doctoral student Angela Bell upon returning from the first UGA Conference on Higher Education Policy and Professional Development in April 2005. Bell, with eight of her fellow students, IHE faculty members Ed Simpson, Scott Thomas, and Doug Toma, and students and faculty from the U.K. and Europe, spent a week immersed in Oxford's traditional academic culture. They lived in student rooms, taking meals in New College's fourteenth-century dining hall, and learning first-hand from British students and faculty about the U.K.'s system of higher education.

Founded and organized by Ed Simpson, Distinguished Public Service Fellow at IHE, the conference was sponsored in part by the Vice President for Public Service and Outreach and the Vice President for Research at UGA. The conference offers students from IHE and U.K. universities an opportunity to present their research on policy issues in higher education, and fosters dialogue about challenges facing global higher education including transnational certification, finance, accountability, market forces, and access. "The 'Professional Development' part of the conference title," Simpson notes, "captures the conference's emphasis on creating networks among graduate students and faculty across national boundaries. International perspectives are an essential part of IHE's doctoral programs. Future scholars, administrators, and policy makers in higher education must be prepared to succeed in a global environment."

A comparative perspective is especially important to doctoral student Charles Mathies, whose research and professional interests lie in public policy in higher education systems, whether state, national, or international. "First in Croatia and this year in Oxford, I especially enjoyed presenting my ideas and listening to feedback from international audiences," Mathies comments. "I spent some time after my presentation [on the impact of marketplace engagement on higher education institutions] talking with the English students and faculty. While we were experiencing similar trends at our universities, we had differing perspectives on the positive and negative effects of commercialization. The discussion not only broadened my perspective; it also clarified and sharpened my ideas and will help guide my further research."



New College Quad, Oxford, England

Charles Mathies

Charles Mathies

(above) IHE faculty members Doug Toma, Ed Simpson and Scott Thomas are among the guests at the closing dinner held in the Founder's Library.

(left) IHE faculty and doctoral students attend seminars and make presentations in the Lecture Hall at New College.

In addition to graduate student papers, senior faculty and higher education leaders offered lectures and discussions on British and European higher education. For instance, David Palfreyman, Director of OxCHEPS (Oxford Center for Higher Education Policy Studies) and a Fellow and Bursar of New College, briefed the attendees on the current projects and operations of a British policy research center; he also spoke about the "Americanization" of U.K. higher education. Palfreyman's talk was complemented by the perspective of Ted Tapper, Emeritus Professor of Politics at the University of Sussex and visiting professor at OxCHEPS, who spoke about the death of the Oxford collegiate tradition. Karen Arnold, visiting professor at Oxford from Boston University, presented her research on Rhodes Scholars. John Taylor, Professor at the University of Southampton, gave an overview of the British system of higher education; several of his doctoral students also attended and presented their work. Professor Keith Trigwell, a Fellow of Kellogg College who directs a teaching-learning research center at Oxford, spoke about issues of classroom teaching and pedagogy in the British tradition. Ken Redd, Director of Research and Policy Analysis at NASFAA (National Association of Student Financial Aid Administrators) served as a respondent to the student research papers. And Geoffrey Thomas, President of Kellogg College at Oxford—and a Senior Fellow at the Institute of Higher Education—spoke about the continuing education mission of Kellogg College and gave the attendees a behind-the-scenes tour.

The Kellogg College perspective was especially significant to Bell, whose research with fellow IHE student Rob Anderson focused on issues of access to higher education in the context of state lottery-funded scholarships. "One of the most interesting things we learned from our hosts was about the challenges of access to higher education posed by the British system beginning to charge tuition," Bell notes. "Kellogg College's story was especially impressive as its leadership has had to overcome ingrained and elitist ideas of what higher education should be, in order to offer more education to more people."

For many of the IHE students, the conference was a rare opportunity to travel outside of the U.S., and provided a much richer first-hand experience of comparative higher education than classroom and library alone can offer. "I was fascinated by the presentations on funding higher education in the UK and the creation of student affairs programs and services at developing eastern European institutions," says Justin Cormier, who completed his MPA at the School of Public and International Affairs in May 2005. "The former were especially relevant to what I studied in the MPA program, and to my research on the impact of higher education tax credits in the U.S."

Next year's conference has already been set for April 3-9, 2006, and will build on the infrastructure Simpson created for this year's inaugural venture. A select number of doctoral students from other U.S. universities will be invited to participate in future years, and Simpson will also seek to increase the numbers of U.K. and European students in attendance. "We want to keep the conference small, though," says Simpson, "so that all participants have an opportunity for substantive interactions, both formal and informal." It was the "one-on-one interaction amongst the participants" that meant the most to Wendy Thellman, a doctoral student in IHE's Community and Technical College Leadership Initiative and the director of continuing education and public service at Gainesville College. "The opportunity to meet my counterparts from across Europe was a critical component in understanding different systems and approaches to higher education, far beyond simply reading texts and articles."

Simpson is looking forward to future meetings of the UGA Conference on Higher Education Policy and Professional Development in Oxford: "This was a great first venture, and has launched an important new tradition at IHE." In addition to the Oxford conference, IHE continues to increase the range of international experiences available to its doctoral students, both in the research arena and in the service of developing higher education systems. ■

International News: IHE Supports Higher Education Around the Globe

IHE on location: report from Croatia

With support from the U.S. Embassy in Zagreb, Croatia, and new funding from the U.S. Congress, IHE's partnership with Croatian higher education continues to grow and deepen.

In June 2005, a major delegation of Institute faculty and selected higher education experts from other U.S. universities went to Zagreb to lead an embassy-sponsored workshop by IHE faculty in support of the development of Croatian higher education. The workshop, which focused on student services, faculty affairs, higher education finance, and institutional research, was part of Croatia's ongoing efforts to improve and modify its system of higher education in anticipation of potential membership in the European Union. Previous workshops on related themes have been sponsored in part by the University of Zagreb, with the support of Professor Vlasta Vizek-Vidović, who holds the UNESCO Chair in Higher Education Governance and Management and serves as vice rector for international relations.

Led by Ed Simpson, Distinguished Public Service Fellow at IHE, this was the ninth trip to Croatia for the Institute since 2001; officials from Croatian universities and other organizations have also visited IHE on several occasions, most recently in September 2004. The partnership has been mutually beneficial: the Institute provides guidance and support to Croatian higher education leaders, and the project enhances IHE's international expertise and contributes to the comparative higher education aspects of its doctoral programs.

These workshops and the 2004 university change management conference, sponsored by a European Union TEMPUS project grant led by Vizek-Vidović and involving IHE graduate students, have added momentum to the growing partnership between IHE and Croatian higher education. This collaboration will grow in the coming years to include more student exchange, more intensive work on developing institutional research and administrative infrastructure in Croatian universities, and possible faculty residencies and exchanges as well. ■

IHE reaches across campus and around the globe to support higher education

Republic of Georgia

The International Center for Democratic Governance has asked IHE to join in its partnership with the Georgian Institute for Public Affairs (GIPA) in the Republic of Georgia. GIPA, the most highly regarded institution of higher education in Georgia, offers masters degrees in public administration, journalism, and diplomacy and international affairs. GIPA seeks to expand its offerings to include undergraduate and doctoral programs, and new specializations that will help meet Georgia's pressing needs. With IHE's support, GIPA can take the lead in modernizing Georgia's system of higher education.

"As the Republic of Georgia faces major issues of restructuring of higher education, IHE will help GIPA expand its offerings in higher education policy and administration, thus helping to build the human capital Georgia needs to foster a robust market economy and democratic government." —Rusty Brooks, Assistant Director, International Center for Democratic Governance, the Carl Vinson Institute of Government, UGA.

Tunisia

The Bureau of Educational and Cultural Affairs of the U.S. State Department, in partnership with several departments at UGA, is sponsoring a new partnership between the Republic of Tunisia's Ministry of Higher Education and UGA to facilitate the growth of Tunisia's higher education management and on-line learning programs. The partnership is creating on-line curricula, training Tunisian faculty in e-learning pedagogies and technologies, and assisting Tunisian universities in managing student affairs and developing human resources systems for university administrators.

"The expertise of IHE faculty in developing and managing higher education institutions is a tremendous asset to the UGA-Tunisia Educational Partnership, both in terms of our work on e-learning technologies and in our efforts to strengthen the

administrative core of Tunisian universities." —Takoi K. Hamrita, Associate Professor of Engineering and Director, UGA-Tunisia Educational Partnership.

Mexico

UGA's Office of International Public Service and Outreach received a major grant from the U.S.-Mexico Training, Internships, Exchanges and Scholarships (TIES) initiative to fund educational exchange of faculty and graduate students with the University of Veracruzana. This partnership was made possible with support from the United States Agency for International Development (USAID) through an award from the Association Liaison Office for University Cooperation in Development (ALO). The partnership is developing a comprehensive program of masters-level training and curriculum development, as well as applied research in education, agriculture and marketing to help develop Veracruz's rural economy. Faculty and graduate students at IHE and across the university will participate in brief residencies in Veracruz, involving teaching, collaborative research, and outreach programming.

"IHE is a crucial partner in UGA's TIES initiative, as we help to build capacity for higher education at the University of Veracruzana, establishing new programs and curricula that respond appropriately to the needs of the local economy and society." —Glenn Ames, Director, Office of International Public Service and Outreach, UGA. ■

Students in the American Studies program at the University of Veracruzana visit the Institute.

The World Comes to IHE

The Institute welcomed international visitors from four continents in 2004-05:

From left, Fausto Sarmiento and Eduardo Testart Tobar (Academic Vice Rector, University of Viña del Mar, Chile) with Ed Simpson

• Eduardo Testart Tobar, Academic Vice Rector, University of Viña del Mar, Chile

• Barbara Sporn, Vice Rector, Vienna University of Economics and Business Administration

• Andreas Escheté, President, Addis Ababa University, Ethiopia

• Maka Ioseliani, Dean and Kate Natriashvili, Local Governance Center Coordinator, Georgia Institute of Public Affairs, Republic of Georgia

• Students from the University of Veracruzana, Mexico (*see column at left*)

• Two separate groups of Croatian visitors: the first delegation visited under the auspices of the Center for Democratic Governance at UGA; the second group visited under the auspices of the Georgia Council for International Visitors in cooperation with the U.S. State Department.

Ed Simpson with a second group of Croatian visitors under the auspices of the Georgia Council for International Visitors in cooperation with the U.S. State Department.

"Teaching with Your Mouth Shut": Governor's Teaching Fellows Reunite for Teaching and Learning Conference

To mark the ten-year anniversary of the establishment of the Governor's Teaching Fellows program in 1995, the Institute of Higher Education convened a reunion conference, "Teaching with Your Mouth Shut," to bring Fellows together and reinvigorate their intellectual excitement about teaching.

The conference took its title from Donald Finkel's book of the same name, which challenges the long-held notion that great teachers inspire students by telling them what they are supposed to know. Participants in the conference considered many dimensions of teaching and learning at the college level, from the trend towards "learning communities" on campuses; to e-learning and technology in the classroom; to strategies for mentoring African American college students.

2005 Governor's Teaching Fellows summer program participants

Fifty-four Fellows were in attendance, of the more than 200 Fellows who have participated over the past decade, representing 75 disciplines and 45 public and private institutions across the state.

Established by the Honorable Zell Miller, Governor of the State of Georgia from 1991-99, the Governor's Teaching Fellows Program provides Georgia's higher education faculty with opportunities for residencies at the Institute to enhance their teaching skills, especially in response to emerging instructional technologies. The program is a cooperative venture between IHE and UGA's Office of Instructional Support and Development. ■

Regents Professor Cameron Fincher Retires

After 54 years of distinguished service to the University System of Georgia, Regents Professor of Higher Education and Psychology Cameron Fincher retired on August 1, 2005.

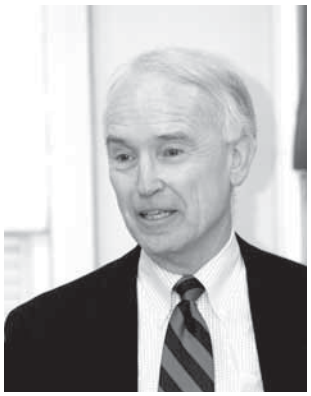
The Institute of Higher Education is built on the foundation created by Fincher's leadership as Associate Director from 1965 to 1969 and Director from 1969 to 1999. "IHE is proud to extend Dr. Fincher's legacy of service to the local, regional, and international higher education community," says Tom Dyer, IHE Director. "The strong ties Cameron developed across the university, the state, and beyond have provided an important platform for our continued growth and development in teaching, research, and service."

Fincher has received numerous awards and citations for his contributions to higher education and public service in Georgia. Among his many distinctions, he is a charter member of the Association for Institutional Research and was the first member to be awarded both an outstanding service award and distinguished membership in that organization. In 1986 the Georgia General Assembly passed a resolution recognizing his "many valuable and important contributions to Higher Education and to the State of Georgia." In 1995 he received the Sidney Suslow Award for "significant, scholarly, and original contributions" to higher education from the Association for Institutional Research, and in 1991 the first Howard R. Bowen Distinguished Career Award from the Association for the Study of Higher Education.

Fincher's most recent book is a second edition of *The Historical Development of the University System of Georgia: 1932-1990* (Athens, Institute of Higher Education, University of Georgia, 2003). He also co-edited, with George Keller, E. Grady Bogue, and John R. Thelin, *100 Classic Books about Higher Education: A Compendium and Essays* (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 2001). Fincher was also a contributing columnist to the *Athens Banner-Herald*, publishing more than 200 articles on higher education and related topics from 1970 to 1990.

The Institute hosted several observances recognizing Fincher's long service in early August, and has named the IHE library in his honor. Fincher observed, "The thing that has meant the most to me personally" about my time at IHE "has been the people associated with the Institute—either as staff members, students, or visitors and guests—who have kept in touch. They are lifelong friends." Fincher will remain involved in IHE's intellectual community as an emeritus member of the faculty. ■

Pat Terenzini Lecture Marks Larry Jones's Retirement

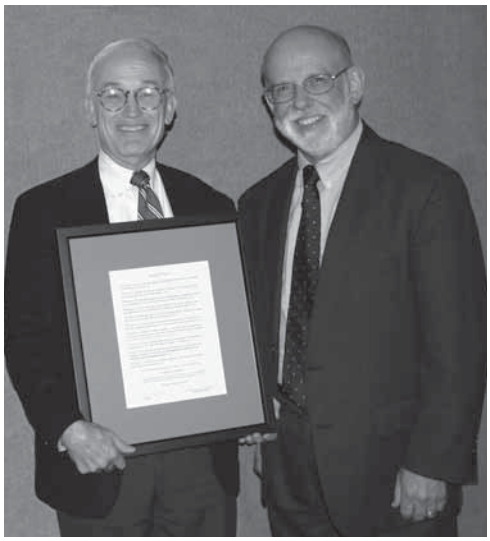


On the occasion of senior public service associate Larry Jones's retirement, IHE welcomed back Patrick Terenzini, Distinguished Professor of Higher Education at The Pennsylvania State University, to give a celebratory lecture.

Terenzini, who served on the IHE faculty before moving to Penn State in 1990, has garnered national recognition for his research on the effects of student-faculty interaction, the college experience for low-income and first-generation students, and on the effects of students' out-of-class experiences on higher-order thinking skills.

His visit to IHE was a particularly fitting tribute, as Terenzini and Jones have worked together for many years through the Association for Institutional Research (AIR), the Southern Association for Institutional Research (SAIR), and other institutional research convenings and dialogues. Jones, an expert in institutional research, institutional planning and institutional effectiveness and efficiency, has held leadership positions in AIR and other professional associations, and has been widely recognized for his significant contributions to the field.

Jones retires after 30 years of service to the University of Georgia, the last fourteen at the Institute. He came to IHE from the University of Georgia Office of Institutional Research; previously, he was the dean of Midland Lutheran College and served as assistant provost and director of institutional research at Wittenberg University. Jones will remain involved with IHE through a new initiative to develop alumni networks and outreach for the Institute. ■



Larry Jones (left) is presented a resolution written by Cameron Fincher listing his many contributions to institutional research and IHE. Pat Terenzini (right) gave a lecture in Jones's honor during the afternoon at Meigs Hall.

An interview with

Charles B. Knapp

New IHE faculty member and President Emeritus

UGA President Emeritus Charles B. Knapp joined the IHE faculty in fall 2005 as a Distinguished Public Service Fellow. He reflects on his legacy—as yet unfinished—at the University of Georgia.

IHE: What do you consider the highlight of your presidency?

The rising academic reputation of the University of Georgia.

IHE: You were involved, with former Governor Zell Miller, in creating the HOPE Scholarships which have been transformative, both for the individual students whose education is tuition-free, and for the university that is attracting an ever more talented student body. Did you anticipate the profound impact of this innovative program?

The dramatic quantitative impact of HOPE has been well chronicled. But what is often missed is the effect of the program on the attitudes of Georgians about higher education. When I was President, I used to joke that if you listened carefully every evening, you could hear mothers all over the state telling their high school aged children that they were NOT going to the mall that night, but they were going to study so they could earn the HOPE scholarship.

IHE: The physical transformation of the UGA campus under your leadership was remarkable, with the construction of the Ramsey Student Center for Physical Activities, the Performing Arts Center, the School of Music, and the Georgia Museum of Art, among other projects. What was your vision for the campus, and has it been realized?

The University of Georgia has always had a beautiful campus, and I'm proud of the role my administration was able to play in both sustaining and expanding our physical facilities. The campus will continue to be a work in progress, but I believe President Adams deserves special credit for moving forcefully toward a more pedestrian-friendly campus.

IHE: You've just returned from Croatia, where you were an instrumental part of the IHE delegation to the University of Zagreb. What's next for Croatian higher education?

The most important challenge for Croatian higher education is to move toward a model that will meet the European Union requirements. Ed Simpson and his IHE team are assisting in this effort and have made a real difference in Croatia.

IHE: What are you most looking forward to in your new faculty role?

I'm looking forward to interacting with students and my faculty colleagues on a more consistent basis. I enjoyed teaching at Tulane for the last three years, but it is difficult to build real relationships when you are just flying in and out once a week. IHE offers a welcome intellectual home. ■

Charles Knapp served as president of the University of Georgia from 1987 to 1997. His tenure as president was marked by increased emphasis on teaching excellence, sharp growth in research funding and completion of the $150 million Third Century Campaign, at the time the largest fund raising initiative in UGA history.

Since leaving UGA to become president of the Aspen Institute, Knapp has continued his involvement in higher education, with senior appointments at the American Council on Education and the Association of Governing Boards of Universities and Colleges, among other affiliations. As a partner with Heidrick & Struggles, an executive search firm, Knapp led the firm's higher education practice. For the past three years, he has been a visiting professor at Tulane University, teaching a graduate course in economic theory and assisting with administering education, health and training grants in Africa. He serves as director of educational development for the CF Foundation, Inc., a private family foundation, and as Chairman of the Board of the East Lake Community Foundation, the organization responsible for leading the revitalization of the East Lake community in Atlanta.

At IHE, Knapp will teach seminars on the university presidency and academic leadership, and will be an active participant in public service and outreach activities.

Associate Professor Scott L. Thomas: Shaping Policy through Research

Scott L. Thomas, who joined IHE's faculty in 2001, is an expert in higher education organizations, policy, and finance. His current research examines issues of access and stratification in higher education. He has written on topics in the areas of the sociology of education, labor economics, and student persistence.

The policy relevance of Thomas's research is illustrated by his recent work with the Western Interstate Commission on Higher Education. Working with the WICHE research staff, he focused on the economic and structural challenges facing states with staggering growth in the projected number of high school students, as well as those facing states with projected declines.* This work helped to shape state-by-state discussions about public investments in higher education.

Currently, Thomas is conducting the "College Access Policies Project: Aspirations, Preparation, and Affordability" with major funding from Lumina Foundation for Education. With his co-principal investigator Laura Perna, associate professor at the University of Pennsylvania, Thomas is focusing on the ways in which federal, state, and institutional policies interact to shape high school students' sense of opportunity for college. The project is designed to yield results that will suggest new strategies for better targeting policies and programs aimed at strengthening students' orientation to college-attendance and encouraging behaviors that promote college continuation and completion. The project will also yield recommendations for improving the implementation and coordination of federal, state, and institutional policies at the K-12 and higher education levels.

In addition to his research agenda, Thomas is active in several national organizations, and serves a consulting editor to the journal *Research in Higher Education* and on the editorial board of the *American Educational Research Journal*. At IHE, Thomas teaches courses in policy, finance, and quantitative research methods—and the occasional undergraduate sociology course. He also coordinates IHE's Education Policy Seminar series. ■

** See Thomas's article in the 2004 IHE Report, at* www.uga.edu/ihe/ihereport.html.

Kathy Pharr to be First MPA Graduate with New Higher Education Concentration

When Kathy Pharr began her MPA studies in 2003 at the School of Public and International Affairs, she knew the program would offer challenging and versatile training that would help her in her professional position as assistant to the president at UGA and would open doors for future advancement. After all, SPIA was ranked third nationally in *U.S. News & World Report's* graduate school survey in 2004. Shortly after Pharr began her studies, the Institute of Higher Education and SPIA jointly created a new MPA concentration in higher education administration—tailor made for her interests.

Students electing the concentration take as many as four courses at IHE, complementing the core MPA curriculum at SPIA. Pharr appreciated the university focus of Professor Ed Simpson's course in finance; for instance, as a complement to her general public financial administration coursework: "While the earlier course had explored revenue and budgetary management primarily from a fiscal perspective," she notes, "Dr. Simpson's course focused specifically on the university setting and examined the social price of campus budget decisions, particularly as they pertain to access. The discussions opened my eyes to questions that I had not considered much before, and I believe I am a more enlightened administrator because of the experience." Pharr's coursework in finance, in particular, has new relevance for her: in fall 2004, she was named assistant vice president for finance and administration at UGA.

Pharr found that the combination of masters classes at SPIA and doctoral classes at IHE offered a rewarding mix of students, perspectives, and approaches to thinking about and practicing higher education administration. And for the IHE students, the SPIA students who elect the higher education concentration provide an added multidisciplinary dimension to the classroom, such as Pharr's journalism background in television news and her professional expertise in communications.

When she graduates in December 2005, Pharr will be the first alumna of the joint program. Before that, though, she has a few more challenges in store. "One of my personal highlights has been the selection of a paper I wrote for my finance class for presentation at this fall's Education Law and Policy conference and for publication in the new electronic journal, the *Education Law and Policy Forum*. This is a tremendous honor and I'm thrilled about the opportunity to present it to a national audience of higher education and law students." ■

Fall Events

Louise McBee Lecture **Oct. 7, 2005**

Maryann P. Feldman, Professor of Business Economics and the Jeffrey S. Skoll Chair of Innovation and Entrepreneurship, Rotman School of Management, University of Toronto

IHE Reception **Nov. 16, 2005**

Association for the Study of Higher Education annual meeting, Philadelphia

Education Policy Seminars

Aug. 29, 2005	Larry D. Singell, University of Oregon
Sept. 19, 2005	Douglas H. Yarn, Georgia State University College of Law
Sept. 30, 2005	Stanley O. Ikenberry, Univ. of Illinois–Urbana-Champagne
Oct. 24, 2005	Robert K. Toutkoushian, Indiana University–Bloomington
Nov. 14, 2005	Steven G. Brint, University of California–Riverside

IHE Faculty

Thomas G. Dyer
University Professor and Director

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

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

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

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

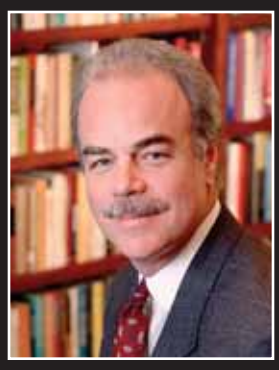
Charles B. Knapp
Distinguished Public Service Fellow, Professor of Economics and President Emeritus

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

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

Christopher Morphew
Associate Professor of Higher Education

Libby V. Morris
Associate Professor of Higher Education



Edward G. Simpson, Jr.
Distinguished Public Service Fellow

Michele Simpson
Adjunct Professor of Higher Education

Sheila Slaughter
Louise McBee Professor of Higher Education

Scott L. Thomas
Associate Professor of Higher Education

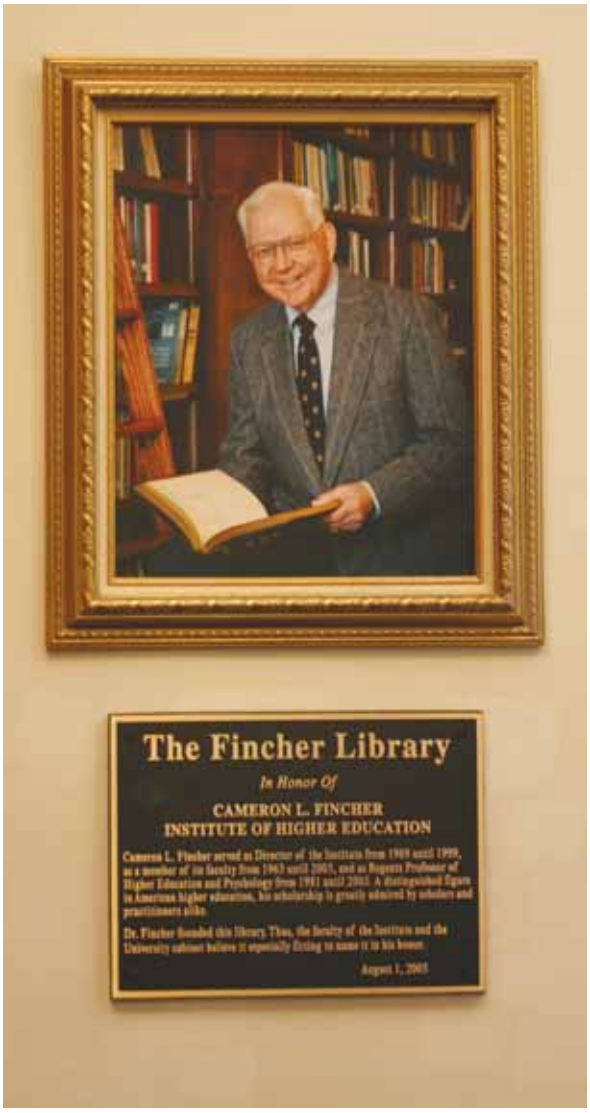
J. Douglas Toma
Associate Professor of Higher Education

Inside This Issue:

IHE Welcomes New Faculty

Copyright Policies in the Digital Age: Universities and Intellectual Property Rights

IHE at Oxford



The University of Georgia

Institute of Higher Education
Meigs Hall
Athens, GA 30602-6772