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University Council
Athens, Georgia 30602

January 13, 2011

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Dear Colleagues:

The attached proposal for a new major in Higher Education (M.Ed.) will be an agenda item for the January 19, 2011, Full University Curriculum Committee meeting.

Sincerely,

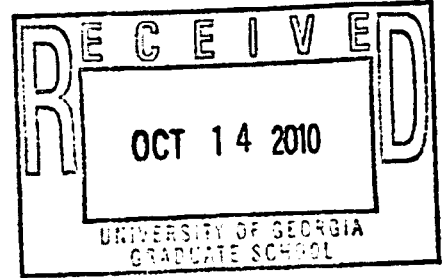
David E. Shipley, Chair
University Curriculum Committee

cc: Provost Jere W. Morehead
Dr. Laura D. Jolly



The University of Georgia

Institute of Higher Education



October 12, 2010

Dr. Maureen Grasso
The Graduate School
University of Georgia
320 E. Clayton St., Suite 400
Athens, GA 30602

Dear Dean Grasso,

Attached is the Institute of Higher Education's proposal for a master's degree program in higher education. We submit this proposal to the Graduate School to initiate the formal review process.

Please do not hesitate to contact me should you or your staff have questions or need additional information. Thank you for your consideration.

Sincerely,

Libby V. Morris, PhD
Director and Professor

**Formal Proposal
Masters of Education in Higher Education Administration**

Institution: The University of Georgia

Institutional Contact:

Date: December 1, 2010

School/Division: Institute of Higher Education

Department: Institute of Higher Education

Departmental Contact: Libby V. Morris, Director

Name of Proposed Program: Master's of Education in Higher Education Administration

Degree: M.Ed.

Major: Higher Education Administration

CIP Code: 13.0406

Anticipated Starting Date: August, 2011

1. Program Description and Objectives:

a. Objectives of the program:

The Master's of Education in Higher Education Administration will prepare students for entry- and mid-level administrative and research positions in post-secondary education institutions, policy and research organizations, and governmental and nonprofit entities in the state, region, and country. As a graduate-level only program, the master's program will introduce students to the field of higher education, surveying the critical issues and works on higher education management, research, and policy. The program requires students to delve deeply into one specialization in higher education research and practice to hone their interests and skills in a particular area within the broader field. In addition, the program will encourage students to develop specialized research and decision-making skills, preparing them for professional and academic opportunities after graduation.

b. Needs the program will meet:

Since the 1980s, the greatest growth in jobs in postsecondary education has been in administration. Our market research, conducted in June 2010, illustrates the growing demand for entry- and mid-level professionals with master's degrees in higher education administration. We found that 68% of the assistant director and higher-level positions posted to the higher education employment site highedjobs.com in Academic Advising, Admissions, Assessment and Accreditation, and Financial Aid required a master's degree in higher education administration or a related field. With only one master's in higher education administration program in Georgia, our state is missing an opportunity to prepare future leaders in post-secondary education.

The Master's in Higher Education Administration will meet state, regional, and national demands for qualified personnel to work in higher education, nonprofit, and policy settings. With such limited master's degree enrollment capacity in higher education administration programs in the Southeast and the absence of master's programs in north Georgia (including Atlanta), the creation of a master's program at UGA is an ideal opportunity to expand both the Institute of Higher Education's and UGA's influence in the state, region, and nation.

At present, the Institute of Higher Education (IHE) at UGA offers two doctoral-level programs in higher education administration: a traditional Ph.D. program based in Athens and an executive Ed.D. program based in Atlanta. However, no master's level program in higher education administration exists in the North Georgia and Atlanta area. The only other program in the state is a small, mostly online program at Georgia Southern University offered through their Department of Educational Leadership, Technology, & Human Development.

c. Program Delivery:

The Master's in Higher Education Administration will be delivered in a traditional classroom setting. The program will be open to both full-time and part-time students. Except for outside electives, the master's degree students will participate in the Institute's existing classes. No new faculty, classroom space, or staff will be needed to initiate the program.

d. Prioritization within UGA's strategic plan:

In UGA's Strategic Plan 2020, a key strategic direction is Enhancing Graduate and Professional Programs. The proposed Master's of Education in Higher Education Administration will do just that. It will add to the graduate programs offered by the university and meet a growing need for specialized training in postsecondary education in Georgia. In addition, the program will accommodate full-time and part-time students interested in advanced training to higher education administration.

2. Program's fit with institutional mission and national trends in the discipline:

As described above, the proposed master's degree program fits neatly with UGA's mission of providing "a wide range of academic and professional programming at the baccalaureate, master's, and doctoral levels." In addition, national trends in higher education administration programs demonstrate increased demand for professional master's degrees in higher education administration over the past decade.

The Institute for Higher Education is uniquely positioned to offer a master's program. Currently, the IHE is ranked sixth by *U.S. News and World Report* for programs in higher education administration. This makes the Institute one of only two programs in the region ranked in top ten list for higher education programs. The Institute attracts top state, regional, national, and international Ph.D. and Ed.D. students, testifying to its national and international reputation for academic and professional quality.

3. Demand, need and duplication:

Our research on regional and top-ten master's programs, which included reviews of program materials and phone calls with program coordinators, reveals that the average number of students enrolled in the programs was 54, ranging from 30 to more than 100. The average number of students matriculating in 2009 was 27, ranging from 15 to 50. These numbers demonstrate the trend in the discipline, as more students seek advanced knowledge in postsecondary administration.

Currently, Georgia residents desiring masters-level training in higher and postsecondary education have only one in-state program available: the small, mostly-online master's degree offered at Georgia Southern University. Within the Southeast region, there is only one other top-ten ranked program offering a master's degree. We believe this places UGA's Institute of Higher Education in an excellent strategic position for recruiting within the state, region, and nation.

4. Institutional Resources:

The proposed master's degree will use current resources to provide its programming. No new resources will be used. The program will be housed in the Institute of Higher Education and will use current IHE faculty, staff, and facilities to deliver its services.

5. Curriculum:

**Master's of Education (M.Ed.) in Higher Education Administration
Program of Study**

I. Required Courses: (15-16 hours)

- EDHI 8010 (3) Higher Education in the United States
 EDHI 8400 (3) Finance of Higher Education
 EDHI 8990 (3) Introduction to Higher Education Research
 EDHI 9050 (3) Organization and Governance in Higher Education
 EDHI 8910* (3) Quantitative Methods in Higher Education I
 EDHI 8910L* (1) Quantitative Methods in Higher Education I Lab

* Note: If students test out of 8910/8910L they will choose an additional advisor-approved course to fulfill a 3-4 hour required course.

II. Specialization Courses: (15 hours)

With the guidance and approval of their advisor, students will choose 5 courses to serve as a specialization within higher education. At least 2 courses must be from the Institute of Higher Education (EDHI). The remaining 3 courses can be taken from other UGA departments provided that they align with the students' specialization. See Appendix 1 for examples of specializations.

- EDHI 8200 (3) Institutional Research in Higher Education
 EDHI 8600 (3) Assessment in Higher Education
 EDHI 8700 (3) State Systems in Higher Education
 EDHI 8920 (3) Quantitative Methods in Higher Education II
 EDHI 8920L (1) Quantitative Methods in Higher Education II Lab
 EDHI 8930 (3) Qualitative Research in Higher Education
 EDHI 8960 (3) Introduction to U.S. Postsecondary Education National Datasets
 EDHI 9020 (3) Critical Issues in Higher Education
 EDHI 9210 (3) Strategy & Management in Higher Education.
 EDHI 9500 (3) Policy Studies in Higher Education
 EDHI 9700 (3) Internship in Higher Education

IV. Capstone Course: (3 hours)

- EDHI 7650 (3) Applied project
 Master's only course, paper-based, specialization-centered.

TOTAL: 33-34 hours

Appendix 1: Possible Specializations (15-16 hours)

Students may choose from the following three specializations or create another specialization in consultation with their advisor. The courses listed under each specialization are not exhaustive, but provide guidance for how students might craft specializations with IHE and non-IHE courses.

Research & Analysis: (5 of the following courses)

- EDHI 8200 (3) Institutional Research in Higher Education
- EDHI 8600 (3) Assessment in Higher Education
- EDHI 8920 (3) Quantitative Methods in Higher Education II
- EDHI 8920L (1) Quantitative Methods in Higher Education II Lab
- EDHI 8930 (3) Qualitative Research in Higher Education
- EDHI 8960 (3) Introduction to U.S. Postsecondary Education National Datasets
- EDHI 9020 (3) Critical Issues in Higher Education
- EDHI 9700 (3) Internship in Higher Education

Public Policy: (5 of the following courses)

- EDHI 8700 (3) State Systems in Higher Education
- EDHI 8920 (3) Quantitative Methods in Higher Education II
- EDHI 8920L (1) Quantitative Methods in Higher Education II Lab
- EDHI 8930 (3) Qualitative Research in Higher Education
- EDHI 9020 (3) Critical Issues in Higher Education
- EDHI 9500 (3) Policy Studies in Higher Education
- EDHI 9700 (3) Internship in Higher Education
- EDAP 8210 (3) Educational Policy Analysis
- PADP 6950 (3) Foundations of Policy Analysis

Strategy & Management: (5 of the following courses)

- EDHI 8920 (3) Quantitative Methods in Higher Education II
- EDHI 8920L (1) Quantitative Methods in Higher Education II Lab
- EDHI 8930 (3) Qualitative Research in Higher Education
- EDHI 9020 (3) Critical Issues in Higher Education
- EDHI 9210 (3) Strategy & Management in Higher Education.
- EDHI 9700 (3) Internship in Higher Education
- ECHD 7400 (3) Foundations of College Student Affairs Administration
- KINS 7320 (3) Intercollegiate Athletics and Higher Education
- PADP 7220 (3) Nonprofit Governance and Management
- PADP 7230 (3) Funding Nonprofit Organizations
- PADP 7900 (3) Managing Volunteers in the Public and Nonprofit Sectors

Sample Programs of Study
M.Ed. in Higher Education Administration

Full-time student – 34 hrs

Fall Semester:

EDHI 8010	(3)	Higher Education in the U.S.
EDHI 8990	(3)	Introduction to Higher Education Research
EDHI 9050	(3)	Organization and Governance in Higher Education
EDHI 8910	(3)	Quantitative Methods in Higher Education I
EDHI 8910L	(1)	Quantitative Methods in Higher Education I Lab
	13	hrs

Spring Semester:

EDHI 8400	(3)	Finance of Higher Education
EDHI 9210	(3)	Strategy & Management in Higher Education
EDHI 9500	(3)	Policy Studies in Higher Education
PADP 6950	(3)	Foundations of Policy Analysis
	12	hrs

Fall Semester:

EDHI 7650	(3)	Applied Project in Higher Education
EDHI 8700	(3)	State Systems in Higher Education
EDHI 9700	(3)	Internship in Higher Education
	9	hrs

Part-time student – 34 hrs***Fall Semester:***

EDHI 8010	(3)	Higher Education in the U.S.
EDHI 8990	<u>(3)</u>	Introduction to Higher Education Research
	6 hrs	

Spring Semester:

EDHI 8400	(3)	Finance of Higher Education
EDHI 9500	<u>(3)</u>	Policy Studies in Higher Education
	6 hrs	

Summer Semester:

EDHI 9020	(3)	Critical Issues in Higher Education
EDHI 9700	<u>(3)</u>	Internship in Higher Education
	6 hrs	

Fall Semester:

EDHI 9050	(3)	Organization and Governance in Higher Education
EDHI 8910	(3)	Quantitative Methods in Higher Education I
EDHI 8910L	<u>(1)</u>	Quantitative Methods in Higher Education I Lab
	7 hrs	

Spring Semester:

EDHI 9210	(3)	Strategy & Management in Higher Education
EDHI 9200	<u>(3)</u>	Leadership in Higher Education
	6 hrs	

Fall Semester:

EDHI 7650	<u>(3)</u>	Applied Project in Higher Education
	3 hrs	

Course Descriptions, Prerequisites, and Availability

IHE Courses:

EDHI 7650—Applied Project in Higher Education (3hrs)

Independent study developed between the student and an Institute faculty member, involving a functional study of a topic, issue, or problem in higher education. No Prerequisite. Offered fall, spring and summer semester every year.

EDHI 8010—Higher Education in the United States (3hrs)

An overview of the higher education system in the United States. Course readings and discussion will focus on unique attributes of the system, including its institutional diversity, state and federal roles in funding and management, demographic trends, and the public's conception of higher education. No Prerequisite. Offered fall semester every year.

EDHI 8200—Institutional Research (3hrs)

Institutional research, planning and policy analysis, administrative decision making, and decision support mechanisms or systems. No Prerequisite. Offered fall semester every year.

EDHI 8400—Finance of Higher Education (3hrs)

Financial aspects of higher education: the nature of educational costs, state and federal finance policy, and the role of financial factors in educational decision making. No Prerequisite. Offered every year.

EDHI 8600—Assessment in Higher Education (3hrs)

Measurement concepts of postsecondary educational assessment and evaluation; emphasis on critical review of assessment methods, practices, and policy issues. No Prerequisite. Offered every year.

EDHI 8700—State Systems of Higher Education (3hrs)

Discussion of issues that frame the policy relationship between states and their higher education systems. Analysis of structures and policies that states use to govern or coordinate systems and the attributable outcomes. Covers historical trends in states' management of higher education, public and private. No Prerequisite. Offered fall semester every year.

EDHI 8910—Quantitative Methods in Higher Education I (3hrs)

Applied data analysis and use of secondary datasets in higher education and institutional research. Assumes previous knowledge of relevant statistical principles. Emphasis on measurement, design, and analysis as interrelated components of rigorous empirical inquiry. Covers descriptive and exploratory data analysis and data management issues relevant to the examination of research problems in higher education. Corequisite: EDHI 8910L. Offered fall semester every year.

EDHI 8910L—Quantitative Methods in Higher Education I Laboratory (1hr)

Use of software designed for data access, data management, statistical computing, and graphical presentation. Corequisite: EDHI 8910. Offered fall semester every year.

EDHI 8920—Quantitative Methods in Higher Education II (3hrs)

Advanced, problem-based analysis of secondary data sources in higher education. Exposure to major sources of data in higher education research. Applied regression analysis and model building. Overview of advanced methods. Prerequisite: EDHI 8910. Corequisite: EDHI 8920L. Offered spring semester every year.

EDHI 8920L—Quantitative Methods in Higher Education II Laboratory (1hr)

Advanced use of software designed for data access, data management, statistical computing, and graphical presentation. Prerequisite EDHI 8910L. Corequisite: EDHI 8920. Offered spring semester every year.

EDHI 8930—Qualitative Research in Higher Education (3hrs)

An overview of qualitative research that seeks to stimulate students' imaginations with readings drawn from anthropology, economics, history, political science, sociology, higher education, and interdisciplinary work. In all readings, we will focus on how the research techniques might be used in the study of higher education. No Prerequisite. Offered fall semester every odd numbered year.

EDHI 8960—Introduction to the United States Postsecondary Education National DataSets (3hrs)

A broad overview of the National Center for Educational Statistics national databases and other selected databases relevant for United States postsecondary education. Following review and understanding, each student will develop a research question, complete analyses, and write a report that uses data from one of the national databases. No Prerequisite. Offered spring semester every year.

EDHI 8990—Introduction to Research in Higher Education (3hrs)

Consideration of critical research issues in the field; review of resources for higher-education research; specification of appropriate research questions; survey of alternative research philosophies, paradigms, and methods; evaluation of alternative research designs. No Prerequisite. Offered every year.

EDHI 9020—Critical Issues in Higher Education (3hrs)

Critical problems and issues facing colleges and universities; emphasis on change processes and improvement in performance and effectiveness. No Prerequisite. Offered every year.

EDHI 9050—Organization and Governance in Higher Education (3hrs)

Organizational diversity and governance patterns in public and private higher education, exploring current policies and practices as they affect institutional effectiveness. No Prerequisite. Offered every year.

EDHI 9210—Strategy & Management in Higher Education (3hrs)

Consideration of how higher education institutions develop and implement strategy, including drawing on the base of theory, research, and cases from business. Topics include industry structure; competition and differentiation; integration, diversification, and expansion; market selection and business plans; developing and maintaining brands; strategic management; organizational culture; and organizational change. No Prerequisite. Offered fall semester every year.

EDHI 9500—Policy Studies in Higher Education (3hrs)

Analyzing, interpreting, and evaluating selected policy issues related to the continued improvement and development of institutions, programs, and services in higher education. Policy analysis and research at public and institutional levels. No Prerequisite. Offered every year.

EDHI 9700—Internship in Higher Education (3hrs)

An internship is not required, but may be arranged for graduate students when individual needs and experiences are matched by internship opportunities. All internships must be approved, in advance, by the student's major professor, the graduate coordinator, and the Institute's director.

The supervised internship is a work experience under a full-time administrator or scholar in an institution or agency of higher education. A major portion of the intern's time should be spent in observing, studying, and assisting in administrative decision making, policy implementation, active research, or institutional studies. Periodic written reports are required and serve as the primary means of evaluating intern performance.

*Outside Courses:***ECHD 7400—Foundations of College Student Affairs Administration**

The field of college student affairs with emphasis on historical, philosophical, psychological, and sociological foundations, and student service functions. No Prerequisite. Offered fall semester every year.

EDAP 8210—Educational Policy Analysis

Analysis of major phases of policy development and of various policy analysis models. Stages of policy development, implementation, and assessment in current educational reforms are covered. No Prerequisite. Offered every year.

KINS 7320—Intercollegiate Athletics and Higher Education

Examination of the role of intercollegiate athletics in higher education from historical, sociological, economic, and administrative perspectives. No Prerequisite. Offered summer semester every year.

PADP 6950—Foundations of Policy Analysis

Introduction to the basic tools and analytical techniques needed for the analysis of public policies. Emphasis is placed on the application of principles of microeconomic theory as applied to policy analysis. No Prerequisite. Offered fall and spring semester every year.

PADP 7220—Nonprofit Governance and Management

Organizational structures and decision-making processes in nonprofits. Topics include nonprofit legal forms and regulations, nonprofit administrative structures, nonprofit ethics and structures for nonprofit accountability, nonprofit goals, human resource strategies for nonprofits, and the role of stakeholders in service distribution. No Prerequisite. Offered fall semester every year.

PADP 7230—Funding Nonprofit Organizations

An overview of funding strategies in nonprofit organizations and discussion of the factors that influence the generation of nonprofit revenue, including sections on philanthropy and major donors, charitable giving, special event fundraising, memberships, payment for services, and for-profit arms. No Prerequisite. Offered spring semester every year.

PADP 7900—Managing Volunteers in the Public and Nonprofit Sectors

Involvement of volunteers in government and nonprofit organizations, especially in relation to delivering services and maintaining the organization. Covers size, scope, significance, and challenges of the voluntary sector, and functions of volunteer administration, including recruitment, screening, placement, recognition, and evaluation. No Prerequisite. Offered every year.

6. Admissions Criteria:

Applicants must meet all requirements of the UGA Graduate School. In addition, paralleling other master's-level, professional programs, we will require that applicants submit a personal statement, writing sample, 3 letters of reference, and GRE scores. Because the program is directed at entry- and mid-level professionals in higher education, the Institute faculty will emphasize in the admission process that applicants should be interested in or already hold professional positions in higher education, research, or public policy.

7. Availability of Assistantships:

As a general rule, the Institute of Higher Education will not offer assistantships to its master's-level students.

8. Student Learning Outcomes:

Upon completion of the master's in higher education administration, students will be able to:

- 1) Understand and identify trends in the contemporary postsecondary and higher education environment with specific knowledge of issues around affordability, access, equity, governance, diversity, finance, and accountability
- 2) Communicate difficult concepts effectively, clearly, and succinctly to a variety of audiences including academics, research and policy professionals, and the public
- 3) Employ sound data gathering practices as a means to synthesize, analyze, or collect information related to a broad range of higher education topics
- 4) Understand the structure and function of national and international higher education systems, including the differences and similarities among systems and institutions
- 5) Identify and connect with professional associations and networks in the state, regional, and federal higher education communities

9. Administration of the Program:

The program will be housed in the Institute of Higher Education in Meigs Hall. The program will be administered by the current graduate coordinator for the Institute with the assistance of the current program coordinator for graduate programs.

10. Waiver to Degree-Credit Hour:

Not Applicable

11. Accreditation:

This program will not require specialized accreditation and would be included under existing UGA accreditation.

12. Projected Enrollment:

We project that the master's program will accept 10-15 qualified students per year. The program will not be cohort-based.

13. Faculty:

Faculty workload will be minimally impacted. The greatest impact will be in class size and each class will be increased by 5 to 10 students, keeping class-size under 25 students per course. Advising loads will be increased by 3 to 5 students. Faculty will be expected to teach master's level students and advise master's level students for registration purposes only. One faculty member will be in charge of the capstone course each year, with responsibilities rotating among the active core faculty. Initially, no new faculty will be required for the master's program.

The core faculty comprises research faculty whose focus is on scholarly research, policy work, teaching, and advising in higher education and related disciplines; and public service faculty who are committed to public service and outreach to statewide, regional, and international higher education communities and institutions.

Core Faculty Members (see appendix for full biographies):

Libby V. Morris, Director, Professor of Higher Education

James C. Hearn, Associate Director, Professor of Higher Education

Charles B. Knapp, Distinguished Public Service Fellow, President Emeritus

Erik C. Ness, Assistant Professor of Higher Education

Shelia Slaughter, Louise McBee Professor of Higher Education

J. Douglas Toma, Associate Professor of Higher Education

Robert K. Toutkoushian, Professor of Higher Education

Karen Webber, Associate Professor of Higher Education

14. Fiscal, Facilities, Enrollment Impact, and Estimated Budget

The Institute will use existing resources, facilities, faculty, and staff to deliver the master's program. No new resources are required to initiate the program.

Appendix: IHE Core Faculty Biographies

Libby V. Morris

Professor and Director, Institute of Higher Education

Vice Provost for Academic Affairs

Libby V. Morris is vice provost for academic affairs, professor of higher education, and director of the Institute of Higher Education at the University of Georgia. She holds a Ph.D. from the University of North Carolina-Chapel Hill. Her teaching and research interests include evaluation and assessment, faculty development, academic programs, and online education. In recognition of her work, she has received awards for excellence in teaching and in public service. In 2005, she was invited into membership in the UGA Teaching Academy. Professor Morris is the author or co-author of several books, including *Multiculturalism in Academe*, *The Reference Book on Regional Well-Being, Southern Black Belt — A National Perspective*, and *Achieving and Sustaining Institutional Excellence for the First Year of College*.

James C. Hearn

Professor of Higher Education

Professor Hearn holds a Ph.D. in the sociology of education and an M.A. in sociology from Stanford University. He also holds an M.B.A. in finance from the University of Pennsylvania (Wharton) and an A.B. from Duke University. Professor Hearn focuses his research on organization, policy, and finance in postsecondary education. His research has appeared in education, sociology, and economics journals as well as in several edited books. At present, Professor Hearn serves as an associate editor of the *Educational Researcher*. In the past, he has served as associate editor of *Research in Higher Education* and on the editorial boards of the *Journal of Higher Education*, the *Review of Higher Education*, *Teachers College Record*, and *Sociology of Education*. He has also served as a section editor for the annual volume *Higher Education: Handbook of Theory and Research*. Professor Hearn is a past recipient of the Distinguished Research Award of Division J of the American Educational Research Association. In 2005, he was named a TIAA-CREF Institute Fellow.

Charles B. Knapp

Distinguished Public Service Fellow, President Emeritus

Charles Knapp, president emeritus of the University of Georgia, joined the Institute in fall 2005. His tenure as president (1987-1997) was marked by increased emphasis on teaching excellence, sharp growth in research funding, strong minority programs, successful completion of the largest fund-raising initiative in the university's history and construction projects totaling more than \$400 million. Since leaving the university, Dr. Knapp has served as president of the Aspen Institute and as a partner with Heidrick & Struggles where he led the firm's higher education practice. He 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. He will teach courses on the college and university presidency and on academic leadership in higher education.

Erik C. Ness

Assistant Professor of Higher Education

Erik C. Ness earned a Ph.D. in education policy from Vanderbilt University and an M.A. in comparative and international education from Loyola University Chicago. He also holds a B.A. in political science from N.C. State University. Professor Ness conducts research on the politics of higher education, the public policy process, student financial aid, and the finance and governance of higher education systems. His current research projects consider the policy effects of state merit aid programs and examine research utilization in the public policymaking process. Ness has published in the leading education policy and higher education journals. Professor Ness also serves on the executive committee of ASHE's Council on Public Policy and Higher Education, as a consulting editor for *Research in Higher Education*, and as an Associate for the National Center for Public Policy and Higher Education.

Sheila Slaughter

Louise McBee Professor of Higher Education

Sheila Slaughter is the first occupant of the McBee Professorship of Higher Education and comes to the Institute from the University of Arizona. A distinguished scholar of higher education, her most recent book is *Academic Capitalism and the New Economy: Markets, State and Higher Education* with Gary Rhoades. Professor Slaughter's scholarship concentrates on the relationship between knowledge and power as it plays out in higher education policy at the state, federal and global levels. Professor Slaughter has served as the President of ASHE, and received the ASHE and AERA lifetime research awards. She has substantial funding from the National Science Foundation (NSF) and has served as consultant to the NSF. During 2004, she served as program director of Societal Dimensions of Engineering, Science, and Technology at the National Science Foundation. Professor Slaughter is the author or co-author of four refereed books, the two most recent of which were published by the Johns Hopkins University Press. She has also published 34 refereed articles, 25 book chapters, 11 edited books or special journal issues, and 3 monographs. She has published in all of the leading journals of higher education and has also published in major journals outside the field, ranging from sociology to science and technology studies because her scholarship cuts across several disciplines.

J. Douglas Toma

Associate Professor of Higher Education

J. Douglas Toma is associate professor at the Institute of Higher Education at the University of Georgia and has an adjunct appointment on the School of Law faculty. Toma writes primarily about strategy and management in higher education, and also addresses case study research methods and legal issues in higher education in his

scholarly work. His present research is on strategies used by institutions to position themselves, especially for greater prestige. His most recent books are *Building Organizational Capacity: Strategic Management in Higher Education* (Johns Hopkins University Press, 2010) and *Managing the Entrepreneurial University: Legal Issues and Commercial Realities in Higher Education* (Routledge, forthcoming in early 2011). Toma has contributed to the leading scholarly journals in higher education and served as author and co-author of several monographs. Toma was based at the University of Zagreb on a Fulbright researcher-lecturer award for Spring and Summer, 2007, and has convened an annual workshop on higher education management in Croatia since 2004. He is also involved in China, directing a month-long management-training program for senior administrators at Jilin University in 2006 and arranging exchanges with the National Center for Education Development Research at the national education ministry. Toma is also affiliated with the L.H. Martin Institute for Higher Education Leadership and Management at the University of Melbourne.

Robert K. Toutkoushian
Professor of Higher Education

Professor Toutkoushian comes to the University of Georgia from the faculty in the Department of Educational Leadership and Policy Studies at Indiana University. Dr. Toutkoushian specializes in the application of economic theories and methods to problems in higher education. He has a Ph.D. in economics from Indiana University, and prior to joining the faculty at Indiana University, he worked as a research analyst at the University of Minnesota and as executive director of the Office of Policy Analysis at the University System of New Hampshire. Professor Toutkoushian has published nearly thirty studies in peer-reviewed journals on topics including faculty compensation, student demand for higher education, finance, and policy analysis. Finally, he is the editor-in-chief of the journal *New Directions for Institutional Research*, and the president of the Association for Institutional Research.

Karen Webber
Associate Professor of Higher Education

Karen Webber holds her Ph.D. from The University of Maryland College Park. Prior to joining the IHE faculty on a full-time basis, she served as director of Institutional Research and interim associate provost for institutional effectiveness at the University of Georgia. Her primary research interests are the assessment of academic, cognitive, and psychosocial growth of college students, with additional interests in gender studies and higher education data management. She currently serves as a SACS and Middle States accreditation evaluator. Dr. Webber is active in The Association for Institutional Research (national, regional, and state groups) and The Society for College and University Planning. She was president of The North East Association for Institutional Research (1998-99) and received the NEAIR Distinguished Service Award in November 2004. She is chair of AIR's Professional Development Services Committee (through 2009), has previously served on the Membership and Nomination Committees, and is a faculty member in the annual AIR Foundations Institute.