

# Higher Education Administration

## THE UNIVERSITY OF ALABAMA

### HEA NEWSLETTER

Welcome to the first issue of HEA News! The Higher Education Administration faculty at The University of Alabama have developed this newsletter to share information with students, alumni, and friends about important events and activities related to the program.

#### Program News

We are proud to announce that the inaugural class of our **Executive Ed.D.** program began this summer. This innovative cohort model is designed for experienced professionals who have served in high-level positions in higher education and related industries. Distinctive features of the program are its modular format, monthly meetings, and a dissertation process embedded throughout the curriculum. After a highly competitive admissions process, 16 students were selected for the first class. Members of the cohort currently hold a variety of positions in higher education from academic affairs, development, student affairs, external relations, and the faculty ranks at institutions from Alabama to New Jersey to Oklahoma. The cohort's coursework started with a weeklong introductory session in July and will return in August to begin their regular monthly meetings. Dr. Claire Major is director of the Executive Ed.D. in Higher Education Administration and Dr. Jean Foster Herron is the assistant director.



First row (L to R): Griena Knight, Alesia Stuart, Angela Gibson Wible, Gwen Hood, Melinda Byrd-Murphy, Ramona Hart, Cassandra Byrd. Second row (L to R): Wahnee Sherman, Melanie Miller, Ilene Kleinman, Nechelle Robinson, and Karen Baldwin. Third row (L to R): Anthony Hill, Chris Holland, John Roth, and David Black.

#### Faculty News



**Michael Harris** (with Kenneth A. Shaw, chancellor emeritus of Syracuse University) has an article that appears in the July/August issue of *Trusteeship* titled "Before all \*@#%! breaks loose..." The article encourages college presidents and trustees to prepare for public relations challenges by tracking issues through four distinct stages.



**Claire Major** (with Maggi Savin-Baden, Research Fellow at Coventry University, UK) had an article accepted in *Higher Education* titled "Using interpretative meta-ethnography to explore the relationship between innovative approaches to learning and their influence on faculty understanding of teaching." The article adopts interpretative meta-ethnography as a research framework to investigate the changes to faculty knowledge that occur when they adopt problem-based learning.



**Wayne Urban** has a 2006 book chapter titled "Social Reconstructionism and Educational Policy: The Educational Policies Commission, 1936-1941," in Karen Riley (Ed.), *Social Reconstructionism: People, Politics, Perspectives*. The chapter is a look at the first five years of the Educational Policies Commission, a blue-ribbon body sponsored by the National Education Association and the American Association of School Administrators that was to develop positions on educational policy issues that represented the educational profession (k-doctorate).



**Nathaniel Bray** has reviewed Golde & Walker's (Eds.) *Envisioning the Future of Doctoral Education: Preparing Stewards of the Discipline* accepted for *The Review of Higher Education*. Bray notes, "arguing that the role of doctoral education is to prepare stewards, this book is a compilation

of essays from experts across several fields about the challenges and strengths of their discipline in that regard.”

**Karri Holley** wrote a chapter, “Defining governance in the 21st century public university,” in the edited volume *Governance and the Public Good*, recently released by SUNY Press. The book discusses the trend toward privatized postsecondary institutions and acknowledges the parallel demands of accountability and autonomy placed on public sites of higher learning.



**David Hardy** (with Frankie Laanan, Associate Professor at Iowa State University) has an article accepted to *Research in Higher Education* entitled “Factors affecting community college faculty job satisfaction: A new predictive model.” The article reports the results of a multivariate analysis of factors impacting community college faculty members’ job satisfaction through the application of the Herzberg Two-Factor Motivation and Hygiene Theory to 1999 National Study of Post-Secondary Faculty data. Publication anticipated in 2007.



**Steve Katsinas** has a 2006 article (with co-author Barbara V. Bush, Assistant Professor, University of North Texas) titled “Assessing What Matters: Improving College Readiness Fifty Years Beyond Brown,” in a special edition of *Community College Journal of Research and Practice*. This article considers five outcomes of high school completion (going to college, going to work, going to the military, going to prison, and unemployment) and changes that have and have not occurred since the *Brown vs. Board of Education* decision in terms of improving minority participation in positive outcomes while decreasing minority participation in negative ones.

## Faculty Spotlight



**Karri Holley** joins the Capstone this fall as an Assistant Professor of Higher Education Administration. Prior to her appointment, she was a research associate with the Center for Higher Education Policy Analysis at the University of Southern California, where she worked on a grant funded by Atlantic Philanthropies focused on governance and accountability in higher education. Holley also served as a Peace Corps Volunteer in Ukraine. Her current research

examines organizational and cultural influences that shape academic programs and student learning. Dr. Holley holds a Ph.D. and M.Ed. in Higher Education Administration from the University of Southern California, and a B.A. from The University of Alabama.

In addition to the recent book chapter noted in Faculty News above, Dr. Holley will be presenting *The challenge of translational research in education: Writing across the boundaries* as part of a symposium with Yvonna Lincoln, William Tierney, and Julia Colyar at the Association for the Study of Higher Education Annual Conference in November. The symposium utilizes empirical and theoretical findings to expand upon the concepts of knowledge production, writing, and its social impact through different disciplinary lenses and theoretical standpoints.

## Alumni Spotlight

**Kyle Lo Porto** graduated from the masters program in 2005 and is now the Assistant Dean of Campus Life at Brevard College in North Carolina. Kyle grew up in Fairhope, Alabama, with a goal of finding a line of work he would really enjoy. During his undergraduate years at the University of Montevallo, he worked with Intramurals, Greek Life, Student Affairs

## Student News

HEA students will be presenting their research in the next several months. Many of those students will present at the Association for Studies in Higher Education (ASHE) this November, including the following:

### Brian Bourke

*Negotiating Borders: Considering a Black-Gay Identity Formation Model*

### Carlton McHargh

*How Administrators of Color View the Hiring Process: A Case Study of a Predominantly White Institution* and *The Other Side of High Stakes Testing*

### Kristie Rankin/Lawson State Community College/UA

*Which Way Did They Go? Tracking Student Outcomes in Both Credit and Non-credit Education*

### Barrett Taylor & Kristi Wheeler-Griffin

*Who Goes First: Assessment and Boundary-Spanning Collaboration at Buckingham University*

### Peijun Zheng (and Michael Harris)

*The “Second Academic Revolution”: Interpretations of Academic Entrepreneurship*

In addition, two students presented at The American Association of Community Colleges Annual Conference.

### Brian Gann (with Steve Katsinas and David Hardy)

*Is There Life After Merger? Cultural Lessons from Community College Mergers and Consolidations* and *Understanding the Effects of Campus Mergers on Community Colleges: A Brief History and Case Study of Beville State Community College*.

### Sherry Terry (with David Hardy and Steve Katsinas)

*Beacons in the Night: Rural Community Colleges as Cultural and Artistic Lighthouses* and *Cultural Enrichment Activities in Community Colleges: An Analysis of Government Funding and Support*.

**Chris Holland** and **Wahnee Sherman** will be making a presentation titled *Creating living-learning communities* at the Living Learning Conference of the Association of College and University Housing Officers International in Syracuse, NY.

**Mike Kenamer** published *Basic infection control for healthcare providers, 2nd edition* (2007) and *Nursing assistant skills checklist* (2006) with T. A. Kenamer. Both books are published by Thomson Delmar Learning.

and played college soccer. After 2 years in Jackson Hole, he entered the higher education administration program. In July of 2005 after graduation, he was hired as the Assistant Director of Student Life at Brevard working in Residence Life and Campus Recreation. Brevard is a four year liberal arts college with a student body of about 600. Recently, Kyle assumed the position of Assistant Dean of Campus Life with the responsibility of running Student Activities, Campus Recreation, and Central Scheduling. Congratulations to Kyle on his new position!

**Have you recently taken a new position, changed institutions, or had an addition to the family? We want to hear from you! Email us at [ah@bamaed.ua.edu](mailto:ah@bamaed.ua.edu) so we can share your news in the next issue of AHE News.**

## Service and Outreach

**Claire Major**, the Editor of the *Journal of General Education*, welcomes her colleagues, **Drs. Harris** and **Bray**, as members of the editorial board. JGE is aimed at faculty, administrators, and policymakers and is the professional forum for discussing issues in general education today. The Journal addresses the general education concerns of community colleges, four-year colleges, universities, and state systems. Along with research articles, JGE features essays, case studies, and book reviews related to general education. For information about how to submit an article, please see the following Web site: [http://muse.jhu.edu/journals/journal\\_of\\_general\\_education/](http://muse.jhu.edu/journals/journal_of_general_education/)

The **Seventh Annual Community College Leadership Academy** began this summer, with Claire Major continuing to serve as Academic Advisor and Co-chair, along with co-chair Geri Stone (a student in the HEA program and program manager in Continuing Studies). The Community College Leadership Academy is designed to help increase the knowledge and skills of current and future leaders in two-year schools. The Academy is a year-long program in which participants engage in a variety of workshops, lectures, and seminars around the topic of leadership. The program boasts 136 graduates.

## Education Policy Center

### **Carnegie Classifications of Two-Year Institutions**

One of the most important achievements of the Education Policy Center this year was the adoption by the Carnegie Foundation for the Advancement of Teaching of the two-year college typology that EPC researchers have been developing for over a decade. This classification research involved the integration of data from the 2000 United States Census and the National



Center for Education Statistic's Integrated Postsecondary Educational Data System surveys for the 2000–2001 and 2001–2002 academic years, and resulted in the construction of a system of seven discrete major institutional classifications and fifteen discrete subclassification groupings, into which every associate's degree-granting institution in the United States and its outlying territories and protectorates have been placed. The primary purpose of this work was to create an empirically-supported tool that researchers can use to create useful descriptive portraits of the institutions that primarily offer the associate's degree, and to create more valid and reliable comparison groups of institutions when conducting both qualitative and quantitative research involving this growing and unique sector of higher education in the United States.

In adopting the Katsinas, Lacey, and Hardy *2005 Classification System*, the Carnegie Foundation has, for the first time since it began developing classification systems for higher education institutions, acknowledge the importance of treating two-year, associate's degree-granting institutions as something other than an undifferentiated mass of colleges, and has opened the door to even better research of and understanding of community colleges, technical colleges, private junior colleges, proprietary institutions, and four year institutions that award the associate's degree as well as four-year, graduate and/or first professional degrees.

## Alumni News

### Recent Graduates

**Robert Anderson.** Dissertation title: *Bodies of Knowledge: Faculty Members with Disabilities in Higher Education.* (Chair: Nirmala Erevelles)

**Mary Barnes.** Dissertation title: *Attitudes and Self-Efficacies of Full-time and Part-time Community/Technical College Remedial English Instructors Toward Technology and Its Use in Curriculum and Instruction* (Chair: Claire Major)

**Lance Boyd.** *Faculty Attitudes of Mentoring: A Study of Faculty-to-Faculty Mentoring in Alabama Community Colleges* (Chair: Michael Harris)

**Marsha Craig.** Dissertation title: *Outcomes Assessment and Program Effectiveness in Alabama Community College CIS Departments* (Chair: Nathaniel Bray)

**Glynice Crow.** Dissertation title: *I want my WebCT: The Path of Least Resistance, Community and Technical College Faculty Perceptions Toward Participation in Online Distance Education.* (Chair: Nathaniel Bray)

**Tracy Payne.** Dissertation title: *Perceptions of First-Generation College Students: Factors that Influence Graduate School Enrollment and Perceived Barriers to Attendance.* (Chair: Claire Major)

### Publications

**Anderson, Robert.** (2006). Faith in access: Bridging conversations between religion and disability studies. *Disability Studies Quarterly*, 26(3), {Available online at [http://www.dsqsds.org/current\\_issue.html](http://www.dsqsds.org/current_issue.html)}

**Anderson, Robert.** (2006). Teaching (with) disability: Pedagogies of lived experience. *The Review of Education, Pedagogy, and Cultural Studies*, 28 (3/4), 1-13.

## Higher Education Administration Faculty

**Nathaniel J. Bray** (Ph.D., Vanderbilt University). Assistant Professor

**Beverly Dyer** (Ed.D., The University of Alabama). Clinical Assistant Professor

**David Hardy** (Ph.D., University of North Texas). Clinical Assistant Professor and Director of Research, Education Policy Center

**Michael S. Harris** (Ed.D., The University of Pennsylvania). Assistant Professor

**Jean F. Herron** (Ed.D., The University of Alabama). Clinical Assistant Professor and Assistant Director of the Executive Ed.D.

**Karri A. Holley** (Ph.D., University of Southern California). Clinical Assistant Professor

**Stephen Katsinas** (Ph.D., Southern Illinois University—Carbondale). Professor and Director, Education Policy Center

**Claire Major** (Ph.D., The University of Georgia). Associate Professor and Program Coordinator

**Wayne Urban** (Ph.D., The Ohio State University). Professor and Associate Director, Education Policy Center



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