Executive Summary

This report provides a summary of the Center for Higher Education’s activities and accomplishments during the 2010–11 academic year. The following summary enumerates accomplishments related directly to the Memorandum of Understanding (MOU) signed in September 2009.

- The number of subscribers to the Center’s Listserv Announcement Distribution (C4HE@listserv.ohio.edu) was increased by 3.4 percent during the reporting period, to 90 subscribers.
- Development continued on the Working Paper Series to showcase student and Center work. Three new working papers were posted to the Center’s web site.
- Four individual students (two graduate and two undergraduate) were recruited to work on projects related to the Center’s mission. In addition, the director facilitated the participation of the Center as part of Ohio University’s involvement in a statewide education-policy initiative that involved ten graduate and undergraduate students.
- The Center sponsored or co-sponsored two events during the academic year.
- The Center was represented at six state, regional and national conferences during the reporting period, in addition to presentations related to the CC-ADVANCE research initiative. Faculty, staff and students shared results from their research on issues in higher education including faculty, leadership and shared governance.
- Center faculty and staff collaborated with internal and external partners in the submittal of four grant proposals. The value of these requests totaled $1,261,738.
- The Center and its collaborating co-PIs have effectively managed the work of the CC-ADVANCE grant. According to external evaluator Dr. Elizabeth Creamer following a site visit in December 2010, “Strong results that have the potential to make substantive contributions to the literature and to practice are emerging.... [t]he level of buy-in on the team and amount of work that is being accomplished is above and beyond what I have observed on similar projects...”
Message from the Director

Greetings! I am delighted to submit the Center for Higher Education: Annual Report for the 2010-11 academic year. As you peruse these pages you will see that this has been a productive year for us. I am grateful to the many individuals who have contributed to the Center’s growth and success—students, staff, and affiliated faculty. It is because of your hard work and commitment that we have made progress toward our goals, encouraging collaboration across the university, including the regional campuses, and harnessing synergy to keep moving us forward.

Much of the Center’s work in 2010–11 focused on conducting research and disseminating results—adding to our credibility—necessary for establishing us as a go-to resource for college and university leaders in southeast Ohio and policymakers nationwide. For example, a major grant from the National Science Foundation afforded us an opportunity to conduct research with local relevance as well as broader impact. We are nearing completion of an ambitious data collection schedule consisting of face-to-face and telephone interviews with women faculty who teach STEM in nine community and technical colleges in Ohio, and in public 2-year institutions in four other states with the largest community college enrollment: New York, Florida, Texas, and California. More on this project inside the report, but I have to say that serving as the PI for this project and working with our CC-ADVANCE team has been one of the most rewarding experiences of my professional career. A highlight for the team this year was the positive feedback we received from our external evaluator, Dr. Elizabeth Creamer, who noted how supportive we all were of one another. Another highlight was welcoming Ohio University’s first ADVANCE baby: Peter Cohara born on February 11, 2011. Peter’s mother, Julie, a sociology student, is one of the Graduate Assistants on the grant. She and Peter are pictured on page 4.

We also welcomed several students and new affiliated faculty to the Center. It is always a joy to welcome new people to the Center. Unfortunately, we had to say good-bye to others. We are saddened when they leave, but we are excited to see them embrace the opportunities that are ahead. See the end of the report for a summary of the comings and goings, including some noteworthy accomplishments.

I find value in reflecting on the accomplishments of the past year and appreciate the opportunity to share some of them with you. Enjoy!

Valerie Martin Conley
Associate Professor Higher Education and Student Affairs
Director, Center for Higher Education
Acknowledgments

This report was prepared by Laura Risler, Center for Higher Education Research Associate, with assistance from Brandon Wolfe, Senior Graduate Research Assistant, and Dianne Bouvier, part-time Graduate Research Assistant. The data used to produce the report were compiled with assistance from Dr. James Archibald, former Senior Graduate Research Assistant.
Externally Funded Projects

ADVANCE-PAID Grant

Ohio University's ADVANCE-PAID initiative, funded by a grant from the National Science Foundation, is nearing completion of its two-year work plan. The interdisciplinary research team has made substantial progress in our effort to better understand the factors influencing the success and employment outcomes of female STEM faculty in community colleges.

The CC-ADVANCE team, led by Dr. Valerie Martin Conley, includes two other lead researchers: Dr. David Koonce, associate professor of Industrial and Systems Engineering in the Russ College of Engineering, and Dr. Cynthia Anderson, associate professor of Sociology in the College of Arts and Sciences. In addition, Dr. Christine Mattley, associate professor of Sociology; graduate students from each of the three colleges; and Center Research Associate Laura Risler participate in the team’s research.

A concurrent mixed-methods research design guides the team's investigation in two key areas of inquiry:

- The extent to which the factors associated with the success and employment outcomes in the four-year sector translate to the two-year institutional context
- The extent to which there exist other factors affecting female faculty members’ employment outcomes that are unique to two-year institutions

The CC-ADVANCE team has conducted extensive analyses and is finishing collection of its qualitative data. All in-person interviews have been conducted and the recordings transcribed and coded. Phone interviews with 32 faculty in California, Florida, New York and Texas began in spring 2011 and are nearly completed; approximately half have already been transcribed. Remaining transcriptions, coding and analysis of the interview data will be completed in summer 2011.

Julie Cohara, Graduate Assistant in sociology, brings son Peter to his first CC-ADVANCE meeting.
Several papers, presentations and other products were developed during the reporting period, and this work will continue through the end of the grant period on August 31, 2011.


♦ Paper presented to the ASEE 2011 Annual Conference & Exposition: *Satisfaction of Female Faculty at Two-Year Schools* by Valerie Martin Conley, Cynthia Anderson, Christine Mattley and David Koonce.


♦ Supplemental tables to update data in *Instructional Faculty and Staff in Public 2-year Colleges* by James Palmer (May 2000), which used selected findings from the 1993 National Study of Postsecondary Faculty (NSOPF:93) to examine differences between subgroups of faculty and staff within public 2-year colleges. The supplemental tables update the original report with NSOPF:04 data.

♦ Supplemental tables similar to those above but disaggregated by science and engineering (S&E) fields versus non-S&E fields. (The source for these supplemental tables is also NSOPF:04 data.)

♦ Supplemental tables similar to those above but further disaggregated by gender.

♦ Supplemental tables similar to those above but grouping Science, Technology, Engineering, Mathematics and Medicine (STEM²) fields and disaggregating by gender.
TIAA/CREF Survey of Retirement Plans and Programs

As part of a continuing effort to comprehensively examine the impact of the economic downturn on individual retirement decisions and institutional responses in higher education, the TIAA–CREF Institute contracted with the Center to partner in administering and analyzing an online survey of retirement trends, policies and benefits at colleges and universities nationwide. Specific research questions being investigated include the following:

- What have been the retirement trends at higher education institutions?
- What are the levels of anticipated retirements?
- Are these patterns changing? If so, what changes have been observed?
- What are the characteristics of retirement plans, programs, and policies in place at higher education institutions?
- Have these plans, programs, and policies changed in the recent past (1-3 years)? If so, what have been the changes and why have the changes been implemented?

During the reporting period the survey instrument design was finalized, and the survey was launched in winter 2011. Response to the initial round of emailed survey invitations was insufficient, so the survey deadline has been extended. Turnover in personnel has also slowed implementation due to the time needed for staff to become familiar with the Qualtrics survey design software and the survey instrument itself. Efforts are currently underway, in coordination with TIAA-CREF, to increase the response rate. It is anticipated that analysis of survey results will begin in fall 2011.

Collaborative on Academic Careers in Higher Education

The Collaborative on Academic Careers in Higher Education (COACHE), based at the Harvard Graduate School of Education, provides leaders of colleges and universities nationwide with actionable results to improve the quality of faculty work/life. The suite of faculty job satisfaction surveys, which provide the basis for the results, includes surveys of tenured and tenure-track faculty members at more than 160 four-year COACHE participating institutions.
Ohio University Center for Higher Education faculty and students have access to these data for conducting research on the professoriate, academic culture, workplace satisfaction, or related faculty issues. Dianne Bouvier’s study on *Females Who Teach Business: Exploring the Impact of Positive and Negative Affect in the Workplace* was published in the North American Management Society Proceedings, March 2011. She also presented the results at the Patton College’s Research Forum in May 2011 and plans to continue her work in this area.

In other research using COACHE data, Center Director Dr. Valerie Martin Conley co-authored an article appearing in the Journal of Higher Education with Dr. Luis Ponjuan (University of Florida) and Dr. Cathy Trower (COACHE Research Director, Harvard). The research team conducted quantitative analyses of career-stage differences in perceptions of campus climate by faculty on the tenure track and the organizational socialization of female faculty and faculty of color. Findings suggest that institutions would benefit from creating opportunities for pre-tenure faculty members to interact and engage in supportive relationships with other pre-tenure faculty members and senior colleagues (such as through collaborative interdisciplinary research and through pre-tenure faculty development programs).

**Grant proposal development**

Center faculty and staff collaborated with internal and external partners in the submittal of four grant proposals during the reporting period. The value of these requests totaled $1,261,738.

**ADVANCE-PAID:** The Center submitted a new proposal to the National Science Foundation for a second ADVANCE-PAID grant that would build upon the work of the current grant. The proposed study involves the same group of principal investigators working on the current ADVANCE-PAID grant (Dr. Cynthia Anderson, Sociology & Anthropology, and Dr. David Koonce, Industrial and Systems Engineering) with the addition of Dr. Christine Mattley, also in Sociology & Anthropology. The proposed research would seek to add to understanding of the relationships between institutional factors and career satisfaction and success for women in STEM at public two-year institutions. Specifically, the project would analyze the characteristics of public two-year institutions using data from the national Integrated Postsecondary Education Data System (IPEDS) and group them by dimensions of substantive interest; then the team would develop, validate and
administer web-based surveys to provide an in-depth understanding of the organizational context of community colleges and STEM faculty academic careers as a means of informing conversations about campus climate at public two-year institutions. The proposal was submitted to the NSF in November 2010 and requested $745,549. The Center is still awaiting a decision on the proposal.

ADVANCE-PAID with OSU: The Center also collaborated on another proposal to the NSF’s ADVANCE-PAID program, with Ohio State University’s School of Educational Policy & Leadership. The proposal, titled *Retiring Women: Insights from the Pathbreakers*, would explore the career perspectives and experiences of tenured women faculty in STEM fields retiring within the next 5-10 years from leading research. The goal of the initiative was to establish a data resource that would contribute to the understanding of women’s careers and career paths as a means to develop more effective career pathways and increase institutional success in attracting and advancing women in the STEM fields. The proposal was submitted to the NSF in November 2010 and the Center’s portion of the 3-year budget request was $219,612. The proposal was declined in June 2011. The research team is reviewing the comments received on the proposal and considering submitting a revised proposal to the NSF or other potential funders.

NIH: The Center collaborated with several researchers within Ohio University on a grant proposal to the National Institutes of Health. The proposed research initiative, titled *A Dynamic Model of the Scientific Workforce*, would investigate supply and demand of an aging workforce in health research by looking at two specific issues in research universities: (1) movement between positions in private industry, government, and the academy and (2) faculty retirement from academic health fields. Principal investigators included David Koonce and Diana Schwerha, in Industrial and Systems Engineering; Rodger Griffeth, in Psychology; and Valerie Martin Conley. The proposal was submitted to NIH in November 2010 and requested $273,965. The proposal was declined in March 2011. The research team is reviewing the comments received on the proposal and considering submitting a revised proposal in the next grant competition cycle.

1804 Fund: In April 2011 the Center submitted a proposal to Ohio University’s 1804 Fund to develop a Preparing Future Faculty certificate program at Ohio University. PFF is a national movement to transform the way aspiring faculty members are prepared for their future careers; it is an integrative model that addresses the full scope of faculty roles and responsibilities—including teaching,
research and service—while providing doctoral students with mentorship and encouraging collaboration across institutions or departments. The proposed certificate program will require successful completion of a new graduate-level course in the dynamics of college teaching and curriculum development as well as a special topic seminar in higher education and a mentoring experience. The certificate will initially be promoted among doctoral students at Ohio University, with future recruitment expanding to OU’s regional campuses and neighboring higher-education institutions. The proposal, which requests $22,612.46, was submitted in mid-April 2011. Final decisions about funding are made by the Ohio University Foundation Board of Trustees in late summer.

Center-Sponsored Research Projects

National Study of Faculty Leadership

The purpose of the National Study of Faculty Leadership is to investigate faculty’s role in shared governance and to collect information about faculty leaders. Department chairs, program coordinators, senate chairs, and deans are examples of the faculty leaders that are being studied. The inaugural survey of the Study of Faculty Leadership is the Faculty Senate Leader Survey. The Faculty Senate Leader Survey collects information about the leadership of faculty senates in doctoral, master’s, and baccalaureate degree granting institutions in the U.S. Topics include factors related to shared governance such as critical issues in higher education, scope of responsibilities of the senate, and perceptions of the effectiveness of the senate at their institution. This project was developed by the Center for Higher Education in collaboration with the American Association of University Professors (AAUP).

During the reporting period the Center began revising the survey process with the goal of developing one survey instrument that can be administered to all three types of institutions: doctoral, master’s, and baccalaureate degree-granting institutions. An
external advisory group has been convened to discuss and review the revised survey instrument.

The Center has involved students in the work of the study; the work-study and winter-quarter practicum student assisted in updating the extensive database of contacts for the survey, and the practicum student assisted in the initial stages of survey redesign, as well as in convening the advisory group. In addition, the study provided the basis for the dissertation research of, as well as a contribution to the Center’s Working Paper Series by, James Archibald, who served as the Center GA through fall 2010 and graduated in June 2011. A journal article based on this work is forthcoming in *Planning for Higher Education* (summer 2011). The Center anticipates continuing to involve both graduate and undergraduate students in this ongoing national study.

**Working Paper Series**

The purpose of the Working Paper Series is to contribute to research on higher education and to stimulate conversation among educators, policy makers, practitioners, and the public. Also, the Series promotes Center activity and provides an outlet for publication of faculty and student research.

During the reporting period the Center added three new Working Papers to the website:

- *Pathways of Promise: A Review and Exploration of P-16 Initiatives and Governance* by Zach Brown, Julie Cohara, Christopher Quolke, and Brent Patterson.
- *Faculty Senate Leader Survey: Preliminary Results of Master’s Institutions* by James Archibald.
- *Ohio Early-College Strategies and Their Potential Relevance to Families and Students from Rural Appalachian Ohio* by Tom Duncan, Craig Howley and Aimee Howley.

Several other Working Papers are in development. Graduate Research Associate Brandon Wolfe is developing presentations to assist in increasing awareness about the Working Paper Series among both students and faculty on campus, as well as at regional campuses and other possible conferences in the area. The
entire Series is available on the Center’s website, at www.cehs.ohio.edu/partnerships/centers/center-higher-ed.htm.

Events and Seminars

The Center for Higher Education hosted or co-sponsored two events during the preceding year.

**Service Learning workshop:** The Center for Higher Education sponsored a service-learning workshop February 11, 2011 from 10 AM to 3 PM in the Friends of the Libraries Room. This workshop engaged participants in exploring the rationale for service learning and learning practical strategies for creating and sustaining effective service-learning experiences. The workshop leaders included Peter C. Mather, PhD, Assistant Professor, Higher Education and Student Affairs; Kevin Smith, Assistant Director, Campus Involvement Center; and Lisa Nelson, Community Service Graduate Assistant. Attendance included 20 individuals from throughout the university and beyond the Athens campus.

**Ohio Student Education Policy Institute:** A select group of students at Ohio University and other institutions of higher learning in the state have embraced an opportunity to help shape higher education policy for Ohio’s coming generations. The Ohio Student Education Policy Institute (OSEPI), a brain-child of the Ohio College Access Network (OCAN), involves participants from University of Akron’s Bliss Institute and Ohio State University’s John Glenn School of Public Affairs, in addition to those from Ohio University’s Patton College of Education and Human Services and Voinovich School of Leadership and Public Affairs. The response to the program has been positive, and planning is now underway for next year’s OSEPI event.

Presentations at State, Regional and National Conferences

In addition to the presentations related to the Center’s CC-ADVANCE research initiative, the Center was represented at six state, regional and national
conferences during the reporting period. Faculty, staff and students shared results from their research on issues in higher education including faculty, leadership and shared governance.

◆ Dr. Valerie Martin Conley presented *Regenerating the Faculty Workforce: A Focus on Teaching and Scholarship* at the Ohio University Regional Higher Education Conference in Lancaster, Ohio in December 2010.

◆ Senior Graduate Research Associate James Archibald and Dr. Valerie Martin Conley presented findings from the National Study of Faculty Leadership at a conference on shared governance held by the American Association of University Professors in Washington, D.C. in November 2010.

◆ Larisa Harper and T. Ramon Stuart, doctoral students in the Higher Education program, presented *Concepts that Promote or Hinder Shared Governance* at the AAUP Shared Governance Conference and Workshops in Washington, D.C., November 12–14, 2010. Their work examines four key areas that faculty and administrators should consider if they wish to effectively practice shared governance at their institution.

◆ T. Ramon Stuart and Brandon Wolfe conducted a poster presentation titled *Informing Institutional Decision-Making: Trends in Faculty Members’ Perceptions and Intentions Regarding Retirement Options*, at the Association for Institutional Research conference in Toronto, Ontario, May 21-25, 2011. Their work focused on the emerging issue of faculty retirement options, particularly early and phased retirement.

Dr. Valerie Martin Conley presented a one-hour audio conference on *Retirement Incentives in a Rapidly Changing Fiscal Environment: Radical Transformations in Higher Education?* on June 22, 2011 as part of Inside Higher Ed’s audio conference series. The presentation explored the current issues facing colleges and the academic employees who might consider retirement with the right incentives.

**Practicum/Intern Students**

Undergraduate and graduate students from the Patton College and across Ohio University participated in Center research and activities during the reporting period.

Graduate assistants are assigned to the Center by the Department of Counseling and Higher Education or are recruited to work on specific grants or contracts. **Brandon Wolfe**, who previously served as a departmental GA, became the Center GA following James Archibald. He worked closely with the team of students and faculty working on the OSEPI initiative and assists with other Center research and administrative activities. **Dianne Bouvier**, who joined the Center as a part-time graduate research associate during the reporting period, assists in the CC-ADVANCE qualitative research activities and has conducted and presented research based on COACHE data.

Practicum students work eight hours per week during one quarter to gain practical experience, through which they earn course credit. **Scott Gill-Jacobson**, a graduate student in College Student Personnel, completed a practicum with the Center in winter 2011. In addition to working with the National Study of Faculty Leadership, he also participated in the Center’s initial exploratory work to determine interest within Ohio University in submitting a proposal to NSF’s ADVANCE Institutional Transformation grant program in November 2011. Though his practicum ended in March, at Scott’s request the Center will continue to involve him in the development of this grant proposal.

Interns seek opportunities to gain practical experience outside of the classroom. **Andrew Miller**, a student in the Master of Public Administration program in the Voinovich School of Leadership and Public Affairs, began working with the Center in late June 2011. He will continue with the Center throughout the summer,
gaining experience in a variety of Center activities including data analysis and survey development.

PACE is a student employment program designed to provide an internship-like work experience for eligible Ohio University students. Lynnette Henderson, a junior majoring in middle-childhood math and social studies education and minoring in African American studies, was selected in May 2011 as a PACE employee for the Center in the coming academic year. She will begin working with the Center in mid-July.

Federal Work-Study is a federally funded aid program that provides University and community-service work positions to students who qualify based on financial-aid requirements. Samantha Banks, a first-year undergraduate student, worked in the Center through the university’s work-study program. She worked with the National Study of Faculty Leadership project and also provided assistance with data analysis for the ADVANCE-PAID project.

Next Steps

The Center for Higher Education has completed nearly all of the objectives and tasks delineated in its 2009–11 Memorandum of Understanding with The Patton College of Education and Human Services. Plans are underway to complete the remaining performance outcome agreed upon in the MOU: Discussions are ongoing with key community college representatives who have agreed to facilitate campus visits to discuss Center activities with executive leadership. We expect to complete at least three visits during the summer and fall quarter 2011.

The Center is now working with the Patton College Dean’s Office to develop an MOU for academic year 2011–12, as all of the centers in the College transition to a one-year MOU cycle. The development of the new agreement has been slightly delayed while the Center awaits word on the status of its ADVANCE-PAID proposal to the NSF, as this award would have a major impact on the resources and priorities of the Center for the next three years. The objectives and tasks to be included in the 2011–12 MOU will continue to advance the strategic priorities of Ohio University and The Patton College, while also pursuing research and grant opportunities that extend beyond the scope and time period of the MOU.
Center for Higher Education Personnel

Higher Education and Student Affairs Faculty:

Dr. Valerie Martin Conley, Associate Professor
Dr. David Horton, Jr., Assistant Professor
Dr. Peter Mather, Assistant Professor

Affiliated Faculty and Researchers:

Dr. Cynthia Anderson, Associate Professor, Sociology, College of Arts & Sciences
Dr. James Archibald, Assistant Professor, College Student Personnel, Arkansas Tech University
Dr. Brian Bridges, Associate Provost for Diversity, Access & Equity
Dr. Gordon Brooks, Associate Professor, Higher Education, Patton College.
Dr. Craig Howley, Associate Professor (adj.), Higher Education, Patton College
Dr. David Koonce, Associate Professor, Industrial & Systems Engineering, Russ College
Dr. A. Michael Williford, Associate Provost for Institutional Research and Assessment
Dr. Robert B. Young, Professor Emeritus, Higher Education and Student Affairs

Center Staff:

Ms. Laura Risler, Research Associate
Ms. Debra Fanning, Administrative Associate
Mr. Brandon Wolfe, Graduate Research Associate
Ms. Dianne Bouvier, Graduate Research Associate (part-time)

Changing Scene

The Center bids farewell to Dr. Robert Young, who retired at the end of the academic year, and congratulates him on receiving emeritus status. In addition, congratulations are extended to former Senior Graduate Research Associate James Archibald, who received his doctorate in June 2011 and has accepted a position as assistant professor of college student personnel at Arkansas Tech University.

The Center also welcomes two students who will be working on Center initiatives next year. Graduate student Andrew Miller began working as an intern in late June and will continue to assist the Center with data analysis through the rest of the summer. Lynnette Henderson, a junior, was selected as a PACE student for the 2011–12 academic year and will begin working with the Center in mid-July.