The 2015-16 academic year promised to be a banner year for the Program in Higher Education Leadership (PHEL), and so far it has not disappointed! We just concluded one of our most competitive admissions cycles in years, and we are pleased to have accepted 42 and 16 outstanding master’s and doctoral applicants to PHEL (respectively). Our faculty and students are hard at work recruiting these students to build some of our strongest cohorts to date.

This semester has several exciting events on the horizon, including our annual Admitted Students Weekend - this year expanded to include a preview class on Thursday, our second annual Texas Tradition Reception at NASPA in partnership the Office of the Vice President of Student Affairs, Distinguished Lecture Series with Dr. Jeffrey Sun on April 18, and Graduation Reception and Annual Alum* Reception in May.

In addition, we are pleased to be hosting the 7th Annual Texas Higher Education Symposium on August 4-5 on UT’s campus. This symposium was originally created and supported by the University of Texas at San Antonio, and we are very happy to partner with them and several institutions from across the state to bring this conference - geared to graduate students, faculty, and policy makers in the state - to our campus. If you are interested in volunteering, please contact me.

I want to close with thanks to everyone in our community - our alum, students, friends of the family, collaborators, and community. Our ability to attract the best and continue to grow is because of your participation in our work - thank you!

Beth Bukoski, Ph.D.
PHEL Assistant Coordinator
Our Program in Higher Education Leadership Graduate Research Assistant, Yughi Kim, interviewed Dr. Lauren Schudde about her background and pathway to being an Assistant Professor in the Program in Higher Education Leadership. Dr. Lauren Schudde joined PHEL in Fall 2015 as an Assistant Professor. She studies processes that contribute to socioeconomic inequalities in postsecondary degree attainment and subsequent labor market outcomes. Dr. Schudde holds a Ph.D. in Sociology from the University of Wisconsin-Madison, where she was a fellow with the Interdisciplinary Training Program in Education Sciences, and a B.A. in Sociology and Psychology from New York University.

...trying to disentangle the “democratizing” and “diversionary” effects of college has kept me interested...

Yughi Kim: How does your background in sociology influence your research and understanding about higher education?

Lauren Schudde: My research interests in education largely stem from an interest in income inequality in the United States. Inequality and social stratification—the way people are sorted in society—are largely determined by their parent’s education—the way people are sorted in society—are largely determined by their parent’s education. My research interests in education are quantitative—I use statistical methods and large-scale data to try to pinpoint the effects of policies. I have been in touch with a few students who share these interests, but if there are others interested in community college and learning more rigorous statistical approaches, please feel free to reach out! My research plans do mean that I will only be available for, at the most, the same teaching load next year (2016-2017) as this year, so I won’t take on additional courses for at least another year.

... connecting with faculty outside of your advisor engages you with more ways to think about the problem you study...

YK: If you could go back to when you were a PhD student, what are the things you’d do differently?

LS: If I could do it all over again, I would take part in more research projects with a variety of faculty. First of all, connecting with faculty outside of your advisor engages you with more ways to think about the problem you study and, potentially, different research methods for actually getting at the answer of your research question. Second, it shows you how different people do research—how they tackle the problems encountered in the research process (there are always problems), how they delegate, how they write about the problems, etc. Third, it gives you a wider network—which is incredibly important when you go to find a job, especially if it’s a research-related job. When you work on a research project, you want to make yourself indispensable—give tasks your full attention, contribute your thoughts on problems encountered, and work to improve your skill set. That’s what makes someone write a good letter of recommendation for you later on!

Also, connecting with faculty in departments outside of your own (whether through coursework, attending brownbagns, or research projects) is a good way to get a sense of how your research links to broader fields of study (say, economics, public policy, anthropology, etc.).

While my advice may seem geared toward students potentially on a research-career trajectory, I strongly believe that it’s important for administrators and practitioners to have a good grasp of the research process and a variety of methods in order to be effective in implementing and informing change in educational practice.

YK: Recommendations/words for current students who are aspiring to take faculty/researcher-route?

LS: Get out there and meet more faculty and attend a variety of conferences to get a sense of what top research in the field looks like.

Publish. Whether you want to be a faculty member or be a researcher in a policy setting, at a think-tank, or in an academic setting, you need to prove you can follow through on research projects in order to be a strong candidate. Ideally, publish at least one paper where you are first/sole author, in addition to providing research support to faculty where you’ll be second or third author. I know this sounds daunting because grad student life is already filled with coursework and other responsibilities, but the time investment will be worthwhile in the end if it results in a publication record.

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Stay Connected!

PHEL is now on LinkedIn! Log in and search for “UT PHEL”

Stay Connected!
HEASPA Potlucks
HEASPA held its annual Welcome Back Potluck in September at Dr. Saenz’s house and the annual Winter Potluck in December at Dr. Sharpe’s house. Special thanks to Dr. Saenz, Dr. Sharpe, and HEASPA executive members for planning and hosting the potlucks.

Register Now for NISOD’s 2016 International Conference on Teaching and Leadership Excellence!
NISOD’s annual International Conference on Teaching and Leadership Excellence is the definitive gathering of community and technical college educators seeking best and promising practices designed to improve student achievement.

The Super Early Bird Rate Is Available Through April 15!
Our Program in Higher Education Leadership Graduate Research Assistant, Yughi Kim, interviewed master’s students Mary DeSopo and Jenny Mason about their work for OnRamps.

Yughi Kim: Please explain the process to get involved with this project with Dr. Schell. How did you learn about this opportunity? What motivated you?

Mary DeSopo (above right): Early on in the semester I met with Dr. Schell to discuss my progress in her course, Technology and Innovation in Higher Education. During this conversation, I learned about OnRamps and how this program uses innovative learning methods to better prepare high school students for college. Over the course of a few months Dr. Schell worked very closely with me to design the position and the projects I would be working on. As a result, I would gain experience working in various aspects of the program and that this experience would directly align with my overall career goals.

Jenny Mason (below right): Taking Dr. Schell’s course my first semester was not only extremely challenging, but I also learned and stretched my academic abilities more than I ever imagined. Following the course a number of my classmates and I began researching gamification in higher education, a topic introduced in the class. While working on our research, Dr. Schell mentioned internship opportunities she had within her office. We purposefully followed up with Dr. Schell and, after a few meetings, we had successfully outlined an internship.

YK: What was your role? What was the process like?

MD: OnRamps serves students across the state of Texas by delivering premier dual-enrollment courses. I designed an online, self-paced Mindset intervention based upon Carol Dweck’s research. The finished product turned out to consist of two interventions intended to be launched to students before and after the semester. I also developed a pre and post survey to assist OnRamps in assessing the impact of the intervention.

The overall process of developing the online intervention began with an extensive amount of research both on Dweck’s work and other successful mindset interventions. I then began to outline the interventions, including two scripted videos. The interventions - geared to college-going high school students - included reflective writing prompts, examples of a growth mindset at work, and information on how the brain grows. I developed all of the various components on Canvas, which is also the digital platform OnRamps students utilize for their courses.

Other projects we had the opportunity to assist with included the OnRamps professional development conference, writing internal office policies, and procedures for the entire OnRamps program and its employees.

JM: I served as the project lead for development of a mindset intervention for the students participating in OnRamps courses. OnRamps serves students across the state of Texas by delivering premier dual-enrollment courses. The overall process of developing the online intervention began with an extensive amount of research both on Dweck’s work and other successful mindset interventions. I then began to outline the interventions, including two scripted videos. The interventions - geared to college-going high school students - included reflective writing prompts, examples of a growth mindset at work, and information on how the brain grows. I developed all of the various components on Canvas, which is also the digital platform OnRamps students utilize for their courses.

Overall, Dr. Schell’s style allowed me a great amount of autonomy in this position, which gave me the freedom to create the projects in a way I thought would be impactful based on my own prior knowledge (which mostly came from what I learned during Dr. Schell’s Technology and Innovation course). While there was certainly trial and error along the way, I truly appreciated the ability to complete my work in “my style” and collaborate with the rest of the OnRamps team in a way to create the best product possible. This progressive office style fits well into the innovative mindset that is the core of the OnRamps program.

 JM: I would highly recommend working with Dr. Schell and the OnRamps team to any PHEL student. Getting to work with Dr. Schell, a renowned and innovative scholar, was an amazing experience that carried over into my other professional positions and educational projects.

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YK: What parts did you appreciate the most?

MD: Learning the ins-and-outs of Canvas was challenging at first but quickly became one of my favorite parts of this position. It was such a wonderful learning experience to be able to create course material and then transfer that material into Canvas knowing other students would be directly learning from my modules. After a few attempts I quickly started picking up Canvas “tricks” to include in the modules. These features not only added to the look and feel of the courses, but also were included to create a better learning experience for the students. What I learned has already carried over into my other professional positions and educational projects.

Overall, I took part in several modules including Algebra 2 remediation course to Canvas.

JM: I highly recommend working with Dr. Schell and the OnRamps team to any PHEL student. Getting to work with Dr. Schell, a renowned and innovative scholar, was an amazing experience that all students should take advantage of. If anything, I think from this internship, Dr. Schell taught me that we should all strive to find a question we want to answer in our work ... [it] will only push us to be stronger employees and innovators...
**PHEL ACCOLADES**

**Dr. Taryn Ozuna Allen** and **Dr. Deryl K. Hatch**  
Drs. Allen and Hatch were recently appointed to the Journal of the First-Year Experience and Students in Transition Editorial Board. Dr. Allen is an assistant professor at the University of Texas at Arlington. Dr. Hatch is an assistant professor at the University of Nebraska-Lincoln, both are PHEL alum.

**Dr. Gigi Do**  
Gigi’s article was featured in The New York Times. She received recognition and was quoted in the article you can find here. Gigi serves as Executive Director of the Office of International Initiatives for Houston Community College in Texas. She is also a doctoral student in the PHEL.

**Dr. Lisa Jasinski**  
Lisa wrote an article, “Summer school for Ph.D. students: “Doctorinas” in Brazil,” for the College of Education’s online newsletter. This article, which can be found here is about the research Lisa conducted in Brazil with Dr. Somers, Cory Davis, and Genevieve Countryman. Lisa is the Special Projects Coordinator for the Vice President of Faculty and Student Affairs at Trinity University and is a doctoral student in the PHEL.

**Sana Meghani**  
Sana was looking for an internship and was instead offered a job. She has taken a position at the Retention Office at the Michael and Susan Dell Foundation. She will be managing the Dell Scholars Program. Primarily her role involves improving the retention and graduation of Dell Scholars and conducting research on student retention and attrition patterns. Sana is a master’s student in PHEL.

**Dr. Dr. Ryan Miller**  
Dr. Miller has been honored with the Melvone D. Hardee Dissertation of the Year Award. He will be recognized at the Annual NASPA Conference in March for his dissertation, “Intersections of Disability, Gender, and Sexuality in Higher Education: Exploring Students’ Social Identities and Campus Experiences.” Dr. Miller is director of the office of institutional equity at the University of Texas at Austin and a PHEL alum.

**Stacie Brodie**  
Stacie was selected through a competitive process to the NCAA headquarters in Indianapolis, IN to attend the NCAA Emerging Leaders Seminar. The three-day conference was centered around leadership, educational, and transitional programming in intercollegiate athletics. Stacie was able to explore topics such as self-awareness and group dynamics and engage with NCAA administrators and graduate athletic assistants from across the country. Stacie is a master’s student in PHEL.

**Dr. Dr. Dr. Edward Leach**  
Dr. Leach was appointed to serve as a board member for EDUCAUSE, the association for information technology in higher education. He currently serves as executive director of the National Institute for Staff and Organizational Development (NISOD), a membership organization that promotes excellence in teaching, learning, and leadership at community and technical colleges and that partners with PHEL annually on our Alum Reception in May.

**Dr. Dr. Dr. Kedra Ishop**  
Dr. Ishop’s effort and success in increasing the number of minority students in the 2015 freshman class by almost 20 percent was recognized in The New York Times. Please click here to read the article. Dr. Ishop currently works as the enrollment manager at the University of Michigan and is a PHEL alum.

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PHEL STUDENT ACCOLADES

Patricia Micks
Patty was awarded the 2015 Cale McDowell Award for Innovation in Undergraduate Studies for her efforts to improve the experience of first-year students and the undergraduate curriculum. She currently serves as the director of the First-Year Experience Office in the School of Undergraduate Studies, and she is a doctoral student in PHEL.

Jackie Salcedo
Jackie received the 2016 Texas Exes James W. Vick Award for Academic Advising. The Texas Exes James W. Vick Award for Academic Advising recognizes individuals who improve students’ overall experience at The University of Texas at Austin through outstanding advising. The nomination and selection process is done solely by students. Jackie currently works as an academic coordinator in the Center for Womens and Gender Studies and is a master’s PHEL alum.

Diane Snyder
For the third year in a row, Diane co-presented with Dr. Ben Ferrell, a PHEL alum, the required budget training for new community college trustees at the THECB conference held in November. Diane currently serves as an officer of the Texas Association of Community College Business Officers (TACCBO) having served the last 2 years as Treasurer; and elected this year as President-Elect. Diane is a PHEL doctoral student.

Ashley Stone
Ashley has been selected to serve on the editorial board for the Texas Education Review. Ashley also won the annual PHEL research grant ($2000), given to support her work on values that motivate rural students’ choices about higher education. She will present her research at the annual AERA conference. Ashley is a doctoral student in PHEL.

2015-2016 Executive Board
Executive Directors
Ashley Stone (doc) & Allie Mundorff (masters)
Ashlee Miller (masters)
Erica Matos-Lindsey (masters)
Jenny Mason and Anna Morris (masters), Justin Samuel (doc)
Ashley Jones (doc), Kishwar Kabiruddin (masters)
Erin Cicori (masters), vacant (doctoral)

Finance & Membership Director
Ashlee Miller (masters)
Marketing Director
New Student Services Directors
Professional Development Directors
Social Co-Directors

Calendar

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<td>HEASPA General Meeting 12-1 pm</td>
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<td>Legislative Assembly Room</td>
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<td>NASPA Placement Exchange 9-15</td>
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<td>NASPA 12-16</td>
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<td>TBD March Potluck</td>
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<td>HEASPA General Meeting 12-1 pm</td>
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<td>Graduation Reception 5-7 pm, Texas Union</td>
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<td>NISOD 28-31</td>
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<td>Texas Higher Education Symposium 4-5</td>
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Join HEASPA
Register through HornsLink, search for “heaspa”
https://utexas.collegiatelink.net
or contact our Membership Director:
Ashlee Miller, ashlee.miller@utexas.edu

Get Connected!
Questions, Info, Ideas: utexas.heaspa@gmail.com
Twitter: https://twitter.com/texasheaspa
Facebook: https://www.facebook.com/texasheaspa
Blog: http://sites.utexas.edu/heaspa/
Instagram: texasheaspa
CALENDARS

PHEL Events

January 19    First Day of Class
February 25-27  Admitted Students Weekend
March 14-18  Spring Break
March 14    NASPA “Texas Tradition” Reception
            Indianapolis, IN
April 18    Distinguished Lecture Series
            Dr. Jeff Sun, University of Louisville
May 20    Graduation Reception
May 6    Last class day
May 30    Annual Alum Reception
            Austin, TX
August 4-5    Texas Higher Education Symposium
            Austin, TX

Upcoming Conferences

American College Personnel Association (ACPA)
            March 6-9, 2016    Montreal, Canada
Student Affairs Administrators in Higher Education
            (NASPA)
            March 12-16, 2016  Indianapolis, IN
The Council for the Study of Community Colleges
            (CSCC)
            March 31-April 2, 2016  Dallas, TX
American Educational Research Association (AERA)
            April 8-12, 2016  Washington, DC
American Association of Community Colleges
            (AACC)
            April 9-12, 2016  Chicago IL
National Institute for Staff and Organizational Development (NISOD)
            May 28-31, 2016  Austin, TX
Texas Higher Education Symposium (THES)
            August 4-5, 2016  Austin, TX

Celebrate Memorial Day with your UT Family!

2016 ANNUAL
PHEL ALUM RECEPTION

Monday, May 30, 2016
Hilton - Convention Center
Austin, TX

RSVP:
http://2016-alum-reception.eventbrite.com

PHEL AWARDS

Applications for the PHEL awards are due April 15th to bb@austin.utexas.edu
Find out more here. Awards to be announced at the Graduation Reception in May.

Dr. Sharon H. Justice Student Leadership Award
Dr. Bill Lasher Doctoral Student Excellence Award
Dr. V. Ray Cardozier Alum Excellence Award