Success after the Doctoral Program in the Center for Study of Higher Education

The last issue of the “Quarterly” highlighted the tradition of success in the Center for the Study of Higher Education. This issue offers insight into developing a thriving career in higher education.

A quick glance at the Chronicle of Higher Education reveals that 43.8 percent of college and university presidents hold a Ph. D. or Ed. D. in education or higher education. While not all Center graduates aspire to a presidency, it is no secret that Center students have achieved a great deal of success after graduating from the University of Virginia. Over 50 percent of graduates established successful careers at colleges and universities, while the remainder have successful careers in government; school administration; for-profit organizations; and educational, religious and cultural organizations. While a doctoral degree is essential in achieving success, Center alumni suggest a few more strategies when climbing the career ladder.

Internships and Volunteering
Center graduates and students alike understand the value of internships. Not only do internships allow students to gain additional experience in higher education, they also provide an opportunity for experience in areas they may have little or no familiarity. Volunteering is also a good way to gain experience. Even if the activity is as simple as working with an office to set up a workshop, the interaction with staff can lend insight into how a department runs as well as different leadership styles. Internships and volunteering can also lead to important professional connections when it comes time to apply for positions.

Informational Interviewing
Some position titles are simply a mystery. Just as many undergraduates wonder what exactly a provost does, it is not always clear what a career entails simply from the title. Informational interviews can provide insight into job duties, career paths, education and relevant experience. It also is an opportunity to clarify career goals and discover professional strengths and weaknesses. Like internships, informational interviews are an opportunity to expand professional network connections and discover new mentors.

Look outside Higher Education
As many Center graduates know, a doctoral degree in higher education is very applicable outside the world of colleges and universities. Federal, state and local government; civic and cultural organizations; as well as for-profit organizations look for some of the same qualities that are found in college administrators.


Thank you to Dr. Betsey Flanagan (Ph.D. 1983), Vice President for Advancement and Development at Virginia Polytechnic Institute, for insight into her career track and development.
Societies Tap Center Students

On November 17, **Omicron Delta Kappa** initiated new members including two higher education students: Ronda Bryant and Robyn Dietter. Omicron Delta Kappa is a national leadership honor society for college students, faculty, staff, administrators, and alumni that recognizes and encourages superior scholarship, leadership, and exemplary character.

The **Raven Society** initiated Center student Dave Wolcott. The Raven Society is the oldest and most prestigious honorary society at the University. Founded in 1904, the Raven Society has sought over the years to honor and promote superior academic and extra-curricular achievement. This organization also sponsors scholarships and fellowships in recognition of academic and scholarly excellence.

On Sunday, October 19, the following higher education students were inducted into **Phi Delta Kappa**, the honorary leadership fraternity in education: Greg Nayor, Margaret Peak, Danny Steeper and Christian Steinmetz. Phi Delta Kappa is an international association of professional educators. The mission is to promote quality education, with particular emphasis on publicly supported education, as essential to the development and maintenance of a democratic way of life.

Center Alumni

**Jeffrey Bartokovich** (Ed.D. 1983), Vice President, Educational Technology Services at Monroe Community College (MCC), received the Executive of the Year Award for Government/Academia/Nonprofit given by the eBusiness Association. Bartokovich was instrumental in implementing MCC’s SUNY Learning Network (SLN) online learning program, an initiative which began in 1997 and has grown to include over 5,000 annual online enrollments in over 100 courses.

**Edward J. Golden** (Ph.D. 1981) is a full-time faculty member of Latin at Walsingham Academy, Williamsburg, VA. Walsingham in an independent, Catholic, Pre K-12 school.

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Center Alumni continued.

**Dennis E. Gregory** (Ed. D. 1987), Assistant Professor of Education Leadership and Counseling at Old Dominion University, continues to research and publish in the field of judicial affairs. He has two recent publications: “The effect of the Clery Act on campus judicial practices,” *Journal of College Student Development, v. 44*, n. 6, pp.763-778; and “The Clery Act and its influence on campus law enforcement practices,” *Naspa Journal, v. 44*, n.1, pp. 180-197. In addition to his publications, Dennis presented at the 2003 SACSA Conference in Myrtle Beach, SC.

**Bill Haarlow** (Ph.D. 2000) and wife Laurel, along with big brother Bill, welcomed the arrival of daughter Elizabeth Noble on July 13, 2003.

**Julie Hren Piercy** (Ph.D. 1999) presented “A Comprehensive Plan to Enhance the Quality of Online Education” at the 9th Sloan-C International Conference on Asynchronous Learning Networks on November 16, 2003 in Orlando, Florida. Julie is completing her term as chair of the Science, Math, and Engineering Division at Central Virginia Community College.

**H. Samuel Miller, Jr.** (Ph.D. 2000) and wife Renee, along with big sisters Helen Rose and Holly Gail, welcomed their new baby boy Zane Hiram Miller on November 13, 2003. Zane weighed in at 10 lbs. 3 oz. and was 22 inches long. In addition, Sam has been named Co-Director, along with Dr. John Saddlemire, of the University of Connecticut Neag School of Education’s Higher Education and Student Affairs Masters Program.

**John B. Noftsinger** (Ed.D. 1997), Associate Vice President of Academic Affairs for Research and Program Innovation at James Madison University, was recently elected Vice President of the National Association for Consortium Leadership and Vice Chairman of the Virginia Technology Alliance. In addition, Dr. Noftsinger was named by the Governor as Co-Chair of the Virginia Research and Technology Advisory Commission. He co-edited a Jossey-Bass New Directions for Higher Education volume titled *Leveraging Resources through Partnerships*.

**Peggy Pittas** (Ph.D. 2001), Assistant Dean and Associate Professor of Psychology at Lynchburg College, presented with colleagues “Living the Liberal Arts Mission: A Cross Disciplinary Initiative.” as part of “Intellectual Leadershership in Liberal Arts,” a national conference jointly sponsored by The American Conference of Academic Deans and Phi Beta Kappa.

**Denisha Sanders** (Ph.D. 1997) has started a new business venture, Resume Concepts. Formed in October 2003, it is a business focused on providing high-quality job search documents, including resumes and cover letters, and features in-depth phone consultations focused on the experience and needs of the individual clients. This “sideline” is in addition to her administrative duties at UNC-Pembroke.


**Judy Vogt** (Ed.D. 1991) has been promoted to Vice President for Enrollment Services at Coastal Carolina University. She and Bob are enjoying living in Myrtle Beach.
Center Students

Leanna Blevins and Dave Wolcott, along with Nicole Eramo (Special Assistant to the Honor Committee), presented at the Association of American Colleges and Universities Conference in Washington, D.C., on January 23 on “Rejuvenating Ethics in the Liberal Arts.”

Ronda Bryant’s review of the book The Source of the River: The Social Origin of Freshmen at America’s Selective Colleges and Universities by Douglas S. Massey, Garvey Lundy, Camille Z. Charles, and Mary J. Fischer, was published in the Journal of Race, Gender, and Class, Vol. 10, no.2 (Fall 2003), pp. 171-175.

Kristine Dalm was recognized by the Executive Board of the Virginia College Personnel Association for her outstanding contributions to the Association. Kristine serves as the Four-Year Public Institution Representative and has taken an active role in the planning of drive-in conferences as well as contributing to the publishing of the association newsletter.

John Downey and Dr. Bud Levin, faculty member at Blue Ridge Community College, presented “When Faculty Get Rowdy About Cyber Quality” at the Virginia Community College System Social Sciences Peer Group meeting on October 31, 2003. John was also the keynote speaker at the annual Harrisonburg/Rockingham Chamber of Commerce High School Business Symposium on October 29, 2003. In January 2004, John presented a workshop, “Maximizing Your Leadership Style,” for the Community Leadership Program, also sponsored by the Chamber.

Beth Harper has been elected vice-chair of the Washington Education Coalition for Adults Returning to Education (WE CARE), a regional organization for professional educators who work with nontraditional students.

Cameron Howell presented his continuing research on legacy admissions policies at the Association for the Study of Higher Education annual meeting in November in Portland, Oregon. He will serve on the Board of Directors of the Curry School of Education Foundation during this academic year. Most importantly, he and fellow Curry doctoral student Jenny Reifenberger were married in October.


Chris Loss presented “Between Citizens and the State: World War II, Education, and the GI Bill of Rights” at the Miller Center 20th Century History and Politics Seminar at the University of Virginia on December 12, 2003. Chris will next present at the 2004 Society for Military History Conference at the University of Maryland in May 2004.


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Center Faculty

Dr. Annette Gibbs’ continuing research and chronicling of law relative to American college and university organizations’ relationships with their students focuses on colleges’ attempts to curtail negative publicity relative to constitutional rights of religion, speech, and association. Her most recent publication is titled, “Are Speech Codes Reappearing on Campuses?” The article appears in Developments, vol. 30 no. 4 (December 2003).

Dr. Margaret Miller’s work on the National Forum on College-Level Learning has been highlighted through her presentations at various international, national and state-level presentations including the National Center for Public Policy and Higher Education board meeting and associates program, the National Research Council, the SHEEO Professional Development Conference, and meetings of college presidents and provosts from Nevada, Illinois and South Carolina. In July, Dr. Miller presented “The Meaning of the Baccalaureate” at the International Conference on New Directions in the Humanities in Rhodes, Greece. She also served as a panelist at the NYU Faculty Forum on Assessment and Accountability.

Dr. Brian Pusser was a panelist at a keynote session titled “Increasing Access to Higher Education through Partnerships,” at the national workforce development forum, Forging Partnerships that Work, sponsored by the University Continuing Education Association, in San Francisco on January 16, 2004.


Center Students continued

Tim Merrill was selected to participate in the 2003 ASHE Graduate Student Policy Seminar which was held in November, 2003 in Portland, Oregon at the Annual ASHE Conference. Tim was among a small group of doctoral students selected, nationwide, from approximately twenty universities’ higher education programs.

Charlynn Miller successfully defended her dissertation proposal on November 20. The title of her research is “A Study of Adult Undergraduate Student Services at an Urban Public University.”
Looking ahead, it seems to me that at least four paramount tasks present themselves to the university in our society. On is to continue to stimulate the quest for knowledge. Another is to transmit our knowledge to future generations. A third is to enable us to remain masters of our knowledge, to prevent the complete fragmentation of our view of ourselves, our society and our universe. The fourth and perhaps most exacting is to assess the values which our knowledge should enable us to serve.