



Nomination Package for the John Stecklein Distinguished Member Award for...

Karen Webber

Professor Emerita of Higher Education

University of Georgia

Submitted by Victor M. H. Borden

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Contact Information for Nominee, Karen Webber

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Nomination Letter





INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Department of Educational Leadership
and Policy Studies

January 12, 2025

Awards and Scholarship Committee
Association for Institutional Research

Dear Colleagues,

I am honored to represent an august group of AIR leaders in nominating Karen Webber for the John Stecklein Distinguished Member Award. The accompanying letters of support highlight Karen's contributions as a scholar, servant-leader, and the epitome of someone who has made substantial contributions to the field of institutional research over an extended period of time. What amazes me and many colleagues most is how broad and wide her reach and impact has been.

The John Stecklein Distinguished Member award is intended to recognize colleagues who have made contributions across the areas of service to the profession, scholarly contributions, and contributing to the development of the Associations membership. Karen Webber has substantially contributed in all these ways and more. I like to think of her as a professor of the IR profession. Her impressive record of scholarship has been recognized through tenure as a professor at the University Georgia, one of the leading higher education programs in the United States and by her receiving AIR's Sydney Suslow Senior Scholar Award.

While Karen Webber's record of accomplishment as a scholar and leader within the profession is quite impressive, her contributions as a person are even greater. Lists of publications, presentations, and service activities do not effectively convey how Karen has contributed to the profession in what I think is the most substantial way: igniting and supporting future leaders of the profession. The annual sessions she hosts at AIR for students in graduate programs (regardless of field) is a prime example. However, her contributions as a "mentor for all" shows up throughout her career in the work she has done as a member of the AIR Board of Directors and President of AIR, on countless committees, in workshops, regional conference activities and other venues. Karen has taken the initiative, in many instances and ways, to create opportunities to bring colleagues together in ways that advance the development of those she works with and moves the field of institutional research to new levels.

Karen Webber often refers to our profession in a way that is starting to take hold more broadly: IR/IE/IA. To me, this framing is extremely helpful to guide the profession in the coming years, especially if you add one other set of initials to which Karen has also contributed to the profession: AI. I do not mean to suggest, nor do I think would Karen, that AI is "subject" of our work, as it is but a tool. However, Karen has contributed to helping IR/IE/IA professionals

understand how AI can be leveraged to perform this work more effectively (which is, after all, the “E” in IE). This is just one of the more recent contributions she has made.

Throughout her career, Karen has championed effective practice, which encompasses more than just techniques, but also the relationship among the people involved in these activities. As Karen reminds us constantly, IR/IE/IA professionals can have a positive impact within their organizations if they combine attention to effective use of empirical evidence with equal attention to the people with whom we pursue improving higher education programs and practices and ultimately, student success.

Karen Webber has also substantially contributed positively to AIR’s relationship with IR groups internationally. She has worked with colleagues in Europe, Africa, the Middle East, and Asia, articulating and spreading the gospel on effective IR/IE/IA practice. I have been honored to be invited as a guest lecturer in one course she has been teaching for a few years through Danube University in Krems, Austria to students from around the world. It is exciting to see young professionals from Europe, African, and South Asia engage with IR/IE/IA and aspire to help their countries develop in these areas.

In summary, as backed by the voices of nine dear colleagues who have contributed letters of support with this nomination, I support with great zeal Karen Webber as recipient of the 2025 John Stecklein Distinguished Member Award.

Sincerely,



Victor M. H. Borden, Ph.D.

Professor Emeritus, Higher Education and Student Affairs (HESA)

Past President and Member Emeritus, Association for Institutional Research

Letters of Support





OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND ASSESSMENT

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Awards Committee
Association for Institutional Research
PO Box 13739
Tallahassee, FL 32317

January 10, 2025

Dear Awards Committee Members,

It is a privilege to write in support of Karen Webber for the AIR Stecklein Distinguished Member Award. I have known Karen for over 25 years through NEAIR and AIR. She set the model that I attempted to follow in so many ways. I looked to her research and scholarship to ground my own approaches, particularly around assessment and evaluation. When asked to join a group who would conduct the NEAIR Newcomer's Workshop, it was Karen's workshop material that we used as a launch pad. And, of course, Karen's thoughtful, generous, and welcoming demeanor is an example to which we can all aspire - particularly the energy she brings to including our colleagues from around the world and their perspectives.

I worked most closely with Karen during her year as AIR President and gained a new perspective as she worked with Ellen Peters and I in our roles as AIR Policy Governance consultants. I saw her dedication to making sure she got things right, not just in terms of whatever issue was facing the Board but also in terms of doing things the right way. Her passion for the Association and the profession was evident, as was her determination to make sure that all voices were heard.

Karen has made IR her life's work. She has served AIR in numerous roles, elected and volunteer, but perhaps more importantly she has served the profession by mentoring, educating, and embracing new generations of practitioners. At Delaware, she impacted the lives of professionals like Heather Kelly and Jessica Shedd, both of whom have been leaders in the profession. At Georgia, she educated individuals like Jillian Morn, whose sessions are always a "must see" on my Forum schedule. And across the globe she has collaborated with professionals South Africa and Croatia, among others. Remarkably, she does this all quietly and humbly - it is about promoting IR and not about promoting herself.

I hope that the committee sees fit to award Karen the Stecklein Award for her many valuable contributions to the Association.

Sincerely,

Michelle Appel

December 18, 2024

2025 AIR Awards Review Committee
Association for Institutional Research
2241 North Monroe St PMB 1413
Tallahassee, FL 32303

Re: Nomination of Dr. Karen Webber for the John Stecklein Distinguished Member Award

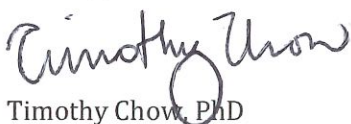
Dear AIR Awards Committee Members:

I am grateful for this opportunity and it is with great pleasure to recognize one of our most dedicated and distinguished members and offer my strong support of the nomination of Dr. Karen Webber for our Association's John Stecklein Distinguished Member Award. As I am reviewing the criteria for the award, Karen's name stands out as the ideal candidate who has clearly demonstrated her longtime and ongoing commitments to our profession, together with significant contributions to not just a few but all seven of the criteria.

For almost three decades, Karen has been instrumental to my professional development as an Institutional Researcher and offering sage advice as a mentor and friend for approaching evolving issues in our field, ever since I attended her training session on strategies for the practice of IR as a newbie at one of the early AIR Foundations Institutes. Since then, I have crossed paths with Karen on many different occasions, from serving together on the AIR Board and committees, to exchanging thoughts at the AIR Forums, to seeking her advice on strategies for building IR capacity and supporting data-informed decision-making process in higher education. Karen is always generous with her time, addressing my inquiries with wisdom and knowledge. In fact, Karen has long been recognized for her significant contributions to the field of IR, her scholarly work, and her advanced understanding of the field of higher education and awarded the prestigious 2018 AIR Sidney Suslow Scholar Award.

For many years, I have benefited from Karen's advice and insights on data analytics trends and IR strategies through her publications and dialogues. I have no doubt that many of her students and other colleagues in the field, just like me, are grateful for Karen's leadership, her generous and ongoing commitments to our field as a practitioner and a professor/mentor, and for the mark she made on their careers and lives. Karen truly deserves this special recognition for her many contributions to our community and I strongly urge you to consider her for the AIR John Stecklein Distinguished Member Award. If there is any additional information that I can provide to support her nomination, please contact me via email at chow@rose-hulman.edu or by phone at (812) 877-8910. Thank you very much for your kind attention and consideration.

Sincerely,



Timothy Chow, PhD
Director of Institutional Research
Office of Institutional Research, Planning, and Assessment
Rose-Hulman Institute of Technology
(812) 877-8910
chow@rose-hulman.edu

Current AIR NEC Member
Former AIR Board Member

Association for Institutional Research
2241 North Monroe St PMB 1413
Tallahassee, FL 3203

January 8, 2025

Dear Colleagues

Writing this letter of recommendation for the 2025 John Stecklein Distinguished Member Award for Karen Webber is an honor and a privilege. Over my career, Karen and I have interacted on numerous levels, and it is fair to say that she is both a well-respected colleague and a friend. The first qualification for the award states that the candidate must have been an active member of AIR and have made substantial contributions to the field of institutional research over an extended period of time. Over the years, Karen has been a role model, valued colleague, and mentor for many Institutional Researchers. She served in numerous leadership roles for the association, including serving as the chair of the AIR Professional Development Services Committee, serving as a faculty member for the AIR Summer Foundations Institute, a member of the AIR Board of Directors, and served as President of the Association in 2022-2023. Over the years, I have witnessed Karen's leadership as we served on numerous committees together. In all cases, Karen is a thoughtful, insightful, and well-informed leader who is excellent at facilitating discussions and is always focused on improving the profession of Institutional Research and the state of higher education.

The second criterion for this award states that through research, service, and/or practice, the candidate must have made a significant contribution to the field of Institutional Research in two or more of the specified areas. While I believe that Karen has contributed significantly to all these areas, I will speak directly to two areas: contributed to widely disseminated research and the practice of Institutional Research. A review of Karen's vitae provides a long list of journal articles, books, book chapters, and monographs, as well as media publications and other publications. The list of publications is varied as is the impressive list of co-authors and journals in which she has published. A testament to the quality of her scholarly contributions is that in 2018, she was awarded the AIR Sidney Suslow Scholar Award.

All of Karen's above-mentioned research has contributed to the practice of Institutional Research as her publications are focused on improving higher education and shaping the work of Institutional Researchers. Also, when I think about individuals who have contributed to our association through mentoring and sharing of best practices to supporting Institutional Research professionals, Karen Webber is among the top individuals on the list. As I mentioned previously, earlier in her career, Karen focused on the professional development of Institutional Researchers, serving as a faculty member in the AIR Summer Institute series and also serving on the AIR Board of Directors in the capacity of chair of the Professional Development Services Committee. Further, the list of invited keynote addresses that she has delivered is impactful and wide-reaching, ranging from international

conferences such as the South Africa Association for Institution Research, Middle East and Northern Africa AIR Conference, and Australasian Association for Institutional Research to Regional Conferences such as Northeast AIR to State Associations such as the Florida Association for Institutional Research. Throughout her career, Karen has developed and mentored Institutional Research professionals who have gone on to serve other institutions and take leadership roles in AIR and other Institutional Research related fields.

We all realize that the field of Institutional Research is made better by sharing best practices. In AIR, we speak about the power of networking and how we can't live without it in our work. Karen has exemplified that throughout her career. As a former recipient of this award, I understand and appreciate what a high honor it is to receive this award and that the list is, literally, a Who's Who list for our profession. Karen belongs on that list. I fully support the nomination of Karen Webber for the 2025 John Stecklein Distinguished Member Award.

Sincerely,

A handwritten signature in purple ink that reads "Mary Ann Coughlin". The signature is written in a cursive, flowing style.

Mary Ann Coughlin
Emeritus, Provost & Vice-President for Academic Affairs, Springfield College
AIR Past President (2007-2008)
2018 John Stecklein Distinguished Member Award

December 17, 2024

Association for Institutional Research
Awards Selection Committee
PO Box 13739
Tallahassee, Florida 32317

Recommendation for the John E. Stecklein Distinguished Member Award

Dear Members of the Award Selection Committee:

It is an honor to write this letter of recommendation for the 2025 John Stecklein Distinguished Member award for Karen Webber. Karen has made a profound impact on the Institutional Research profession and community throughout decades of leadership and service.

To be considered for the Stecklein award, one must have been an active member of AIR and have made substantial contributions to the field over an extended period. Karen's contributions, which include serving as the AIR's President, giving back to the association as a Data Institute Mentor, reviewing scholarly works, and leading our affiliate organizations are diverse in nature, and typify her unwavering desire to continuously improve and grow the association.

Karen's career epitomizes the kinds of contributions required of candidates for the Stecklein award. Already a recipient of AIR's Sidney Suslow Scholar awards, she has had a singular impact on institutional research and effectiveness and deepened our understanding of the opportunities and challenges we face, as illustrated by her prolific scholarly achievements, which include over 40 published or accepted journal articles and 10 books and monographs, in addition to numerous book chapters and dozens of presentations. Karen has also helped prepare a new generation of practitioners to take on the mantle of leadership through her teaching at the undergraduate and graduate levels and through her service to IR and IE more broadly, which has included participating as an instructor in the Masters in Research and Innovation in Higher Education (MAIRHE), and lending her expertise to numerous committees including AIR's Nominations Committee, Best Paper Review Committee, Summer Foundations Committee. During her time as President, Karen played a key role in positioning the association to navigate the unprecedented volatility introduced by the COVID-19 pandemic. Furthermore, the creation of the IR Future committee, which was eventually codified as a standing committee of the Board of Directors, illustrates Karen's unique foresight and wisdom, which are two traits that I admire deeply.

As a result of having had the great fortune of succeeding her as president, I learned a great deal about how to lead with compassion and care. Those lessons will remain with me for a lifetime, and I can think of no better mentor and friend. In short, through her kindness, thoughtfulness, and empathy Karen has left her thumbprint on AIR. I fully

support the nomination of Karen Webber for the 2025 John Stecklein Distinguished Member Award and can think of no one more deserving of this recognition.

Sincerely,

A handwritten signature in blue ink, reading "Jonathan S. Gagliardi". The signature is written in a cursive, flowing style.

Jonathan S. Gagliardi, Ph.D.

Vice President, Economic Mobility and Social Impact, Northern Arizona University
Former President and Chair of the Board of Directors, Association for Institutional Research



THE OHIO STATE UNIVERSITY

Michele J. Hansen, Ph.D.

Associate Vice President, Institutional Research and Planning

The Ohio State University

15 E. 15th Avenue, Columbus, OH 43201

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Pronouns: she/her/hers

To: John Stecklein Distinguished Member Award Committee Members

From: Michele J. Hansen, Ph.D., Associate Vice President, Institutional Research and Planning, The Ohio State University

Subject: John Stecklein Distinguished Member Award for Karen Webber, Ph.D.

Date: January 6, 2025

I write this letter enthusiastically in support of Dr. Karen Webber for the Association for Institutional Research (AIR) *John Stecklein Distinguished Member Award*. I first met Karen when she was serving as president-elect for AIR, and I was serving as a board member. It did not take me long to realize how effective she was at mobilizing others to promote and attain the vision and mission of AIR---most notably 1) ensuring that others learn methods and tools of the institutional research/institutional effectiveness profession and 2) advancing research and scholarship. Karen has been a role model for many others and has encouraged countless young and seasoned professionals to contribute to AIR in terms of committee membership, presentations, professional files, scholarly activities, and serving on the Board of Directors and Nominations and Elections Committee. She is an exemplar in terms of contributing to and facilitating the goals of the association.

Karen has been a prolific scholar and has many significant contributions to the field of institutional research and institutional effectiveness. She is the consummate scholar-practitioner. She has contributed much of her time, passion, and energy over the years to AIR-related activities and leadership roles. In fact, she was the recipient of the *Association for Institutional Research Sidney Suslow Scholar award in 2018*, signifying extraordinary contributions through scholarly work to the field of institutional research and advanced understanding of the profession in a meaningful way. She served as President of AIR 2022-2023 and previously served as chair of AIR's Professional Development Services Committee, served on the Membership and Nomination Committees, and was a faculty member in the annual AIR Foundations Institute.

As you can discern by her Curriculum Vitae, she has made a commitment and has had a profound impact on the field of IR practice and theory. For example, she is the

editor of Building Capacity in Institutional Research and Decision Support in Higher Education and the coeditor of Institutional Research and Planning in Higher Education: Global Trends and Contexts. She has published research on several issues related to institutional effectiveness in higher education including faculty roles and work productivity, graduate education, gender equity in higher education, undergraduate research, and capacity building in institutional research. Her primary contributions have advanced assessment of academic, cognitive, and psychosocial growth of college students, gender studies, and higher education data management.

To underscore Karen's scholarly contributions, she is a co-editor of *Big Data on Campus: Data Analytics and Decision Making in Higher Education*. This book serves as a vital resource in helping IR professionals use data and analytics to address many challenges faced by higher education institutions. Most notably the book compels leaders and practitioners to use analytics ethically and appropriately by focusing on recent developments in technology, the rapid accumulation of data assets, organizational maturity in building analytical capabilities, and methodological advancements in developing predictive and prescriptive analytics. Although her scholarship can be favorably judged by the quantity of publications, they deserve higher praise due to the implications they have had on the field of IR practice and theory.

In conclusion, Karen is an exemplar of this award and embodies what it means to be a distinguished member of AIR. She is deserving of this prestigious award, and we appreciate your consideration.

Michele J. Hansen, Ph.D.

P. O. Box 2325
Cookeville, TN 38502

January 2, 2025

AIR Awards Committee
Association for Institutional Research
2241 North Monroe St, PMB 1413
Tallahassee, FL 32303

Dear Colleagues:

I am writing in support of the nomination of Dr. Karen L. Webber for the John Stecklein Distinguished Member Award of the Association for Institutional Research.

I have known Karen Webber as an institutional research colleague and AIR member for more than 30 years. During these decades, she has distinguished herself by her extensive involvement with and service to AIR, to affiliated regional associations, to the institutions in which she has worked, and to her colleagues everywhere.

An institutional research professional since 1988, Karen Webber has served AIR and its members in many ways throughout her career, but she also has served in multiple ways in the IR profession and in higher education more broadly, as well.

Her leadership during her career has included serving as President of AIR (2022-2023), President of the Northeast Association for Institutional Research (NEAIR) (1998-1999), Chairperson of the AIR Professional Development Services Committee (2005-2009), Chairperson of the Society for College and University Planning (SCUP) Professional Development Committee (2002-2004), and serving as a leading professional and keynote speaker at conferences of the Southern Africa Association for Institutional Research (2023, 2010), Northeast Association for Institutional Research (NEAIR) (2023), Tennessee Association for Institutional Research (TENNAIR) (2022), Austrian Network for Higher Education Research (2019), Florida Association for Institutional Research (FAIR) (2019), Georgia Association for Institutional Research, Quality, and Planning (GAIRPAQ) (2013), Middle East and Northern Africa Association for Institutional Research (2009), and Australasian Association for Institutional Research (2005).

In the early decade of the 2000s, Dr. Webber was elected to the AIR Board of Directors, to lead the AIR Professional Development Services (PDS) Committee to new heights of service and scholarship for the benefit of AIR and its members. Her excellent leadership and extensive work included the development of a skills and knowledge matrix for the professional development of new and existing institutional researchers. She led the committee to base the development of this new matrix tool upon such theoretical underpinnings as Patrick Terenzini's Tiers of Intelligence. This new matrix tool directly impacted the planning, design, and production of AIR professional development activities and opportunities for AIR members.

As Karen Webber continued to provide excellent leadership in her own areas of professional involvement and service, the members of the AIR Board of Directors, the AIR staff, and Association members readily recognized the strong performance of Karen Webber, and not surprisingly, colleagues looked for ways in which they could work with this exemplary colleague among us: Karen Webber.

In her career, Karen Webber has worked in a variety of professional positions in institutional research, including such leadership roles as Director of Institutional Research at the University of Georgia, Interim Associate Provost for Institutional Effectiveness at the University of Georgia, and Assistant Director of Institutional Research and Planning at the University of Delaware.

Dr. Webber broadened her impact upon institutional research and higher education by earning a tenured appointment to a graduate faculty position at the University of Georgia, where she excelled in teaching and mentoring graduate students. She achieved the rank of Professor in the Institute of Higher Education (IHE) at the University of Georgia, where she served in multiple ways, including several years as IHE Graduate Coordinator. Karen Webber has been exemplary in cultivating and mentoring new IR professionals, as well as encouraging existing IR professionals.

Karen Webber's extensive professional accomplishments include a substantial record of scholarship, with many presentations and publications during her career, and resulting in her being selected to receive the Sidney Suslow Scholar Award of the Association for Institutional Research in 2018.

Among her many presentations and publications are some that were developed and authored individually, while some others were developed collaboratively. She has excelled and thrived in performing individually and collaboratively, earning the admiration, appreciation, and respect of a broad array of colleagues. Concurrently, she developed a strong record of externally funded research, along with an extensive array of service accomplishments.

Dr. Webber not only achieved her own professional goals, but she also encouraged and guided graduate students toward their participation in professional development activities, including presenting papers and delivering sessions at the AIR Forum and at other conferences of higher education professional organizations.

Karen Webber has reached out to IR colleagues within the United States but also has developed and nurtured working relationships with institutional researchers in other countries.

The assets and strengths of Dr. Webber include a broad and well-balanced understanding of institutional research, institutional effectiveness, assessment, planning, accreditation, externally sponsored research, and more.

Dr. Karen Webber has been an active member of AIR and has made substantial contributions to the field of IR over the past several decades. She led and promoted the application of Terenzini's Tiers of Intelligence to the development of new IR professionals and the strengthening of existing IR professionals. She contributed to widely-disseminated research through conducting research, delivering presentations and publications, teaching workshops and AIR institutes, serving on the AIR Board of Directors, leading the Association to strengthen the future of AIR, and more.

I strongly recommend Dr. Karen L. Webber for the AIR John Stecklein Distinguished Member Award. She truly is exemplary and is an outstanding, accomplished, and distinguished member of the Association!

Sincerely,

A handwritten signature in black ink, reading "Glenn W. James". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Glenn W. James
AIR President, 2016-2017

January 10, 2025

Victor M. H. Borden, PhD
Professor Emeritus
Educational Leadership & Policy Studies (Higher Education)
Center for Postsecondary Research
Indiana University

Dear Vic,

It is with immense pleasure and enthusiasm that I write this letter in support of Dr. Karen Webber, Professor Emeritus of the McBee Institute of Higher Education at The University of Georgia being nominated for the 2025 AIR John Stecklein Distinguished Member Award. Karen is nationally and internationally recognized as an eminent institutional researcher, scholar, and mentor. As an IR professional Karen was first and foremost a scholar followed by servant leader. Karen's career is an exemplary to those worthy of the Stecklein Award and without a question she has advanced the field of institutional research through her many scholarship, leadership, and service activities.

Karen has been a pioneer in higher education research. Her research contributions over the years are extensive and varied. Her research has covered topics relevant to undergraduate students (e.g., campus climate, general education, distance learning, problem-based learning, undergraduate research, grade inflation, success and satisfaction, student loan defaults); graduate students (e.g., doctoral degree completion, student debt, post-doctoral experience); and faculty (e.g., satisfaction, STEM career paths, competitive salaries and salary differences, faculty productivity) --- all with the goal of improving higher education and promoting student success. Karen continues to be a pioneer in higher education research with her most recent research focusing on artificial intelligence in higher education and its implications for institutional research. Karen has served as an editor of numerous monographs and has journal articles appearing in publications such as, but not limited to, *Higher Education*, *Journal of Higher Education*, *Planning for Higher Education*, and *Research in Higher Education*, as well as countless book chapters. Karen's research has been recognized by AIR and other professional associations. Karen was the recipient of the 2018 AIR Sidney Suslow Scholar Award and the 2016 SAIR Best Paper Award. Karen has also served on the doctoral dissertation committee for more than 44 up and coming institutional researchers and higher education professionals.

Karen has served in leadership roles in regional and national institutional research professional associations including serving as President of AIR and NEAIR. Karen has been an invited keynote speaker and invited workshop speaker both nationally and internationally. Karen's service has been recognized by AIR and other professional associations. Karen was the recipient of the 2016 SCUP Professional Service Award and the 2004 NEAIR Distinguished Service Award.

Karen is a servant leader who spreads the IR gospel nationally and internationally and she has a strong commitment to further the professional development of institutional research colleagues. Karen has contributed regularly at AIR Forums, has engaged in numerous research collaborations, and has served as a mentor at the AIR Data Institute. Karen has taught graduate courses such as *Introduction to Research in Higher Education*, *Institutional Research in Higher Education*, *Data Analytics in Higher Education*, *Introduction to the NCES/NSF National Datasets*, *The American College Student*, and *Introduction to Student Personnel*. I owe my start in higher education and becoming an IR professional to Karen. Taking Karen's course, *The American College Student* strongly influenced my decision to pursue a graduate degree in higher education. Karen was also instrumental in my joining institutional research at the University of Delaware. Many of us, fortunate enough to have been mentored by Karen, have benefited from her dedication to higher education and institutional research and have found long and fulfilling careers in institutional research.

Karen's scholarship, leadership, and service activities have advanced and will continue to advance the field of institutional research. I strongly support Karen being awarded the 2025 AIR John Stecklein Distinguished Member Award. Thank you for your time and consideration.

Sincerely,



Heather A. Kelly, Ed.D., M.B.A.
Director of Institutional Research
AIR President 2020-2021

January 10, 2025

Dear AIR Awards Selection Committee,

I am delighted to support the nomination of Karen Webber for the 2024 John Stecklein Distinguished Member Award. Reading over her Curriculum Vitae, it is clear to see how Karen has significantly advanced the field of institutional research through leadership, service and scholarship. Karen has steered our professional association as recent AIR President in 2022-2023 and as a member of the AIR Nominations Committee, among other notable professional and academic service work. She is a prolific higher education research scholar, actively publishing journal articles and book chapters on emerging issues in IR such as artificial intelligence, big data, and data visualizations. Karen has provided service to the field of IR in so many ways, but I'd like to share with this committee the significant impact she has had on the Association through her mentorship, development, and training of the next generation of IR practitioners.

Karen demonstrates a deep commitment to supporting graduate students and early career IR practitioners. Every year at AIR Forum, she hosts a graduate student gathering, cultivating community and connecting early career IR practitioners with more advanced members in the Association. Karen carves out a space for graduate students at a professional conference to ask hard questions about the transition from PhD to IR. She plays an active role in supporting graduate students as they transition from the classroom to a career. In addition to teaching doctoral level courses on IR, Karen has served as major professor and dissertation committee member to many Higher Education PhD students during her time as Professor and Professor Emeritus with the Institute of Higher Education at The University of Georgia. Through her academic service, she has modeled the many pathways in and out of IR work and the critical role IR plays in understanding higher education—domestically and internationally.

My career in IR has been directly impacted by Karen's mentorship as a faculty member, a collaborator, and a peer. Karen served as my advisor, major professor, and dissertation committee member through my long eight years as a part-time PhD student and a full-time institutional researcher. She helped me find connections between my academic and my professional life and supported me in finding balance between the two. Karen generously and regularly provides opportunities for graduate students and early career IR practitioners to collaborate with her on conference presentations and book chapters. I feel I developed my own confidence to present regularly at AIR because of her guidance and support.

One of Karen's biggest strengths is her ability to look at the big picture without ever missing the small details; her contributions to the field of IR are no different. Karen pushes the field to confront big ethical implications of our work, and she leads the professional organization through change and challenge. She also takes the time to review cover letters, talk through job postings, and mentor every single graduate student or an early career IR practitioner she encounters. In each of her mentees, she can see the potential they have to make a big difference in IR if that is the path they choose to follow. I'm so glad I followed Karen.

Sincerely,



Jillian Morn
Interim Director of Educational Assessment
University of Washington

December 30, 2024
AIR Awards Selection Committee
c/o The Association for Institutional Research
PO Box 13739
Tallahassee, FL 32317

Dear Colleagues,

I write today to wholeheartedly support the nomination of Dr. Karen L. Webber for the Association for Institutional Research John Stecklein Distinguished Member Award. Karen is an exemplary leader, serves with integrity, and has contributed deeply to the field.

Karen may not remember me as far back as I remember her. In 1999, as I was starting my career in Institutional Research, I attended the NEAIR conference, and Karen was President. I was in awe of her public speaking, her strong research and her approachability. A few years later, I presented at NEAIR for the first time, and I recall being so honored that Karen attended my session, and eager to hear her feedback. She ever so kindly suggested that I not merely read from my notes. Lesson learned, Karen, lesson learned.

Over the years, I paid attention as Karen quietly led by modeling what it is to be an institutional researcher and a scholar. She asked good questions about student agency, about outcomes assessment, about graduate education, and about student debt, and answered them with her published articles and books and her conference presentations – yet always sought more questions. She collaborated with international scholars to broaden her perspective, and to share her understandings. Her research interests are broad; she delves into the topics that are impacting the field in the current moment, guiding us as we grapple with AI and capacity issues. And when Karen moved from her role as an institutional research administrator to a faculty member, she modeled the flexibility and reach of the profession, helping me see the value of institutional research beyond our traditional roles.

So, I have admired Karen for years — as a scholar and as a leader—but it wasn't until she served as President of AIR in 2022-23 that I had the privilege of seeing her approach to service up close. I had the honor of serving as President of AIR in 2017-18, just after the transition to Policy Governance. Karen turned to me and another former President for consultation as she wrestled with leading under that structure. It is not intuitive, and it takes time and significant effort to effectively lead under Policy Governance. Karen was determined to get it right. She asked numerous questions, never made assumptions, and thought deeply, strategically and tactically about how she could best lead. She saw incongruencies and worked to get to the bottom of them—even with little support. Where others might have kicked the can down the road, Karen picked it up, examined it, asked about it, and figured out the best way to get it where it belonged.

Karen is a scholar and leader who works because she is driven to serve. She does none of it for accolades. She does it because she is exactly the person the Stecklein award recognizes: a person who is impelled to “significantly advance the field of institutional research (IR) through leadership, service, and scholarship.” Because she is passionate about our work, its meaning, and its ability to improve higher education for students, faculty, and staff.

Beyond that, Karen has come to be a confidante—someone I can talk to about the field, its challenges and its delights. She brings her whole heart, her keen mind, and her insightful care to the work and the people, always learning, always asking, and still, showing me the way.

Warmly,

A handwritten signature in cursive script that reads "Ellen Peters".

C. Ellen Peters
Director, Strategic Research and Assessment

Karen Webber Curriculum Vita



Karen L. Webber

Professor Emeritus, McBee Institute of Higher Education
The University of Georgia
kwebber@uga.edu cell: 706-202-1245

EDUCATION

1988 Ph.D., Counseling & Personnel Services, The University of Maryland College Park
1982 M.A., Clinical & Community Psychology, The University of Maryland Baltimore County
1980 B.S., Psychology, East Tennessee State University, *summa cum laude*

PROFESSIONAL EXPERIENCE

2021-present *Professor Emeritus, Institute of Higher Education, The University of Georgia.*

2019-2021 *Professor, Institute of Higher Education, The University of Georgia.*

2007-2019 *Associate Professor, Institute of Higher Education, The University of Georgia.*

2008-2011 *Graduate Coordinator, Institute of Higher Education, The University of Georgia.*

2006-2007 *Interim Associate Provost for Institutional Effectiveness, The University of Georgia.*
Coordinate activities and actions related to institution-wide assessment, strategic planning, regional accreditation, and institutional research. Assisted senior leaders in activities that ensure high quality, effective, and efficient administration of the academic program.

2003-2006 *Director, Office of Institutional Research, The University of Georgia.* Direct and coordinate a variety of information needs for institutional decision making. Directed mechanisms for institutional reporting, provide analytic analyses, and collaborate on campus-wide efforts for database management. Supervised professionals and staff assistants.

1994-2003 *Assistant Director, Office of Institutional Research and Planning, The University of Delaware.*
Coordinated student outcomes assessments projects. Analyzed and wrote Institutional Research Reports. Supervised graduate research assistants.

1988-1994 *Research Analyst, Office of Institutional Research and Planning, The University of Delaware.*
Participated in student outcomes assessment projects.

1985-1988 *Research Psychologist, DISCOVER Center, American College Testing, Inc.* Assisted in the design and implementation of research-based analyses of the computer-based career guidance program, DISCOVER.

1983-1985 *Graduate Assistant, Office of Vice Chancellor for Student Affairs, UMCP.* Provided administrative assistance to the vice chancellor and assistant vice chancellor. Served on a national committee of student affairs professionals for development of standards, The Council for the Advancement of Standards (CAS).

1982-1983 *Assistant Director of Residential Life, UMBC.* Responsible for administration of the environmental program for residential halls. Served as a liaison with such on-campus departments as Physical Plant, Public Safety, and Health Services.

TEACHING

Courses Taught- graduate level

Introduction to Research in Higher Education
Institutional Research in Higher Education
Data Analytics in Higher Education
Introduction to the NCES/NSF National Datasets
Graduate First Seminar
M.Ed. Capstone Seminar
The American College Student
Introduction to Student Personnel

Undergraduate level

The Psychology of Women
Psychology of Women Freshman Seminar
Child Psychology

JOURNAL ARTICLES, published or accepted

- Webber, K., Grandstaff, M., Case, C. , Stich, A. (2022). Skill growth through work-related experiential activities for engineering and computer science majors. *NACE Journal*. Retrieved at: <https://www.nacweb.org/career-readiness/competencies/the-importance-of-career-competencies-in-work-related-experiential-activities-for-engineering-and-computer-science-majors/>
- Webber, K.L. & Burns, R.A. (2022). The price of access: Graduate student debt for students of color 2000 to 2016. *Journal of Higher Education*, <https://doi.org/10.1080/00221546.2022.2044976>.
- Crain, A., & Webber, K.L. (2021). Across the urban divide: STEM pipeline engagement among students. *Journal of Research in STEM Education*, 4, 138–172.
- Webber, K.L. (2021). Culture matters: Faculty satisfaction in four-year postsecondary institutions . *Journal of Faculty Development*, 35(3), 31-43.
- Webber, K.L. & Burns, R.A. (2020). Increases in graduate student debt: National trends from 2000 to 2016. *Research in Higher Education*, DOI: 10.1007/s11162-020-09611-x
- Webber, K.L. (2020). Can you trust your eyes?: Learn how to minimize misinterpretation of data reports and visualizations. *Planning for Higher Education*, 48(2), 1-7.
- Burns, R. & Webber, K. (2019). Achieving the promise of educational opportunity: graduate student debt for STEM vs. Non-STEM students, *Journal of Student Financial Aid*, 48(3), 1-29.
- Webber, K.L. (2018). The environment matters: Job satisfaction for full-time faculty members at US four-year colleges and universities. *Higher Education*, 78(2), 323-343. doi: 10.1007/s10734-018-0345-z.
- Webber, K.L. & Rogers, S. (2018). Gender differences in faculty member job satisfaction: Equity forestalled? *Research in Higher Education*, 59 (8), 1105-1132. doi.org/10.1007/s11162-018-9494-2.
- Webber, K.L. & González Canché, M. (2018). Is there a gendered path to tenure?: A multistate analysis of the academic trajectory of US doctoral recipients in the sciences. *Research in Higher Education*. 59(7), 897-932, doi.org/10.1007/s11162-018-9492-4.
- Webber, K.L. (2018). Help them pay: Graduate student debt. *NACUBO Business Officer*, 51(8), 36-42.

- Xu, Y., & Webber, K. (2018). College student retention on a racially diverse campus: A theoretically guided reality check. *Journal of College Student Retention: Research, Theory and Practice*. 20(1), 2-28. doi.org/10.1177/1521025116643325
- Heager, H., BrckaLorenz, A., & Webber, K. (2016). Participation in undergraduate research at minority-serving institutions. *Perspectives on Undergraduate Research and Mentoring*. 4(1), 1-22.
- Webber, K.L. & González Canché, M. (2015). Not equal for all: Gender and race differences in salary for doctoral degree recipients. *Research in Higher Education*, 56(7), 645-672.
- Webber, K.L. & Yang, L. (2015). The career path of the postdoctoral researcher. *Change: The Magazine of Higher Learning*, 47(6), 53-58.
- Yang, L. & Webber, K.L. (2015). A decade beyond the doctorate: The influence of a U.S. postdoctoral appointment on faculty career, productivity, and salary. *Higher Education*. 70(4), 667-687.
- Webber, K.L., & Rogers, S.L. (2014). Student loan default: Do characteristics of four-year institutions contribute to the puzzle? *Journal of Student Financial Aid*, 44(2), 99-124.
- Belasco, A., Trivette, M., & Webber, K. (2014). Advanced degrees of debt: Analyzing the patterns and determinants of graduate student borrowing, *Review of Higher Education*, 37(4), 469-497.
- Webber, K.L. (2014). Work roles and salary growth of foreign-born doctoral recipients in the US: 1999 to 2008. *Journal of Higher Education Management*, 8(3), 63-69.
- Webber, K.L., & Yang, L. (2014). The increased role of foreign-born academic staff in US higher education. *Journal of Higher Education Policy and Management*. 36 (1), 43-61.
- Webber, K.L. (2013). Cultivating the future of graduate education: Differences in salary and employment of doctoral degree recipients. *Planning for Higher Education*, 41(4), 1-7.
- Webber, K.L., Nelson Laird, T., & BrckaLorenz, A. (2013). Student and faculty engagement in undergraduate research: Evidence from NSSE and FSSE. *Research in Higher Education*, 54(2), 227-245.
- Webber, K.L. (2013). Research productivity of science and engineering faculty at US universities: The contribution of foreign vs. US-born status. *Journal of the Professoriate*, 7(1), 51-83.
- Webber, K.L. & Tschepikow, K. (2013). The role of learner-centered assessment in organizational change. *Assessment in Education: Principles, Policy, and Practice*, 20(2), 187-204.
- Webber, K.L., Krylow, R., & Zhang, Q. (2013). Does involvement really matter: Indicators of college student success and satisfaction. *Journal of College Student Development*. 54(6), 591-611.
- Webber, K.L. (2012). The role of institutional research in a high profile study of undergraduate research. *Research in Higher Education*, 53(3), 695-716.
- Webber, K.L. (2012). The use of learner-centered assessment in U.S. colleges and universities. *Research in Higher Education*, 53(2), 201-228.
- Webber, K.L. (2012). Research productivity of foreign- and US-born faculty: Exploring the differences. *Higher Education*, 64(5), 709-729.

- Webber, K.L., Fechheimer, M., & Kleiber, P. (2012). Defining and measuring participation in undergraduate research at the University of Georgia. *Council for Undergraduate Research Quarterly*, 32(3), 15-17.
- Webber, K.L. (2011). Faculty productivity: Implications for academic planners. *Planning for Higher Education*, 39(4), 32-43.
- Fechheimer, M., Webber, K.L., & Kleiber, P.K. (2011). How successful are undergraduate research programs promoting engagement and transformation of students? *CBE-Life Sciences Education*, 10(2), 156-163.
- Mathies, C. & Webber, K. (2009). Inflated or not? An examination of grade change. *Enrollment Management Journal*, 3(3), 10-33.
- Bauer, K. (Webber). & Bennett, J.S. (2003). Alumni perceptions on the value of undergraduate research. *Journal of Higher Education*, 74(2), 210-230.
- Bauer, K.W. & Liang, Q. (2003). The effect of personality and precollege characteristics on first year activities and academic performance. *Journal of College Student Development*, 44(3), 277-290.
- Bauer, G., Bauer, K.W., & Abraham, A. (2003). General education and assessment at research universities. *Peer Review*, 5(4), 23-25.
- Zydney, A., Bennett, J., Shahid, A., & Bauer, K.W. (2002). Faculty perspectives regarding undergraduate research in science and engineering. *Journal of Engineering Education*, 91(3), 291-297.
- Zydney, A.L., Bennett, J. S., Shahid, A. & Bauer, K.W. (2002). Impact of undergraduate research experience in engineering. *Journal of Engineering Education*, 91(2), 151-157.
- Bishop, J.B., Bauer, K.W., & Trezise, E. (1998). Surveying student needs: A systematic replication. *The Journal of College Student Development*, 39(2), 205-210.
- Bauer, K.W. & Green, K.E. (1996). Graduate student sexual harassment: Do personal perceptions make a difference? *Initiatives: Journal of the National Association for Women in Education*, 57, 43-50.
- Bauer, K.W. (1995). Freshman to senior year gains reported on the college student experiences questionnaire. *NASPA Journal*, 32, 130-37.
- Bauer, P.F. & Bauer, K.W. (1994). The community college as an academic bridge: Academic and personal concerns of community college students before and after transferring to a four-year institution. *College and University*, 69, 116-122.
- Bauer, K.W. (1992). Self-reported gains in academic and social skills. *Journal of College Student Development*, 33(6), 492-498.
- Bauer, K.W., Mitchell, F.R., & Bauer, P.F. (1991). Students' perceptions of selected academic and personal characteristics acquired at community colleges. *College and University*, 67(1), 65-71.
- Blass, T. & Bauer, K.W. (1988). Predicting behavior from the *Piers-Harris Children's Self-Concept Scale*. *Journal of Personality and Individual Differences*, 9, 919-921.

Papers Currently Under Review

- Webber, K., Stich, A., Grandstaff, M., & Case, C. The importance of career competencies for STEM students.
- Case, C., Grandstaff, M., Webber, K., Stich, A., Exploring online work-related experiential activities in engineering and computer science: Understanding participation rates and stakeholder perspectives.
- Shannon, J., Webber, K., Stich, A., Madden, M., & Aragon, A. Mapping opportunity landscapes for STEM work-related experiential opportunities in Georgia.

BOOKS/MONOGRAPHS

- Webber, K.L. & Zheng, H. (Eds.) (2024, in press). *Artificial intelligence in higher education: Issues and implications. New Directions for Higher Education*, vol. #, Wiley.
- Zheng, H., & Webber, K.L. (Eds.) (2023). Advanced analytics and artificial intelligence: Implications for institutional research. *AIR Professional File*, fall volume.
- Webber, K.L. & Zheng, H. (Eds.) (2020). *Big Data on campus: Data-informed decision making in higher education*. Johns Hopkins University Press. <https://www.press.jhu.edu/books/title/12324/big-data-campus>
- Webber, K.L. (Ed.) (2018). *Building capacity in institutional research and decision support in higher education*. Springer Press. ISBN 978-3-319-71162-1.
- Webber, K.L. & Calderon, A. (Eds.) (2015). *Institutional research and planning in higher education: Global themes and contexts*. Routledge Press/Taylor & Francis. ISBN 978-1-138-02144-0.
- Calderon, A., & Webber, K.L. (Eds.) (2013). *Global perspectives of institutional research: Relevant issues for today and considerations for the future. New directions for institutional research*, #157. Jossey-Bass.
- Webber, K.L. (Ed.) (2008). *International perspectives on accountability, affordability, and access. New directions for institutional research*, winter supplement. Jossey-Bass.
- Bauer, K.W. (Ed.) (1998). *Campus climate: Understanding the critical components of today's colleges and universities. New directions for institutional research*, #98. Jossey-Bass.
- Middaugh, M.F., Trusheim, D.W., & Bauer, K.W. (1994). *Strategies for the practice of institutional research: Concepts, resources and applications. Association for Institutional Research Information Series # 9*. Association for Institutional Research.
- Bauer, K.W. (Ed.) (1993). *Psychology of women: Selected readings*. Kendall/Hunt Publishing.

BOOK CHAPTERS

- Webber, K.L. (2021). Building capacity in IR and decision support: Alliances for higher education research (HER) and institutional research (IR). In A. Pausits, R. Aichinger, M. Unger, M. Fellner, and B. Thaler (Eds.) *Rigour and relevance: Hochschulforschung im Spannungsfeld zwischen Methodenstrenge und Praxisrelevanz*, (pp. 31-46), Waxmann, https://www.waxmann.com/waxmann-buecher/?tx_p2waxmann_pi2%5bbuchnr%5d=4459&tx_p2waxmann_pi2%5baction%5d=show

- Webber, K.L., Robert, J., Tanner, D., Moore, M., & Burg, T. (2020). Measuring the impact of business engagement on STEM Education. In C. Johnson et al. (Eds.), *Handbook of research on STEM education*, (pp. 459-469), Routledge/Taylor & Francis.
- Webber, K. & Zheng, H. (2020). Analytics and the imperatives for data-informed decision making in higher education. In K. Webber & H. Zheng (Eds.) *Big Data on campus: Data-informed decision making in higher education*. Johns Hopkins University Press.
- Webber, K., & Morn, J. (2020). The limitations of analytics in data-informed decision making - the human factors and ethical considerations. In K. Webber & H. Zheng (Eds.) *Big Data on campus: Data-informed decision making in higher education* Johns Hopkins University Press.
- Webber, K. & Zheng, H. (2020). Data analytics in higher education: Implications for the future. In K. Webber & H. Zheng (Eds.) *Big Data on campus: Data-informed decision making in higher education* Hopkins University Press.
- Webber, K.L. (2019, accepted). Building capacity in IR and decision support: Alliances for higher education research (HER) and institutional research (IR). Paper included in the *Proceedings for the Austrian Higher Education Research Network, Vienna, AU*.
- Webber, K.L. (2018). Institutional research and decision support in higher education today. In K.L. Webber (Ed.). *Building capacity in institutional research and decision support in higher education*. (pp. 3-18). Springer Press. ISBN 978-3-319-71162-1.
- Webber, K.L. (2018). The future of IR and decision support: Ensuring a seat at the table. In K.L. Webber (Ed.). *Building capacity in institutional research and decision support in higher education*. (pp. 261-276). Springer Press. ISBN 978-3-319-71162-1.
- Botha, J., Muller, N. & Webber, K.L. (2016). Institutional research in South African higher education: framing the contexts and practices. In J. Botha & N. Muller, *Institutional research in South Africa: Global contexts and themes*. (pp. 1-22), Sun Press.
- Botha, J., Muller, N. & Webber, K.L. (2016). Institutional research in higher education in South Africa: Looking ahead. In J. Botha & N. Muller, *Institutional research in South Africa: Global contexts and themes*. (pp. 355-361), Sun Press.
- Webber, K.L. & Calderon, A. (2015). Institutional research and planning: Its role in higher education decision support and policy development. In J. Huisman, H. de Boer, D. Dill & M. Souto-Otero (Eds.), *Handbook of higher education policy and governance*.(pp. 192-208). MacMillan.
- Borden, V., & Webber, K.L. (2015). Institutional and educational research in higher education: Common origins, diverging practices. In K. Webber & A. Calderon (Eds.), *Institutional research and planning in higher education: Global themes and contexts*. (pp. 16-27). Routledge Press/Taylor & Francis.
- Webber, K., (2015). Eyes to the future: The future of institutional research. In Webber, K. & A. Calderon (Eds.), *Institutional research and planning in higher education: Global themes and contexts*. (pp. 229-227). Routledge Press/Taylor & Francis.
- Calderon, A., & Webber, K.L. (2015). Institutional research, planning, and decision support in higher education today. In Webber, K. & A. Calderon (Eds.), *Institutional research and planning in higher education: Global themes and contexts*. (pp. 3-15). Routledge Press/Taylor & Francis.

- Webber, K.L. (2015). Faculty use of assessment practices: Evidence from the *National Study of Postsecondary Faculty*. In M. Li & Y. Zhao (Eds.), *Exploring teaching and learning in higher education*, (pp. 369-394), Springer Press. ISBN: 978-3-642-55351-6; DOI: 10.1007/978-3-642-55352-3.
- Taylor, B.J., Webber, K.L., & Jacobs, G. (2013). Institutional research in light of internationalization, growth, and competition. In Calderon, A., & Webber, K.L. (Eds.), *Global perspectives of institutional research: Relevant issues for today and considerations for the future. New directions for institutional research*. Jossey-Bass.
- Webber, K.L. (2011). Measures of faculty productivity. In J. Shin, R. Toutkoushian, & U. Teichler (Eds.), *University rankings: Theoretical basis, methodology and impacts on global higher education*. Springer Press.
- Toutkoushian, R.K. & Webber, K.L. (2011). Issues in measuring the research performance of postsecondary institutions. In J. Shin, R. Toutkoushian, & U. Teichler (Eds.), *University rankings: Theoretical basis, methodology and impacts on global higher education*. Springer Press.
- Bauer, K.W. (Webber), & Bennett, J.S. (2008). Evaluation of the undergraduate research program at the University of Delaware: A multifaceted design. In Taraban, R., & Blanton, R. L. (Eds.), *Creating effective undergraduate research programs in science: The transformation from student to scientist*. Teachers College Press.
- Webber, K.L., & Boehmer, R.G. (2008). The balancing act: Accountability, affordability, and access in American higher education. In K. Webber (Ed.), *International perspectives on accountability, affordability, and access. New directions for institutional research (NDIR)*, Jossey-Bass.
- Thomas, S.L., Heck, R., & Bauer, K.W. (2005). Weighing and adjusting for design effects in secondary data analyses. In *Survey research: Emerging issues, NDIR, #127*. Jossey-Bass.
- Bauer, K.W. (2004). Conducting longitudinal studies. In S. Porter & P. Umbach (Eds.), *New techniques for survey research, NDIR, #121*, (pp. 75-90). Jossey-Bass.
- Bauer, K.W. (2004). Assessment for IR: Guidelines and resources. In W.E. Knight (Ed.), *The primer for institutional research, RIR, 14*. Association for Institutional Research.
- Bauer, K.W. (2004). Your first stop for information: The office of institutional research. In Swing, R. L. (Ed.), *Proving and improving, Volume II: Tools and techniques for assessing the first college year (Monograph # 37)*. Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.
- Bauer, K.W. (2002). Two major assessment efforts under way at the University of Delaware. *Assessment Update, 14*(6), 5-7.
- Bauer, K.W. (2000). The front line: Satisfaction of classified staff. In L.S. Hagedorn (Ed.), *What contributes to job satisfaction among faculty and staff, NDIR, #105*, Jossey-Bass.
- Saunders, L.E. & Bauer, K.W. (1998). Undergraduate students today: Who are they? In K.W. Bauer (Ed.), *Campus climate: Understanding the critical components of today's colleges and universities, NDIR #98*, Jossey-Bass.

Shenkle, C.W., Snyder, R.S., & Bauer, K.W. (1998). Measures of campus climate. In K.W. Bauer (Ed.), *Campus climate: Understanding the critical components of today's colleges and universities*, NDIR #98, Jossey-Bass.

REPORTS/MEDIA ARTICLES/OTHER PUBLICATIONS

Innovation in Higher Education podcast. (March 2023). Guest speaker for podcast series on female leadership in academia. <https://www.youtube.com/watch?v=ZpErE8-VT3U>

Inside Higher Ed. (November 10, 2020). “Authors discuss new book on Big Data on Campus” by Rick Seltzer. <https://www.insidehighered.com/print/news/2020/11/10/authors-discuss-new-book-big-data-campus>

E-Campus News. (January 16, 2019). “Is your faculty happy at work?” by Laura Ascione, <https://www.ecampusnews.com/2019/01/16/is-your-faculty-happy-at-work/>

Inside Higher Education. (March 9, 2018). “New data on faculty job satisfaction.” By Colleen Flaherty. <https://www.insidehighered.com/quicktakes/2018/03/09/new-data-faculty-job-satisfaction>

The Chronicle of Higher Education. (March 8, 2018). “College culture drives professors’ job satisfaction, study finds.” by Audrey Williams June. <https://www.chronicle.com/article/College-Culture-Drives/242776>

Inside Higher Education. (May 1, 2017). “Gender gap shrinking and lingering.” By Colleen Flaherty. <https://www.insidehighered.com/news/2017/05/01/study-faculty-job-market-finds-some-gender-gaps-shrinking-and-others-remaining>

Webber, K.L. (2018). Does mission matter? Research Report Submitted to TIAA Research Institute. (two reports, for *TIAA Research Dialogue* and *TIAA Trends & Issues*). The Working Environment Matters: Faculty Member Job Satisfaction by Institution Type—March 2018 in *Research Dialogue Series*

Webber, K.L. (2017). Exploring the nuances of faculty satisfaction. *IHE Report*, pp. 10-15, Athens, GA: Institute of Higher Education, UGA.

Webber, K.L. (2017). The rising tide of graduate debt: Evidence of change 2008 to 2012. Short summary report for grant RG 16-01 submitted to AccessLex, June.

Webber, K.L. & González Canché, M. (2016). Is there a gendered path to tenure?: A multi-state approach to model the longitudinal dynamic nature of academic trajectories of doctoral recipients in the US. Final Grant Report submitted to AIR for Research Grant RG15-9240.

Webber, K.L. (2013). Benefits of the earned doctorate: Equal for all? Final Report submitted to AIR for Research Grant RG 12-04.

The Chronicle of Higher Education. (November 4, 2009). “Personal and Professional Factors Affect Researchers' Productivity, Study Finds.” By Audrey Williams June, <https://www.chronicle.com/article/PersonalProfessional/49051>

Bauer, K.W., & Hanson, G. (2001). Assessment tips for student affairs professionals. *NetResults*. National Association for Student Personnel Administrators NASPA.

SELECT CONFERENCE PRESENTATIONS, KEYNOTE TALKS

- Webber, K.L. (2023, October). *Facing forward: The future of IR in higher education*. Keynote talk, Southern African Association for Institutional Research, Cape Town, South Africa.
- Zheng, H., & Webber, K. (2023, November). *Advanced analytics in institutional research*. Keynote talk, North East Association for Institutional Research, Baltimore, MD.
- Webber, K.L. (2022, August). *Institutional research in our world today: considerations for the future*. Keynote talk, Tennessee AIR Conference, August, Nashville, TN.
- Lounsbury, S., Matveev, A., & Webber, K.L. (2022, June). *Perspectives in higher education*. General conference panel session, GAIRPAQ, Callaway Gardens, GA.
- Case, C., Grandstaff, M., Webber, K., & Stich, A. (2022, June). *Eexploring remote work-related experiential activities in engineering and computer science*, Scholarly paper presented at the Association for Institutional Research Forum, Phoenix, AZ.
- Grandstaff, M., & Webber, K.L. (2022, June). *The importance of using literature and theory in survey research*. Workshare presented at the Association for Institutional Research Forum, Phoenix, AZ.
- Webber, K. & Grandstaff, M (2021, October). *Survey research during COVID-19: the challenges grow even larger*. Presentation at the Southern Association for Institutional Research, Louisville, KY.
- Keith, C.J., & O'Connell, J., & Webber K. (2021, April). *The contribution of collaboration to faculty member productivity*. Roundtable paper presented American Education Research Association conference.
- Webber, K. & Zheng, H. (2021, April). *Data Analytics and IR*. Keynote talk for Indiana Association for Institutional Research Conference, remote.
- Webber, K & Zheng, H. (2021, March). *Data analytics and data-informed decision making*. Live Discussion for The Edge's Emerging Themes Summit, remote.
- Webber, K.L. (2021, February). *Data analytics in higher education*. Workshop for UGA Faculty Affairs Emerging Leaders Series. remote.
- Webber, K.L. & Zheng, (2020, November). *Data analytics in higher education*. Webinar Discussion, Association for Institutional Research, remote.
- Webber, K., Zheng, H., & Klein, C. (2020, November). *Key strategies and considerations for data analytics in higher education*. Opening keynote presentation, NACUBO Integrated Planning Conference, remote.
- Glsal, R., Zheng, H., Hosch, B., & Webber, K. (2020, November). *Data analytics in higher education*. Panel participants, North East Association for Institutional Research, remote.
- Wayt, L., Webber, K. & Newcomb, S. (2019, September). *Data-informed decision making in higher education*. Keynote Panel, NACUBO Planning and Budget Forum, Pittsburg, PA.
- Webber, K.L. & Ampaw, F. & Agbonlahor, S. (2019, September). *The Importance of Extracurricular Activities on STEM Major and Career Choice: Findings from the Educational Longitudinal Study*. Scholarly paper presented at the Southern Association for Institutional Research, Greenville, SC.
- Webber, K.L. (2019, September). *Let's talk about data analytics in higher education*. Discussion session to be presented at the Southern Association for Institutional Research, Greenville, SC.

- Burns, R. & Webber, K. (2019, May). *Borrowing for postsecondary education among student veterans*, Scholarly paper presented at AIR Forum, Denver, CO.
- Webber, K. & Zheng, H. (2019, May). *Analytics and Data-informed decision making in higher education*. Discussion session presented at AIR Forum, Denver, CO.
- Morn, J., & Webber, K. (2019, May). *Data visualizations: The good, the bad, and the ugly*. Discussion session presented at AIR Forum, Denver, CO.
- Tanner, D., Robert, J., Moore, M., & Webber, K. (2019). *Business engagement in education: Connecting rural students to STEM opportunities*, Poster session, Public Service & Outreach Conference, Athens GA.
- Crain, A., Webber, K. & Perdomo, R. (2019, April). *Rural and exurban student success in STEM*. Scholarly paper to be presented at the American Educational Research Association, April 2019, Toronto, CA.
- Webber, K.L. (2019, February). Building capacity in IR. Keynote talk at Florida Association for Institutional Research, Daytona Beach, FL.
- Webber, K., Perdomo, R., & Crain, A. (2018, November). *The contribution of high school curricular and extracurricular activities on STEM major choice*. Paper presented at the AAC&U STEM Conference, Atlanta, GA.
- Webber, K. & Perdomo, R. (2018, November). *High school participation in extracurricular activities*. Scholarly paper presented at the Association for the Study of Higher Education, Tampa, FL
- Ropers-Huilman, R., & Webber, K. (2018, November). *Exploring sexual harassment in higher education*. Roundtable session at the Association for the Study of Higher Education, Tampa, FL.
- Webber, K., Mathies, C., & Ferland, C. (2018, August). *Data use in higher education and the potential for its misuse*. Scholarly presentation at the European Association for Institutional Research Conference, Budapest, Hungary.
- Botha, J., Webber, K.L. Williams, J., & Woodfield, S. (2018, August). *Building capacity in institutional research: Efforts across the world*. Scholarly presentation at the European Association for Institutional Research Conference, Budapest, Hungary.
- Webber, K.L. & Morn, J. (2018, May). *The use and potential misuse of data*. Scholarly presentation given at the Association for Institutional Research Annual Forum, Orlando, FL.
- Webber, K.L. & Perdomo, R. (2018, March). *Does more engagement lead to more interest in STEM?: The contribution of extracurricular activities in high school to declaring a STEM major in college*. Presentation at the Interdisciplinary STEM Teaching & Learning Conference, Savannah, GA.
- Webber, K.L. & Burns, R.A. (2017, November). Trends in graduate student debt 2000-2012. Scholarly paper presented at the Association for the Study of Higher Education, Houston conference, TX.
- Webber, K.L. & Stolzenberg, E. (2017, May). *Early career faculty 2004 to 2103: Evidence from the HERI Faculty Survey*. Scholarly Paper presented at the Association for Institutional Research Forum, Washington, DC.
- Webber, K.L. & Burns, R.A. (2017, April). *The rising tide of graduate student debt: National trends 2008 to 2012 for STEM v. Non-STEM students*. Scholarly paper presented at the American Educational Research Association meeting, San Antonio, TX.
- Webber, K. & González Canché, M. (2017, April). *The role of salary in the gendered path in the academic career*. Scholarly paper presented at the American Educational Research Association meeting, San Antonio, TX.

- Hagood, L., Webber, K., & Bell, A. (2017, April). *Effect of advanced placement courses on college success*. Poster to be presented at the American Educational Research Association meeting, San Antonio, TX.
- Webber, K.L. (2016, November). *Does mission matter?: Job satisfaction for faculty members by institution level*. Scholarly paper presented at Association for the Study of Higher Education, Columbus, OH.
- Slaton, K. & Webber, K.L. (2016, November). *Faculty and worklife balance: Is career satisfaction in academia an uphill battle?* Scholarly paper presented at The Association for the Study of Higher Education, Columbus, OH.
- Webber, K.L. & Burns, R.A. (2016, October). *The rising tide of graduate student debt: trends from 2008 to 2102*. Presentation at the Access Group Research Symposium, Chicago. IL.
- Webber, K.L., & Burns, R.A. (2016, May). *Graduate student debt: Trends from 2008 to 2102*. Scholarly paper presented at the Association for Institutional Research Forum, New Orleans, LA.
- González Canché, M., & Webber, K.L. (2015). *The gendered path to academic tenure: Preliminary findings*. Paper presented at the Annual Meeting of the American Educational Research Association. Washington, D.C.
- Xu, Y. & Webber, K. (2016, April). *College student retention: Theoretical considerations based on data from a racially-diverse institution*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA). Washington, D.C.
- Webber, K.L. & Rogers, S. (2015, November). *Gender differences in faculty member job satisfaction: Have we reached equity yet?* Scholarly paper presented at the Association for the Study of Higher Education, Denver, CO.
- Webber, K.L. and colleagues (2015, May). *The global context of institutional research*. Presented at the AIR Forum Symposium, Association for Institutional Research, Denver, CO.
- Webber, K.L., Dawson, L., & Rogers, S. (2015, May). *Tasks to tiers: Findings from the AIR work tasks survey*. Discussion session presented, Association for Institutional Research, Denver, CO.
- Webber, K.L., Calderon, A., Borden, V., Taylor, J. (2015, May). *Moving IR forward*. Panel presentation presented at the AIR Forum, Denver, CO.

EXTERNALLY SPONSORED RESEARCH

- Webber, K.L., PI, & Stich, A., co-PI. (2020). *The Path from education to work: Work-related experiential activities that contribute to successful employment acquisition*. National Science Foundation, \$690,027.
- Webber, K.L. (2016). *The rising tide of graduate student debt: examining change from 2008 to 2012*. Access/AIR Grants Program, \$49,508.
- Webber, K.L. (2016). *Faculty member satisfaction: Are there differences by institutional level?* TIAA Research Grants program, \$33,500.
- Webber, K.L. & González Canché. (2015). *A multistate analysis of the career path of STEM faculty members*. AIR/NCES/NSF Research Grants Program, \$39,925.

- Webber, K. (2012). *Doctorate degree completion: Equal benefits for all?* AIR/NCES/NSF Research Grants Program, \$39,624.
- Simpson, E.G., PI, with Bauer, K. (2005). *Croatian partnership for higher education reform*. Georgia Congressional Funds, \$74,400.
- Pagano, N., PI, with Bauer, K., Buckley, L., Lindsey, C., Nunmedal, C., Porter, D., & Suskie, L. (2002). *Communities of practice: An Inter-institutional general education assessment project*. Multi-institution grant from FIPSE, \$171,000.
- Bennett, J.B. & Bauer, K.W., co-PIs. (1999). *Outcomes assessment of undergraduate curricular innovations: Developing a model of evaluation*. National Science Foundation, \$219,000.
- Cavanaugh, J.C., PI, with Duch, B., & Bauer, K.W. (1998). *Problem-based learning*. (1998). The Pew Charitable Trusts, \$219,000.
- Roselle, D.P., Bennett, J., co-PIs, with Bauer, K.W. (1997). *Recognition award for the integration of research & education*. The National Science Foundation, \$500,000.
- Watson, G., Shipman, H., Duch, B. Allen, D., White, H., Groh, S., co-PIs, with Bauer, K., Scott, T., & Ketcham, R. (1997). *Catalysts for change: Model courses for lifelong learning*. The National Science Foundation, \$200,000.
- Kitto, S., Griffiths, L., co-PIs, with Pesek, J., Mackenzie, E., Bauer, K., & Eiker, E. (1996). *Biotechnology in agriculture: A multimedia approach to PBL and distance learning*. US Dept of Agriculture, \$80,000.
- Bauer, K.W., PI. (1993). *Longitudinal study of college students*. NEAIR, \$500.

HONORS AND INVITED LECTURES

Keynote Speaker, Southern Africa Association for Institutional Research, October 2023
 Keynote Speaker, Northeast AIR, Nov 2023 and Tennessee AIR (TennAIR), August 2022
 Workshop Presenter, UGA Emerging Leaders Series, February 2021
 Keynote Panelist, NACUBO Planning & Budget Forum, September 2019
 Keynote Speaker, Austrian Network for Higher Education Research, Vienna, Austria, May 2019
 Keynote Speaker, Florida Association of Institutional Research, February 2019
 Recipient, AIR Sidney Suslow Award, 2018
 Mentor, AIR Data Institute, 2018
 SAIR Best Paper Award, 2016 (with Manuel González Canché)
 SCUP Professional Service Award, 2016
 Interlocutor for SAAIR Authors' Workshop, Pretoria, South Africa, December 2015
 Keynote speaker, Georgia Association for Institutional Research, Quality, & Planning, 2013
 Invited Workshop Speaker, University of West Indies, 2014
 Invited Workshop Speaker, Zagreb and Rijeka Croatia, 2013, 2015, 2017
 Invited Guest Speaker, Brown Bag Series, UGA College of Education, 2010
 Keynote Speaker, Southern Africa AIR Conference, 2010, 2023
 Keynote Speaker, Middle East and Northern Africa AIR Conference, 2009
 Fellow, AIR/NCES/NSF Summer Data Policy Institute 2008
 Keynote Speaker, Australasian Association for Institutional Research Annual Conference, 2005
 Distinguished Service Award, NEAIR, 2004
 Commencement Speaker, Cecil Community College, May 2001

President, North East Association for Institutional Research, 1998-99
UD Employee Merit Award, 1994
Summa cum laude, ETSU, 1980

PROFESSIONAL AFFILIATIONS

Association for Institutional Research (AIR)
Association for the Study of Higher Education (ASHE)
North East and Southern Association for Institutional Research (NEAIR and SAIR)
Society for College and University Planning (SCUP)
National Board Certified Counselor (NBCC)

SELECTED PROFESSIONAL SERVICE ACTIVITIES, University Level

Invitee, UGA Faculty Symposium, March 2019
Member, Academic Program Review committee for a UGA department, 2017-2018
Member, University Grievance Committee, 2012-2015
Member, Complete College Georgia Incubator Project Advisory Board, 2013-2014
Chair, Academic Program Review Team for a UGA department, 2010-2011
Member, Data Exploratory Management Team, UGA, 2003-2008
Member, NSSE/FSSE Committee, UGA 2006-2008
Member, Management ID Task Force, UGA, 2007-2008
Institutional Coordinator for Faculty Activity Repository (FAR), UGA, 2007-2008
Member, Student Research Data Committee, UGA 2004-2007
Member, Strategic Planning Committee, UGA, 2006-2007

SELECTED PROFESSIONAL SERVICE ACTIVITIES, Department Level

Member, Executive EdD Program Committee 2018- 2020
Member, IHE Search Committee, assistant/associate professor position, fall 2017
Chair, Public Service & Outreach Committee, IHE, 2015-2018
Chair, IHE Search Committee, assistant professor position, fall 2016
Member, Public Service & Outreach Committee, IHE, 2012-2014
Member, Graduate Admissions Committee, IHE, 2009-2012

SERVICE ACTIVITIES, Professional Associations And Other

President, Association for Institutional Research, (AIR) 2022-2023
Instructor, MARIHE Program, Danube University Krems, Austria 2020, 2022, 2023
Proposal Reviewer, NSF, spring 2021
Mentor, AIR Data Institute, 2018
Lead Instructor, Academic Course on Institutional Research, Rijeka, Croatia, 2/2016, 9/2017
Member, NSF Review Panel, December 2016
Collaborator, Workshop on Mater's Program in Tertiary Education, University of West Indies, 2014
Member, Nominations Committee, AIR, 2011-2013
Member, SACS External Review Team, fall 2007
Chair, Professional Development Services Committee, AIR, 2005-2009
Member, AIR Best Paper Review Committee 2006-2010
Chair, Professional Development Committee, SCUP, 2002-2004
Faculty Member, AIR Summer Foundations Institute, 1997-2006
Reader for Jeanette Rankin Scholarships for Women (most springs)

Member Editorial Board, *International Education Research* 2013- 2020

Member, Editorial Board, *Journal of College Student Development* 1998-2004

Reviews completed for numerous higher education journals including *Research in Higher Education*,
Journal of Higher Education, *Higher Education*, *Sociology of Education*, and *CBE Life Sciences*