



Tennessee
Association for
Institutional Research



DEFINING A NEW NORMAL

34TH ANNUAL CONFERENCE
AUGUST 4-6, 2021

The Chattanooga Hotel
Chattanooga, TN

Schedule at a Glance

	Wednesday, August 4th	Thursday, August 5th	Friday, August 6th
9:00 AM		President's Welcome General Session Panel <i>Pathways Forward for Ensuring Student Success</i> 9:15 AM - 10:30 AM	Segmental Meetings 9:00 AM - 10:30 AM
10:00 AM		Concurrent Sessions 10:30 AM - 11:15 AM	Concurrent Sessions 10:30 AM - 11:15 AM
11:00 AM		Concurrent Sessions 11:30 AM - 12:15 PM	Roundtables 11:15 AM - 12:00 PM
12:00 PM		Lunch on Your Own 12:15 PM - 1:15 PM	Business Meeting & Lunch 12:15 PM - 1:15 PM
1:00 PM	Pre-Conference Workshops 1:00 PM - 4:30 PM	General Session Panel <i>Measuring Institutional and Program Effectiveness in a Post-Pandemic World</i> 1:30 PM - 2:45 PM	
2:00 PM		Coffee Conversations 2:45 PM - 3:15 PM	
3:00 PM		Concurrent Sessions 3:15 PM - 4:15 PM	
4:00 PM		Keynote Speaker <i>Amelia Parnell</i> 4:30 PM - 5:30 PM	
5:00 PM	Keynote Speaker <i>Christopher R. Marsicano</i> 5:00 PM - 6:00 PM		
6:00 PM		Evening Reception 6:00 PM - 7:00 PM	

Welcome from the President of TENNAIR

Welcome to the 34th gathering of Tennessee's Institutional Research annual conference. As President of TENNAIR and on behalf of the Program Committee, it is my privilege and pleasure to welcome you to East Tennessee. A new year is upon us, bringing new colleagues, new opportunities, new challenges, a new year of learning, of serving our colleges, and together furthering our Institutional Research (IR) and Institutional Effectiveness (IE) community.

This year's meeting is being held in beautiful Chattanooga, Tennessee under the leadership of Sherry Marlow Ormsby (Conference Chair), and the many volunteers supporting her efforts, who have developed an exciting program. The theme for this year's conference, "Defining a New Normal" is supported through a diverse and interesting slate of keynote speakers, presentations, and roundtable discussions. This year's conference is meant to be one of collaboration and conversation.

TENNAIR continues to strive to provide a unique, effective platform for those in Institutional Research, Effectiveness, and Assessment to present, network, learn from each other, meet someone new, and make lasting friendships. There have been many changes this past year bringing new faces and familiar faces in new places with friends retiring or changing positions. Take time to reach out to your colleagues and share your successes, joys, challenges, and frustrations; to encourage and support each other. The connections you make in TENNAIR will prove to be valuable during your time in the IR/IE world.

I have been truly blown away by the excitement of our members to come together in person this year, and I welcome each of you to TENNAIR! I appreciate your participation and hope you will find this conference stimulating and rewarding.

Sara Vonderheide

President, TENNAIR

Wednesday, August 4th

11:00 a.m.—5:00 p.m.CONFERENCE REGISTRATION

1:00 p.m.—3:00 p.m.....PRE-CONFERENCE WORKSHOPS

WELCOME TO IR (NEWCOMERS)

Matt Rehbein, Lipscomb University

Location: Rose Room

This workshop is intended for those who are new to the field of institutional research. Participants will develop a basic understanding of the roles, responsibilities, functions, and practice of institutional research. Special attention will be given to the changing nature of the IR profession and how new professionals can influence their organizations. The session will include a panel discussion with institutional research practitioners at different stages of their careers. Participants will discover resources and networking opportunities that can enhance their professional skills and development in IR.

1:00 p.m.—4:30 p.m.....PRE-CONFERENCE WORKSHOPS

INTRODUCTION TO LOGISTIC REGRESSION

Rion McDonald, University of Tennessee at Martin

Location: Roberts Room

Logistic regression is one of the most widely used statistical techniques in the field of predictive modeling. This is because it is well-suited for analyzing and predicting dichotomous/binary outcomes, which are found often in higher education (such as retention or graduation). This workshop is intended to cover the fundamentals underlying logistic regression models, with a focus on interpreting model results, producing education-related predictions, and assessing predictive effectiveness. A case study using actual student data will be examined, and attendees will have the opportunity to work many of the concepts discussed. Knowledge of a specific statistical software package is not needed; however, experience using mathematical formulas in Excel is preferred.

Wednesday, August 4th

1:00 p.m.—4:30 p.m. PRE-CONFERENCE WORKSHOPS

INTRODUCTION TO POWER BI

Jeff Tinley, Roane State Community College

Location: Walker Room

PowerBI is a visual analytics tool included in the Microsoft 365 suite that can be used to create and share interactive dashboards and reports. In this pre-conference session, participants will learn how to use PowerBI through the creation of a course success dashboard. Using grade, course, demographic, and instructor data modeled on data from Banner, participants will create a PowerBI dashboard that will disaggregate course success data, visually represent equity gaps, chart course enrollment trends, and allow users to explore the data and answer other questions regarding student performance at the course level. By creating this dashboard, participants will learn how to load and transform data, model data, create simple measures in DAX, layout visuals, and share their dashboards. Considerations of data security, best design and modeling practices, and end-user training will be discussed throughout the session. Following the instructional session, PowerBI users from different institutions will present and discuss examples of dashboards that they designed and how they have been used within their respective institutions.

5:00 p.m.—6:00 p.m. KEYNOTE SPEAKER

NATIONAL PERSPECTIVE ON INSTITUTIONAL RESPONSES TO COVID-19

Christopher R. Marsicano, Davidson College

Location: Walker Room

Born out of the COVID-19 global pandemic, The College Crisis Initiative (C2i) is an initiative of Davidson College to learn how colleges and universities innovate in a crisis mindset. Today, C2i collects data on higher education institution responses to crisis situations to help researchers, policymakers, students, and their families. If post-secondary institutions are to live up to their higher calling, they need to prepare for future crises that move with surprising speed and widespread impact. This session will explore how the C2i will help enhance understanding of institutions’ responses to the COVID-19 global crisis and plan for other potential crises and will conclude with strategies institutional researchers can employ to help leadership navigate future crises.

Thursday, August 5th

8:00 a.m.—4:30 p.m. CONFERENCE REGISTRATION

9:00 a.m.—9:15 a.m. PRESIDENT’S WELCOME AND CONFERENCE OPENING

Sara Vonderheide, TENNAIR

LOCATION: Walker Room

9:15 a.m.—10:30 a.m..... GENERAL SESSION PANEL

PATHWAYS FORWARD FOR ENSURING STUDENT SUCCESS

Emily House, Executive Director, Tennessee Higher Education Commission

Russ Wigginton, Chief Postsecondary Impact Officer, State Collaborative on Reforming Education

Claude Pressnell, Jr., President, Tennessee Independent Colleges and Universities Association

LOCATION: Walker Room

The Complete College Tennessee Act (CCTA) of 2010 placed a bright spotlight on student success. Coupled with the Drive to 55’s focus on degree attainment, CCTA aligns institutions’ completion initiatives with the state’s core missions. As the pandemic has disrupted pathways to college, this panel, comprising statewide leadership from the Tennessee Higher Education Commission, the Tennessee Independent Colleges and Universities Association, and the Tennessee State Collaborative on Reforming Education (SCORE), will explore pathways forward for Tennessee and its institutions, to ensure student success and degree attainment in a post-pandemic world.

Thursday, August 5th

10:30 a.m.—11:15 a.m. CONCURRENT SESSIONS

DEFINING DATA GOVERNANCE

Lynne S. Crosby, Austin Peay State University

Patricia White, Belmont University

LOCATION: Rose Room

Accurate and consistent reporting is key to a successful Institutional Research office. Data Governance can play a critical role in ensuring that data are entered properly and can be reported effectively.

TOWARD EVIDENCE-BASED POLICY MAKING AND ENHANCED DATA CAPACITY:

GOALS, COLLABORATION, FIRST OUTCOMES, AND PROSPECTS OF THE COLERIDGE INITIATIVE IN TENNESSEE.

Nathan Barrett, The Coleridge Initiative & Tulane University

Alex Gorbunov, Tennessee Board of Regents

Joseph Chappell, East Tennessee State University

Ryan Allen, Tennessee Department of Labor and Workforce Development

LOCATION: Walker Room

The purpose of the session is to inform the attendees about key aspects of a rapidly growing cooperation among state governments regarding data sharing and usage under the leadership of the Coleridge Initiative, Inc., involvement of state agencies in Tennessee in the initiative, and plans for future development and inter-agency and cross-state collaboration.

Thursday, August 5th

DEVELOPING A BASELINE OF STUDENT SUCCESS DATA TO IDENTIFY EQUITY GAPS

Sherry Marlow-Ormsby, University of Tennessee at Chattanooga

LOCATION: Roberts Room

Typically, institutions of higher education focus on two main metrics to determine student success: fall-to-fall retention and six-year graduation rates. Even more restrictive is the fact that these two success measures focus on a specific group of students primarily first time full-time freshmen. Relying solely on distant metrics renders an institutions ability to influence student success nearly impossible, especially in a climate demanding increased awareness of and solutions for narrowing equity gaps. To uncover potential equity gaps, OPEIR at UTC studied:

- Admission pipeline statistics between admitted and enrolled students;
- Academic preparation of incoming students (i.e., HS GPA, ACT score);
- Trends in first year success points within first year (earned credits, first term GPA, gateway course completion rate);
- Student engagement on campus; and
- Progression, retention, and graduation rates.

The presentation will focus on sharing the disaggregated data and recommendations provided to the Executive Leadership Team including recommendations for intervention opportunities, challenges to data collection, and areas where improved tracking would be most beneficial. The presenter hopes that sharing about the UTC experience will encourage discussion, brainstorming, sharing, and collegiality among session attendees.

Thursday, August 5th

11:30 a.m.—12:15 p.m..... **CONCURRENT SESSIONS**

DATA EMPOWERMENT FOR MULTIPLE STAKEHOLDERS

Melissa Hunter, Tennessee Board of Regents

Ted Chila, Tennessee Board of Regents

LOCATION: Rose Room

IR offices are transforming from compliance reporting offices to data-empowerment offices. Over the past few years, the need to become a data-informed culture has become apparent. Additionally, anyone working at a university or community college will know that they are awash in data. Have there been efforts to improve the use of data at the local level to inform decision making? There are many obstacles in the way of effective use of data. One of the obstacles is an IR office with few personnel providing all reporting data to many people on the campus. The IR office can become what is known as a "data jockey", providing charts, graphs, canned reports, etc., yet none of these data lead to the type of conversations needed to make decisions about policy and campus practices.

IDENTIFYING, EVALUATING, & PUBLISHING STUDENT ACHIEVEMENT GOALS & OUTCOMES

Lynne Crosby, Austin Peay State University

LOCATION: Walker Room

The USDOE and SACSCOC expect institutions to identify, evaluate and publish goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and programs offered. In a SACSCOC analysis, 45% of institutions were found noncompliant with Standard 8.1 in the preliminary report of the off-site committee. This session provides an overview of Standard 8.1, incorporating activities to assist institutions in identifying appropriate criteria, setting thresholds of acceptability and goals, and selecting multiple measures to evaluate student achievement. This session offers ways to publish the data and effectively approach the compliance narrative. This session can also assist in identifying and monitoring student success-related metrics in an institution's strategic plan.

Thursday, August 5th

SURVEY RESEARCH ACROSS TENNESSEE DURING COVID-19

Jacob Kamer, Tennessee Higher Education Commission

Gresham Collom, University of Tennessee, Knoxville

Michael Hoff, East Tennessee State University

Nancy Ramsey, Pellissippi State Community College

LOCATION: Roberts Room

COVID-19 has been referred to as “the face that launched a thousand surveys.” Across Tennessee’s postsecondary landscape, students were surveyed by different entities related to COVID-19, but all had different purposes, intentions, and goals in mind. This roundtable discussion will provide a platform to discuss (1) what the various survey efforts were, (2) what was learned from those efforts, (3) what remains unclear, (4) how the survey results were used to guide policy and practice, and (5) what the implications of multiple survey efforts were.

12:15 p.m.—1:15 p.m. LUNCH ON YOUR OWN

12:15 p.m.—1:15 p.m. PAST PRESIDENTS LUNCH

1:30 p.m.—2:45 p.m. GENERAL SESSION PANEL

MEASURING INSTITUTIONAL AND PROGRAM EFFECTIVENESS IN A POST-PANDEMIC WORLD

Kaitlin Reynolds, State of Tennessee Office of Evidence & Impact

Jorge Pérez, University of Tennessee System

Susan Lounsbury, Southern Regional Education Board

LOCATION: Walker Room

Over the last year and a half, institutional researchers have reacted quickly to help leadership, colleagues, and students navigate the pandemic in an effective manner. Looking forward, this panel will discuss the role institutional researchers can play in making sense of institutional and program effectiveness in a post-pandemic world.

Thursday, August 5th

2:45 p.m.—3:15 p.m.CONNECT AND DISCUSS

LOCATION: Walker Room

Come join your colleagues for networking and conversations. Bring a cup of coffee and get to know (or get reacquainted) with professionals across the state!

3:15 p.m.—4:15 p.m.CONCURRENT SESSIONS

ASSESSING GRADUATE STUDENT NEEDS AND RESPONSIVE INSTITUTION ASSETS

Jessica Osborne, University of Tennessee, Knoxville

LOCATION: Rose Room

Practitioners and researchers alike are in agreement about the precarious state of graduate student education and success. Institutional research has a vital role to play in investigating institutional successes, strengths, and barriers to graduate student education and career placement. However, full responsibility for gaining a better understanding of the context surrounding graduate student success cannot rest on the shoulders of institutional researchers alone. Researchers and practitioners in the field working with graduate students have a critical role to play as well and can partner with institutional researchers for best results. This session will provide an overview and preliminary results of how a combination of quantitative and qualitative data can be used to better assess and improve graduate student success.

ASSESSING AND ADDRESSING EQUITY GAPS FOR BLACK MALES IN TENNESSEE

Jeffery Norfleet, Tennessee Higher Education Commission

Julie A. Roberts, Tennessee Higher Education Commission

Jacob Kamer, Tennessee Higher Education Commission

LOCATION: Walker Room

The purpose of this session is to discuss the importance of providing disaggregated data to taskforce members in order to frame issues pertaining to equity gaps and opportunities, and to facilitate a discussion of existing equity-focused programs and the use of data to support those initiatives employed across organizations from members of the audience.

Thursday, August 5th

**THE USE OF A VIABILITY INDEX AS A BETTER MEASURE OF
DEPARTMENTAL AND PROGRAM STRENGTH**

Andrew L. Luna, Austin Peay State University

LOCATION: Roberts Room

Although many institutions and government agencies count degrees as the sole measure of determining departmental or program viability, this method fails to consider other factors such as how many majors are present to replace students who graduated or how many credit hours were generated in the area. This presentation is based on original research from the presenter and highlights an easy-to-create, ratio-driven metric that can help determine overall strength in an academic department or program.

4:30 p.m.—5:30 p.m..... KEYNOTE SPEAKER

STRATEGIES FOR USING ANALYTICS TO NAVIGATE NEW ENVIRONMENTS

Amelia Parnell, National Association of Student Personnel Administrators

LOCATION: Walker Room

As institutions continue to manage myriad pandemic-related changes, professionals at all levels are striving to find indicators of progress. Data-informed decisions related to enrollment management, daily operations, and strategic planning are now commonplace and expected, which leaves a great opportunity for professionals to leverage new skillsets. This session will address current higher education issues with a focus on student-related trends, data access and governance, and how colleges are developing a more collaborative data culture. The session will conclude with practical advice for how professionals can identify their data-related strengths and prepare for the challenges and opportunities ahead.

6:00 p.m.—7:00 p.m..... EVENING RECEPTION

LOCATION: Conference Courtyard

Proud sponsor of the
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August 4 - August 6, 2021



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Friday, August 6th

9:00 a.m.—10:30 a.m. SEGMENTAL MEETINGS

TENNESSEE INDEPENDENT COLLEGES AND UNIVERSITIES SEGMENTAL MEETING

Amy Heckman, Tennessee Independent Colleges and Universities Association

LOCATION: Roberts Room

TENNESSEE BOARD OF REGENTS SEGMENTAL MEETING

Nancy Ramsey, Pellissippi State Community College

LOCATION: Rose Room

UNIVERSITY OF TENNESSEE SYSTEM/LOCALLY GOVERNED INSTITUTIONS SEGMENTAL MEETING

Joseph Chappell, East Tennessee State University

Brian Hester, University of Tennessee System

LOCATION: Walker Room

10:30 a.m.—11:15 a.m. CONCURRENT SESSIONS

EFFECTS AND AFTER-EFFECTS OF COVID 19 (THE NEW ABNORMAL)

Patricia White, Belmont University

Brian Joy, Belmont University

LOCATION: Walker Room

Online learning? Refunds? Test Optional? Check, check, check, and more! The Office of Assessment and Institutional Research played a critical supporting role for Belmont University in navigating the many changes brought on by COVID-19. In this session, the presenters will outline the ways that their office pivoted to support Belmont’s successful COVID year including support for decision makers at all levels, surveys, online learning support, dashboards and detailed analysis. Which of these changes are expected to have lasting impacts on the university? What are the lasting impacts on the Office of Assessment and Institutional Research?

Friday, August 6th

10:30 a.m.—11:15 a.m. CONCURRENT SESSIONS (CONTINUED)

DATA COMMUNICATION:

BEST PRACTICES FOR USING AND SHARING DATA FOR MULTIPLE STAKEHOLDER GROUPS

Amanda Klafehn, Tennessee Higher Education Commission

Shubha Mahajan, Tennessee Tech University

Derek Holmes, Tennessee Tech University

Amy Moreland, Tennessee Board of Regents

Brian Hester, University of Tennessee System

Michael Richards, University of Tennessee System

Jacob Kamer, Tennessee Higher Education Commission

LOCATION: Rose Room

Institutional researchers collect, digest, and interpret data to inform their campus, including institutional leadership and academic affairs, among others. The effective translation of this information, making it both accessible and understandable, is critical to ensure data are useful and can impact decision-making. This panel and facilitated roundtable combination session seeks to highlight best practices and to gather insights from across campuses regarding how they translate and communicate data for (1) organizational leadership, (2) divisions within the organization (academic affairs, financial aid, etc.), and (3) the public, meaningfully and efficiently.

11:15 a.m.—12:00 p.m. ROUNDTABLES

QUANTITATIVE METHODOLOGY

Andrew Luna, Austin Peay State University

Rion McDonald, University of Tennessee at Martin

LOCATION: Roberts Room

Friday, August 6th

INNOVATIVE ANALYSIS AND DATA USAGE

- Amanda Klafehn, Tennessee Higher Education Commission*
- Russell VanZomeren, Tennessee Higher Education Commission*
- Jenny Mills McFerron, University of Tennessee at Chattanooga*
- Donald Behneman, University of Tennessee at Chattanooga*
- Russ Deaton, Tennessee Board of Regents*
- Alex Gorbunov, Tennessee Board of Regents*
- Amy Moreland, Tennessee Board of Regents*
- Chris Tingle, Tennessee Board of Regents*

LOCATION: Rose Room

IMPACTS OF COVID-19 ON TENNESSEE POSTSECONDARY EDUCATION

- Carol Walter, Belmont University*
- Patricia White, Belmont University*
- Matt Rehbein, Lipscomb University*
- Corey Gheesling, Tennessee Higher Education Commission*
- Brad Kiser, University of Tennessee at Chattanooga*
- Oscar Vazquez, University of Tennessee at Chattanooga*
- Stephanie Virgo, University of Tennessee at Chattanooga*

LOCATION: Walker Room

12:15 p.m.—1:15 p.m. BUSINESS MEETING AND LUNCH

LOCATION: Walker Room

1:15 p.m. EXECUTIVE COMMITTEE MEETING

Featured Speaker Biographies



Dr. Christopher R. Marsicano is an Assistant Professor of Educational Studies and Public Policy and Founding Director of the College Crisis Initiative (C2i) at Davidson College, his undergraduate alma mater. His research examines public policy and postsecondary education with a special focus on how higher education institutions behave as political actors to impact the policymaking process. Marsicano is also interested in how state-and-local-level political decisions impact higher education institutions. As director of C2i, his expanded research portfolio includes working on the public health issues surrounding

higher education innovation in the COVID-19 crisis. Marsicano earned his PhD from Vanderbilt University, and holds a master of public policy degree from Duke University.

Dr. Emily House has served as the Executive Director of the Tennessee Higher Education Commission and the Tennessee Student Assistance Corporation since January 2021. Prior to assuming this role, she served as the agency's Deputy Executive Director and Interim Executive Director.

Emily formerly led the THEC/TSAC Research and Planning team and College Access teams as the Chief Research and Policy Officer. In this capacity, she developed and executed the State of Tennessee's higher education research agenda, and worked with executive and legislative leaders to design, implement, and evaluate higher education initiatives including Tennessee Promise and Tennessee Reconnect.

Previously, Emily served as a Teach for America corps member, and currently teaches Statistics and Research Design courses to doctoral students at East Tennessee State University and Vanderbilt University.

A native of Rochester, New York, House earned her Bachelor's degree at Cornell University, her master's of Public Policy at Vanderbilt University, and Doctor of Philosophy from the University of Michigan. She is a graduate of the Tennessee Government Executive Institute, and is the recipient of the inaugural THEC Presidential Fellowship.



Featured Speaker Biographies



Dr. Russ Wigginton serves as the Chief Postsecondary Impact Officer for Tennessee State Collaborative on Reforming Education (SCORE), where he leads the organization's work for postsecondary access, retention and completion. Previously he served as vice president for student life and dean of students at Rhodes College from 2017-2019, where he oversaw the college's co-curricular experience for students.

From 2006-2017, Russ served as vice president for external programs and vice president for college relations, where he helped establish and implement institutional strategy for the college's engagement in Memphis and beyond, and oversaw the college grants, foundations and government relations, alumni relations, communications, career services, and continuing education departments.

Russ taught eight years in the History department at Rhodes, specializing in African-American and community history. He has published a book entitled, *The Strange Career of the Black Athlete: African-Americans and Sports*, as well as articles and essays on African-American social and labor history. Russ has served on numerous civic boards, including the National Civil Rights Museum, Memphis Zoo, Big Brothers Big Sisters, CodeCrew, Ballet Memphis, ArtsMemphis, Bridges, Inc., Promise Academy and KIPP Schools.

Russ graduated from Rhodes College with a BA in History and earned a PhD in History from the University of Illinois at Urbana-Champaign.

He is married to Tomeka Hart Wigginton, Managing Director for Blue Meridian Partners, and has a son, Ryan, who attends the University of Richmond.

Featured Speaker Biographies



Dr. Claude Pressnell, Jr., a native of Kansas, has spent over 30 years in higher education administration. He began his career at Southwest Baptist University in Missouri as an admission recruiter and within a year advanced to the position of Senior Director of Admissions and Student Development.

He holds a doctorate in higher education administration/educational leadership from Vanderbilt University. While attending Vanderbilt he served as the Director of Financial Assistance and Assistant Professor of Religion at Belmont University. In 1995 he served as the Founding Executive Director of the Institute for Family Studies in Colorado. Pressnell soon returned to Tennessee to become the Executive Director of the Tennessee Foundation for Independent Colleges and since 2000 has served as President of the Tennessee Independent Colleges and Universities Association.

In 2003 the United States Senate appointed Pressnell to the Advisory Committee on Student Financial Assistance where he served as Vice Chair from 2007 until his second and final term expired in 2008. In 2007, he testified before Congress on higher education policy issues. The Committee serves as an independent source of advice and counsel to the United States Congress and the Secretary of Education on student aid issues and higher education policy.

In June of 2011, Pressnell was selected for a Fulbright Senior Specialist grant to develop the student financing policy for the Government of the Maldives. The policy and funding mechanisms were adopted by the Maldivian Parliament in 2012.

In August of 2013, Tennessee Governor Bill Haslam appointed Pressnell as a Commissioner representing the state's interests on the Education Commission of the States.

In 2014 Pressnell was appointed by four US Senators to serve on a committee to recommend a pathway to reduce the federal regulatory burden on higher education in the United States.

In 2016 Pressnell was appointed by Senate Majority Leader Mitch McConnell for a six year term to the National Advisory Committee on Institutional Quality and Integrity. NACIQI provides recommendations regarding accrediting agencies that monitor the academic quality of postsecondary institutions and educational programs for federal purposes.

In 2017 Pressnell was approached by US Secretary of Education Betsy DeVos to consider being appointed by President Donald Trump as the US Assistant Secretary for the Office of Postsecondary Education. This post serves as the United States chief higher education policy officer. After careful consideration, Pressnell respectfully declined the offer in order to remain in Tennessee and continue his work with TICUA.

Pressnell serves on numerous international, national, and state level boards. He also has served as an international advisor on higher education reform to foreign governments in the Middle East, South Asia, the Balkan region of Europe and South America.

Featured Speaker Biographies



Kaitlin Reynolds has served as an evidence coordinator since Governor Lee created the Office of Evidence and Impact (OEI) in the fall of 2019. She has helped lead OEI's efforts to engage state departments in stronger use of data, rigorous program evaluation, and evidence-based budgeting. Kaitlin formerly served at the Tennessee Department of Education as the Director of Data and Strategic Projects in the Teachers and Leaders Division, as well as the Assessment and School Transition Manager for the Achievement School District. She has a bachelor's degree in English and a master's degree in public policy, both from Vanderbilt University, where she helped the women's bowling team win the university's first NCAA championship in any team sport.

Dr. Jorge Pérez joined the UT System in 2018 after twenty years in Georgia, where he was vice provost for institutional effectiveness, SACSCOC accreditation liaison, and professor of information systems at Kennesaw State University. He holds a bachelor's degree in English, an MBA, and a Ph.D. in information systems from Florida State University. Digital literacy is the current focus of his research.



The recipient of a prestigious American Council on Education (ACE) Fellowship, Jorge spent the 2013 academic year in Boston analyzing the strategic plans of constituents of the Massachusetts Department of Higher Education. He serves on the Board of Governors of the Informing Science Institute and the Advisory Board of the Atlanta Council on International Relations; he has served on the boards of the Latin American Association and the Atlanta Electronic Commerce Forum. Jorge has industry experience as a systems analyst, web developer, and consultant. He was inducted into the PhD Project Hall of Fame in 2019.

Featured Speaker Biographies



Dr. Susan Lounsbury joined the Southern Regional Education Board in 2014, as the Director of Education Data Services. She has over 30 years of experience in higher education policy and practice. As the Director of Education Data Services at SREB, Susan is responsible for coordinating the collection of data for the SREB-State Data Exchange survey, analyzing data collected in the Data Exchange and through other means, and producing publications such as the *SREB Fact Book on Higher Education* and *Featured Facts*. Prior to joining SREB, Susan was the Assistant Vice Chancellor for Research and Policy Analysis with the Board of Regents of the University System of Georgia. She has also held positions in education program evaluation and student affairs in higher education. Susan holds a B.S. in Psychology from Louisiana State University, a M.S. in Higher Education and Student Affairs from Indiana University, and a Ph.D. in Higher Education from Pennsylvania State University.

Dr. Amelia Parnell is vice president for research and policy at NASPA – Student Affairs Administrators in Higher Education, where she leads many of the Association’s scholarly and advocacy-focused activities. Amelia’s policy and practitioner experiences include prior roles in association management, legislative policy analysis, internal audit, and TRIO programs. Amelia writes and speaks frequently about topics related to student affairs, college affordability, student learning outcomes, leadership in higher education, and institutions’ use of data and analytics. She is the author of the forthcoming book, *You Are a Data Person: Strategies for Using Analytics on Campus* and host of the new podcast, *Speaking of College*.

Amelia currently serves on the board of directors for EDUCAUSE and is an advisor to several other higher education organizations. She holds a Ph.D. in higher education from Florida State University and masters and bachelor’s degrees in business administration from Florida A & M University.



TENNAIR 2020-2021

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