



SNAAP Research Fellowships 2020

Congratulations to the recipients of the first-ever SNAAP Research Fellowships.

The purpose of the fellowships is to expand existing knowledge about the lives and careers of arts graduates, utilizing the rich SNAAP database. Each team receives \$5,000. SNAAP President Douglas Dempster notes, “On behalf of the SNAAP Board of Directors, we are grateful to these leading scholars and look forward to the results of their work that will enrich what we know about the lives and careers of arts graduates.”

Jihee Hwang and Junghwan Kim, University of Oklahoma

The Effects of High-Impact Educational Practices on Community Engagement of Arts Alumni

Amy Whitaker, New York University and Gregory Wolniak, University of Georgia

Parental Educational Attainment and Graduate Degrees



Hwang and Kim Project Description: The Effects of High-Impact Educational Practices on Community Engagement of Arts Alumni

“Some of the greater challenges in creating socially engaged artworks can be successfully addressed by relying on the field of education, which historically has navigated similar territories”
(Helguera, 2011, p. xi)

In the study entitled “The Effects of High-Impact Educational Practices on Community Engagement of Arts Alumni,” Hwang and Kim will explore factors associated with a critical post-collegiate outcome—nurturing community-engaged professionals. As prior literature highlights, the arts make a significant contribution to growing and diversifying both the local community and the larger society (Behrens, 1999; Borén & Young, 2017; Reiss & Pringle, 2003). Nurturing socially engaged artists through higher education is an essential agenda for ensuring the accountability of higher education institutions.

In particular, Hwang and Kim will examine how the experience of community-based, high-impact educational practices (HIPs) during college, in conjunction with the surrounding communities’ arts infrastructure, influences art alumni’s community-engaged activities throughout their careers and lives after graduation. Hwang and Kim will use two data sources—SNAAP data and the Local Arts Index (LAI)—in exploring how varying levels of resources across geographic regions shape the opportunity for art students to participate in community-based HIPs during their careers. Hwang and Kim hope that the findings from this study will serve as a significant addition to interdisciplinary scholarship across arts and education and will have implications for the design of high-impact arts curricula in higher education institutions.

Whitaker and Wolniak Project Description: Parental Educational Attainment and Graduate Degrees

Having collaborated previously on STEM to STEAM—the inclusion of “Art” in the Science, Technology, Engineering, and Math curricular initiatives, Whitaker and Wolniak will be looking at inclusion and educational attainment in the arts.

As part of their project “Parental Educational Attainment and Graduate Degrees,” they will use SNAAP data to look at the connection between diversity and inclusion and parental education attainment in the arts. According to SNAAP summary data, 84% of arts graduates are white. Students in the arts have an enormous likelihood of high parental educational attainment: for college-level students, 30% of parents have a BA, 24% have an MA, and 13% have a doctoral degree.

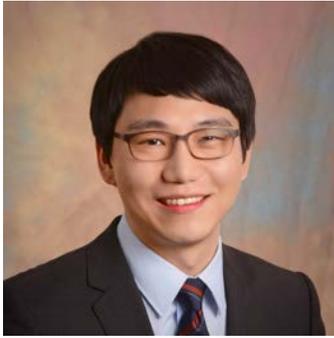
Secondarily, they will look at the SNAAP cohort of art majors who go on to study business and law. Particularly given the tensions and dependencies between art and business, they plan to drill down on this cohort’s learning outcomes and student satisfaction levels while pursuing their art studies.

With Greg’s broad working knowledge of higher education outcomes and Amy’s specialized understanding of the arts, they seek to connect SNAAP’s vital championing of the lives and careers of arts graduates with healthy educational outcomes for all. Ultimately, they hope this work will offer a unique perspective on both the socioeconomic circumstances and the important critical and creative thinking outcomes of study in the arts.

Biographies



Jihee Hwang is the Assistant Director of the Office of Academic Assessment at The University of Oklahoma. She is a highly motivated scholar-practitioner who continues to pursue a research agenda that addresses the postsecondary access and success of underrepresented students. With a critical quantitative approach, her recent research explores how postsecondary education assessment efforts can yield compelling evidence that supports decision making to improve student learning outcomes and help to reduce the postsecondary success gap. She has over 12 publications, including peer-reviewed journal articles, book chapters, and policy reports. Dr. Hwang secured the Dissertation Grant funded by the Association for Institutional Research (AIR) and the National Science Foundation (NSF) as well as a selected fellowship for the National Data Policy Institute funded by AIR, NSF, and the National Center for Education Statistics (NCES). Dr. Hwang has over ten years of professional experience in large-scale data collection and policy analysis at national- and state-level education policy government agencies in international and domestic contexts. She has also worked in diverse positions in higher education, including student affairs research and assessment, business intelligence, institutional research, and academic assessment. She earned her PhD in Higher Education with a minor in Educational Psychology and a graduate certificate of Institutional Research at The Pennsylvania State University.



Junghwan Kim is an assistant professor of Adult and Higher Education at The University of Oklahoma. He earned his PhD in Adult Education with a minor in Workforce Education and Development at The Pennsylvania State University. Dr. Kim has expertise across three fields: adult education, human resource development, and continuing higher education. Based on sociocultural perspectives, his research focuses on informal and non-formal learning, leadership, and community and work engagement in young to older adults in settings including nonprofit and for-profit organizations, higher education institutions, and everyday life. He also researches (inter)national lifelong learning policies and practices. More recently, he finished a research project, funded by the U.S. Department of State, about the lifelong learning of young adults as fostered through civic engagement. He has authored over 33 publications along with 44 refereed (inter)national conference papers. His work has appeared in journals listed in the Social Sciences and Citation Index (SSCI) and Scopus, such as *Adult Education Quarterly*, *the Community Development Journal*, *European Journal of Training and Development*, *Human Resource Development Review*, the *International Review of Education*, and the *Journal of Adult and Continuing Education*. Dr. Kim served as a co-chair of the Steering Committee of the Adult Education Research Conference (AERC) and is currently serving as the president of the Korean American Academy of Lifelong Education (KAALE).



Amy Whitaker is an assistant professor in Visual Arts Administration at New York University. Amy holds an MFA in painting and an MBA, and first went to business school to study the effects of low, entry-level salary on inclusion in the museum workforce. She has worked at the Guggenheim, Museum of Modern Art, and Tate, as well as in investment management and for the artist Jenny Holzer. She taught previously at the Sotheby's Institute, Williams College, the Rhode Island School of Design, California College of the Arts, and the School of Visual Arts. Amy is the author of two books *Museum Legs* and *Art Thinking*, and is at work on *Economics of Visual Art*, her third book, which includes a section on labor economics. Amy is a longtime teacher, mentor, curriculum designer, and workshop leader teaching business to artists. She also publishes peer-reviewed research on fractional equity, property rights, and novel compensation structures for creative work. Her research has been featured in *Artsy*, *The Art Newspaper*, *Harpers*, and *The Atlantic*, among other outlets. She served previously as president of the Professional Organization for Women in the Arts and as a mentor for the TED Fellows, the Joan Mitchell Foundation, and the New Museum Incubator.



Gregory Wolniak is an associate professor at the University of Georgia's Institute of Higher Education. He conducts research on the socioeconomic effects of attending college, with a focus on improving understanding of how college students' socioeconomic trajectories are affected by the combined influences of their backgrounds, experiences in college, and institutional environments. In 2016 Wolniak co-authored one of the seminal books in the field – *How College Affects Students: 21st-Century Evidence that Higher Education Works* (2016, Wiley/Jossey-Bass) – and his work has been featured in *The Atlantic*, *The Chronicle of Higher Education*, *The Conversation*, and *Inside Higher Education*. His research on graduate education outcomes was most recently supported by grants from the Gates Foundation and the AccessLex Institute/Association for Institutional Research, and his interest in liberal arts outcomes stems back 15 years with his co-authoring of the report *Liberal arts colleges and liberal arts education: New evidence of impacts* (Wiley/Jossey-Bass) and continues to this day through his affiliation with the Higher Education Data Sharing consortium. His most recent research can be found in several leading journals: *AERA Open*, *Journal of Diversity in Higher Education*, *Research in Higher Education*, and *Review of Higher Education*. Prior to his current appointment, Wolniak was founding director of the Center for Research on Higher Education Outcomes at New York University. He received a PhD in Social Foundations of Education from the University of Iowa.

