



2021 Postsecondary Career and Technical Education Research Fellow

Gresham D. Collom

Postdoctoral Research Fellow, University of Tennessee, Knoxville

Twitter @greshamcollom | Email gcollom@vols.utk.edu



Belk Center
for Community College
Leadership and Research

Bio. Gresham D. Collom is a postdoctoral research associate at the University of Tennessee, Knoxville in the Postsecondary Education Research Center (PERC). Prior to pursuing his PhD in Higher Education Administration at the University of Tennessee, he earned a Master of Science in Higher Education Leadership from the University of Wisconsin-Whitewater, and a Bachelor of Arts in Criminal Justice from the University of Wisconsin - Eau Claire. Gresham currently serves as the project manager for several studies exploring free-college policies in Tennessee. He deploys mixed methods to further the understanding of how policies are implemented and how policy implementation influences student experiences in postsecondary education. He has co-authored several publications, authored a book chapter in Supporting Fraternities and Sororities in the Contemporary Era: Advancements in Practice, co-authored several professional reports for PERC, and presented his research at multiple national conferences.

Project. This mixed methods project explores the Tennessee Promise – a free-college program available at public two-year community colleges and technical colleges and participating private colleges. The primary purpose of this project is to explore how the mandatory mentoring component of Tennessee Promise influences student decisions such as college choice, career choice, and transfer/drop-out decisions.



Research Sponsor: J. Patrick Biddix, Ph.D.
Professor and Program Coordinator, Higher Education Administration (HEAM)
Associate Director, Postsecondary Education Research Center (PERC)
University of Tennessee, Knoxville

The Program

Fellows will be part of a community that participates in two national research training institutes, research methods webinars, works with CTE research mentors, and conducts postsecondary CTE research.

“We have designed this CTE Fellows program to provide scholars with the unique opportunity to be part of a community and a formal curriculum to develop their research skills while working toward improving the field of CTE.” — James Bartlett II, Ph.D.,
Principal Investigator

For more information contact:



James E. Bartlett II, Ph.D.
james_bartlett@ncsu.edu
Twitter @drjamesbartlett
919-208-1697



Michelle E. Bartlett, Ph.D.
mebartle@ncsu.edu
Twitter @drmbartlett
919-208-1700

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