COLLEGE OF EDUCATION

Higher Education Concentration Handbook

2019

Current HESI Director: Dr. Alberto Cabrera
Current Higher Education Coordinator: Dr. Marvin Titus
Current Graduate Assistant: Lauren Norris

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HESI Overview

The Higher Education, Student Affairs, and International Education Policy program at the University of Maryland College Park (UMCP) is committed to advancing the positive role education can have in society. Our faculty and students study core facets of the education system, including the functioning and impact of colleges and universities; the enactment and implementation of K-18 and informal education policies; and the analysis of organizational processes. With particular emphasis on social justice, diversity, policy, and system change, our students, alumni and faculty are scholars, practitioners, change agents, and innovative leaders active in universities, as well as in national and international organizations and policy-making bodies.

The HESI program is a community of ten full-time faculty members with master's and doctoral students who share an interest in the study of higher education, student affairs, and/or international education policy. We have selected you as a student on the basis of your previous academic and professional achievements. We pride ourselves on the diversity of our students' backgrounds, and your practical and research experiences prior to enrolling in our program is one of our major strengths.

The purpose of the program is to provide you with the conceptual understandings and professional skills that will permit you to eventually fill a leadership role in educational institutions and agencies as a reflective practitioner and/or as an active scholar in the field. These goals will vary slightly based on your ultimate career goal, and in which of the three concentrations you are enrolled.

About the Concentrations

There are three concentrations in this academic program, each with its own distinct focus, faculty and program plan. Students select from   the three concentrations: Higher Education, International Education Policy, and Student Affairs. However, during their course of study, students are able to choose electives from all concentrations to tailor their educational experiences to their interests and future career goals.

Information & Advice for New Students

This program offers a demanding curriculum with courses taught by excellent faculty. In your first semester, you will be required to take a master's or doctoral level Professional Development Seminar as it provides an introduction to the study of higher education and offers an opportunity for students to meet other faculty and students in the program.

Your success in this program will depend on how much effort and energy you are willing to commit. Get involved early! Attend departmental functions and participate in student committees. One of the most important research activities is the College of Education's annual Graduate Student Organization Research Fair organized by and for College of Education (CoE) graduate students. Students discuss completed studies, research and

creative endeavors in progress, and experiential perspectives on professional lives. This day is an excellent way to practice presenting your research in front of an audience, in preparation for larger conferences of your specific field (e.g. ASHE, AERA, NASPA, ACPA, CIES, etc.). This is also an excellent way to meet other graduate students who share your research interests.

Two graduate student representatives attend HESI and concentration faculty meetings. Representatives are voted on by the students and have a vote on new admissions and all other program matters except those pertaining to existing faculty and students, which are discussed in an Executive Session without student participation. Find out who the representatives are for the current year and don't hesitate to use this channel to bring up issues needing consideration. Also, please consider nominating yourself as a student representative, the call for nominations for the following year is sent out sometime in the Spring after new students have been admitted to the program.
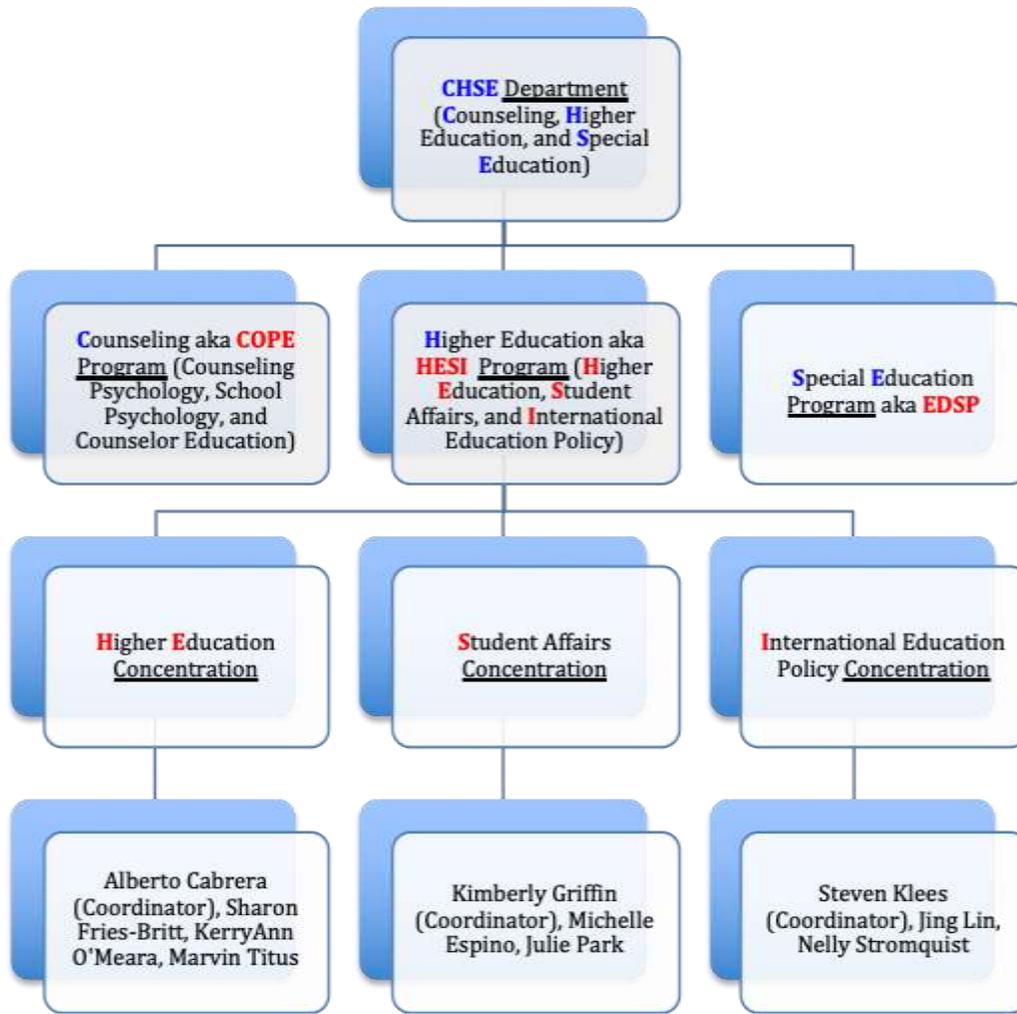
HESI Directorate

Spring 2019: Dr. Alberto F Cabrera Higher Education Concentration
Fall 2018: Dr. Sharon Fries-Britt Higher Education Concentration
2017-2018: Dr. Alberto F Cabrera Higher Education Concentration
2015-2017: Dr. Jing Lin International Education Policy Concentration
2013-2015: Dr. Sharon Fries-Britt Higher Education Concentration
2012-2013: Dr. Steve Klees International Education Policy Concentration

Important Contacts

Caroline Scott: Student Services Coordinator	cscott18@umd.edu
Blesilda Lim: Director, Finance & Administration	blim@umd.edu
Stefanie James: Personnel, Payroll and Benefits Coordinator	yjames@umd.edu
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Amleset Teklegiorgis: Procurement Coordinator	teklegia@umd.edu
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Student Affairs Coordinator: Julie Park	parkjj@umd.edu
International Education Policy Coordinator: Steve Klees	sklees@umd.edu

CHSE Department at a Glance

CHSE Department
(**C**ounseling, **H**igher Education, and **S**pecial Education)

Counseling aka **COPE** Program (Counseling Psychology, School Psychology, and Counselor Education)

Higher Education aka **HESI** Program (**H**igher Education, **S**tudent Affairs, and **I**nternational Education Policy)

Special **E**ducation Program aka **EDSP**

Higher **E**ducation Concentration

Student Affairs Concentration

International Education Policy Concentration

Alberto Cabrera (Coordinator), Sharon Fries-Britt, KerryAnn O'Meara, Marvin Titus

Kimberly Griffin (Coordinator), Michelle Espino, Julie Park

Steven Klees (Coordinator), Jing Lin, Nelly Stromquist

Higher Education Concentration

Housed within the Higher Education, Student Affairs, and International Education (HESI) program at the University of Maryland, the **Higher Education Concentration** (HEC) is designed to prepare graduate students for faculty positions, leadership positions in higher education administration, and policy analysis. Students benefit from a strong emphasis in the curriculum on diversity, organizational change and leadership in higher education; on the development of research skills and knowledge, and from internship experiences at the University of Maryland, other campuses in the region, state and federal government agencies, and in D.C. associations and policy- making organizations. HEC prepares individuals to understand the organizational, social, political, economic, and cultural contexts of colleges and universities so that policy makers and campus leaders might be informed to better serve the public good.

Students can take courses in the following areas: Policy and Finance; Diversity and Student Experiences; Leadership and Organization; and Academic Professions. In addition, in conjunction with their faculty advisor, students can design an area of specialization to meet their individual needs. Higher Education students can also take courses in areas such as business, public affairs, and the social sciences. Programs of study are individually designed by students in consultation with their faculty advisor. Department courses are usually offered in the afternoon and evening.

Students with an interest in student personnel services can take courses in the Student Affairs concentration. The two concentrations offer distinct degrees but cooperate closely on course offerings. Because the University of Maryland is located close to the nation's capital, masters and doctoral students also have access to many seminars and presentations by higher education leaders and public policy makers in the Washington DC area.

Additionally, the Higher Education concentration is in a unique position to also offer students opportunities that enable them to gain practical experience in the form of internships at federal government agencies, public policy think tanks, and higher education advocacy organizations throughout the Washington DC area. In the past, in addition to interning at offices on campus and the University System of Maryland, students have interned at the U.S. Senate, National Center for Education Statistics, American Council on Education, and the Institute of Higher Education Policy.

Coordinator:	Dr. Marvin Titus
Admissions:	Dr. Marvin Titus
PhD Student Rep:	Nemeka Mason
MA Student Rep:	Libni Lopez

MA Admissions and Graduation Requirements

MA Admissions Requirements

> To be recommended for full admission to a master's program, a minimum undergraduate grade point average of 3.0 is required. Of the three scores on the Graduate Record Examination (verbal, quantitative, analytic), at least one should be at the 40th percentile or higher. If the Miller Analogies Test is used, the score should be at least at the 40th percentile. Students who do not meet one of these requirements, but show other evidence of outstanding potential, may be considered for provisional admission.

MA Graduate Outcomes Assessment (GOA)

> University of Maryland Graduate School and College of Education administrative procedures require faculty to conduct annual graduate outcome assessments (GOA) of all graduate students. The GOA is designed to determine the progress of and provide feedback to continuing graduate students. The data from the GOA are also used to make any needed programmatic improvements to help students complete their degrees in a timely manner. It is important that every master's student complete a GOA report. First year (Year 1) master's students - Please submit copies of "course papers, including integrative reviews of the literature" to your advisor. Second year (and beyond) master's students - Please submit copies of Professional/Content Knowledge course papers or your "Seminar" paper to your advisor.

MA Graduation Requirements

> A minimum of 36 credit hours in Higher Education beyond the bachelor's degree is required. Coursework includes higher education core courses and electives, as well as research methods courses. Students are also required to participate in an internship and complete a seminar paper. Average completion is two years if enrolled full-time. Keep track of your courses here.
>
> Students work with an advisor to develop an individualized program of study. Students may choose whether to complete a thesis or undertake field experience and complete a seminar paper.
>
> *Required Core Courses - 12 credits*
> EDHI 650 Professional Seminar in Higher and Adult Education
> EDHI 652 Higher Education and Society
> EDHI 666 The Academic Profession*
> - The following courses can serve as substitutes for this course during Dr. O'Meara's time serving as Assistant Dean:
>   - EDHI653
>   - EDHI664
>   - EDHI489
>   - HESI739A

o　EDHI755
EDHI 754 Higher Education Finance

Research Methods Courses - 9 credits
Requirements include EDHI 672, one quantitative and one qualitative methods course approved by advisor
EDHI 672 Modes of Inquiry in Education Research (3 credits)
Quantitative research methods courses to choose from include:
EDHI 778Y State-Level Higher Education Research
PUAF 610 Quantitative Aspects of Public Policy
PUAF 611 Quantitative Analysis of Policy Issues
PUAF 798R Quantitative Research Methods and Public Policy
ANTH 630 Quantification and Statistics in Applied Anthropology
SOCY 601 Statistics for Sociological Research I
SOCY 602 Statistics for Sociological Research II
SURV 615 Statistical Methods I
SURV 616 Statistical Methods II
COMM 702 Intermediate Quantitative Data Analysis in Communications Research
EDPS 703 Quantitative Applications for Education Policy Analysis
GVPT 622 Quantitative Methods for Political Science
GVPT 722 Advanced Quantitative Methods for Political Science
EDHI 788C Institutional Research and Planning
SURV 630 Questionnaire Design

Qualitative research methods courses to choose from include:
EDHI 700 Qualitative Research Methods in Education
EDHI 788C Institutional Research and Planning
COMM 714 Introduction to Qualitative Methods in Communication Research
COMM 715 Advanced Qualitative Methods
EDPS 730 Seminar on Case Study Methods
EDPS 735 Phenomenological Inquiry I
EDPS 736 Phenomenological Inquiry II
EDCP 773 Designing Qualitative Research in Counseling & Student Affairs Contexts
FMSC780 Qualitative Methods in Family and Health Research
EDCI 791 Qualitative Research I: Design and Fieldwork
EDCI 792 Qualitative Research II: Analysis and Interpretation of Data
EDCP 773 Qualitative Research

Higher Education Electives - 9 credits
Choose at least 3 courses from the following list or alternative graduate courses approved by advisor:
EDHI 653 Organization and Administration in Higher Education
EDHI 660 Retention Theories and the Impact of College
EDHI 662 Research on Ethnic Minorities and Demographic Trends
EDHI 664 The College Experience
EDHI 665 College Access and Choice

EDHI 667 Women in Higher Education
EDHI 676 Ranking Systems in Higher Education
EDHI 752 State Systems in Higher Education
EDHI 755 Federal Policies in Post-Secondary Education
EDCP 770 Service Learning and College Student Development
EDHI 788 State-Level Higher Education Research
EDHI 853 Leadership in Higher Education
EDPS 788C Culture, Identity and Experience in Education

Internship in Higher Education (Register for EDHI 489 with your advisor) - 3
Seminar Paper (Register for EDHI 679 with your adviser while working on your
seminar paper) - 3 credits
Total Credits – 36

PhD Admissions and Graduation Requirements

PhD Admissions Requirements

> To be recommended for full admission to a doctoral program, a minimum undergraduate grade point average of 3.0 is required and a minimum graduate grade point average of 3.5 is required for doctoral programs. Of the three scores on the Graduate Record Examination (verbal, quantitative, analytic), at least one should be at the 70th percentile or higher none should be under the 40th percentile. If the Miller Analogies Test is used, the score should be at least at the 70th percentile for PhD applicants. Students who do not meet one of these requirements, but show other evidence of outstanding potential, may be considered for provisional admission.

PhD Graduate Outcomes Assessment (GOA)

> University of Maryland Graduate School and College of Education administrative procedures require faculty to conduct annual graduate outcome assessments (GOA) of all graduate students. The GOA is designed to determine the progress of and provide feedback to continuing graduate students. The data from the GOA are also used to make any needed programmatic improvements to help students complete their degrees in a timely manner. It is important that every second year and beyond doctoral student complete the GOA report. Doctoral students who completed the report last year should submit an updated report. You can copy and paste the needed information from your most recent program plan and vita into the updated report. Those materials will be reviewed by your advisor and another faculty member.

> PROGRESS DEFICIENCY: Students receiving unsatisfactory GOA ratings 2 years in a row will be notified they have been placed on probation until such time a full review by the faculty indicates they have attained a satisfactory academic standing. During this yearlong probationary period, the student must submit a plan to the faculty and meet with them in person to discuss it. The plan should include appropriate benchmarks and deadlines for attaining them. Once discussed and approved by the

faculty and the student, the plan will become the contract the student is committed to fulfill to restore her/his satisfactory academic standing. At the next annual GOA period, the faculty will examine the student's GOA report to appraise progress in attainment of the benchmarks detailed in the contract. During this entire time, students must meet graduate school requirements for continuous enrollment. If satisfactory progress is found during the third year GOA assessment, the student will be off the probation status. Failure to do so, however, would prompt a third year of consecutive unsatisfactory GOA ratings. At this point, the faculty may recommend before the University of Maryland's Office of Graduate Students that the student be removed from the program. Similar recommendation may be prompted by the student's failure to submit a plan before the faculty.

PhD Graduation Requirements

Ph.D. students are required to take a minimum of 90 credits beyond the bachelor's degree, some of which may be satisfied by prior study in a master's program. In addition to major and elective courses, this program includes 12 to 15 credits in research methods, an internship, and 12 credits of dissertation research. Average completion is five years if enrolled full time.

Required Core Courses - 9 credits
EDCP 870 Doctoral First-Year Seminar (3 credits)
EDHI 672 Modes of Inquiry in Education Research (3 credits)
EDHI 895 Research Critique Seminar (3 credits)

Research Methods Courses - 12 credits
At least 3 credits of which are quantitative, at least 3 credits of which are qualitative and two additional research courses. Choose from the following list of research methods courses or alternative research methods courses approved by advisor:

Quantitative research methods courses to choose from:
EDHI 778Y State-Level Higher Education Research
PUAF 610 Quantitative Aspects of Public Policy
PUAF 611 Quantitative Analysis of Policy Issues
PUAF 798R Quantitative Research Methods and Public Policy
ANTH 630 Quantification and Statistics in Applied Anthropology
SOCY 601 Statistics for Sociological Research I
SOCY 602 Statistics for Sociological Research II
SURV 615 Statistical Methods I
SURV 616 Statistical Methods II
SURV 699K Multi-level Analysis of Survey Data
COMM 702 Intermediate Quantitative Data Analysis in Communications Research
EDPS 703 Quantitative Applications for Education Policy Analysis
GVPT 622 Quantitative Methods for Political Science
GVPT 722 Advanced Quantitative Methods for Political Science

EDHI 788C Institutional Research and Planning
SURV 630 Questionnaire Design

Qualitative research methods courses to choose from include:
EDHI 700 Qualitative Research Methods in Education
COMM 714 Introduction to Qualitative Methods in Communication Research
COMM 715 Advanced Qualitative Methods
EDPS 730 Seminar on Case Study Methods
EDPS 735 Phenomenological Inquiry I
EDPS 736 Phenomenological Inquiry II
EDCP 773 Designing Qualitative Research in Counseling & Student Affairs Contexts
FMSC780 Qualitative Methods in Family and Health Research
EDCI 791 Qualitative Research I: Design and Fieldwork
EDCI 792 Qualitative Research II: Analysis and Interpretation of Data

Cognate Courses - Up to 24 credits
Courses in support field (Master's degree or electives)

Domain Knowledge - 18 credits
Choose at least six courses from among the following:
EDHI 660 Retention Theories and the Impact of College
EDHI 662 Research on Ethnic Minorities and Demographic Trends
EDHI 664 The College Experience
EDHI 665 College Access and Choice
EDHI 666 The Academic Profession
EDHI 667 Women in Higher Education
EDHI 676 Ranking Systems in Higher Education
EDHI 752 State Systems in Higher Education
EDHI 754 Higher Education Finance
EDHI 755 Federal Policies in Post-Secondary Education
EDCP 770 Service Learning and College Student Development
EDHI 788 State-Level Higher Education Research
EDHI 853 Leadership in Higher Education
EDPS 788C Culture, Identity and Experience in Education

Disciplinary Perspectives - 15 credits
Disciplinary courses will be selected from Department, College, and University
offerings to meet the individual needs of the student.

Dissertation research – 12 credits
        EDHI 899

Total credits beyond Bachelor's Degree – 90

PhD students can find the current program plan here to keep track of your courses.

Comprehensive Exam
Students will work with their advisers on their dissertation proposal. When the dissertation chair is comfortable that the dissertation proposal is ready for review by committee members, they will ask one of those committee members to provide confirmation alongside them that the dissertation proposal is passable to demonstrate advancement to candidacy. Once that has happened, which can be before a defense is scheduled, the student will officially advance to candidacy.

Grading Procedures
All comprehensive examination questions will be read by at least two members of the faculty and will use a process of blind review. Each exam question will be given a grade of "High Pass", "Pass", "Low Pass" or "Fail".

- **High pass** indicates that the response is excellent and exceeds criteria. Examination responses receiving a high pass will demonstrate a thorough knowledge and application of theoretical/conceptual/empirical literature in the field that is relevant to the question.
- **Pass** indicates that the response meets the standards and grading criteria. Responses receiving a pass will demonstrate knowledge and application of major theoretical/conceptual/empirical literature from the field that is relevant to the question.
- **Low Pass** indicates that the response is weak and *minimally* meets the criteria and standards. Responses receiving a low pass demonstrate knowledge and application of some of the theoretical/conceptual/empirical literature in the field that is relevant to the question.
- **Fail** indicates that the response does not meet the criteria and standards.

If a student receives a grade of low pass from two reviewers, this demonstrates a weakness in core knowledge of the field, research methodology or understanding in the area of program concentration. Students who receive grades of low pass must meet with their advisor to obtain feedback about ways to strengthen their understanding of their area of weakness before beginning work on their dissertation. Knowledge of these three areas is vital to the successful completion of a dissertation. If a student fails the exam, this is an indication that the student does not have adequate knowledge to complete the program. Students who receive a grade of fail must meet with their advisor to identify ways to make up for the significant weaknesses in their knowledge.

If one of the two faculty members grading a questions grades it "Fail" and the other faculty member gives a grade of "Low Pass", "Pass" or "High Pass," the Program Coordinator will select a third faculty member to grade the question. After the third reader has graded the examination, the majority of grades will determine whether the student has passed the examination or not. In the event that two faculty

members grade a question as "Fail," students will be given an option of repeating the examination one time. If a student fails the examination a second time, they will be removed from the program.

Students will receive formal written notification regarding their performance on the comprehensive examination from the chair of the department. A copy of this letter will also be sent to the student's faculty advisor.

Note: Exceptions to this policy may be considered if there are extenuating circumstances as determined by the faculty.

Internship Guidelines

All MA and PhD students in HEC are required to register for internship credits under the guidance of their advisor. Please see your advisor before registering for an internship. Below is important information to assist you in completing this process.

<u>What is an internship?</u>

An internship is a supervised, temporary, professional experience that allows you to confront a specific higher education problem in an unfamiliar institutional environment. An internship can involve experiences in teaching and research as well as in administration. It provides an opportunity for you to integrate many of the concepts developed throughout the program and understand their application in real-life situations. For some students, the internship may complement research being done as part of the seminar paper. For others, the internship may lead to opportunities for professional employment.

Internships are normally unpaid, although occasionally paid internships may also be available. Unpaid interns generally can negotiate their working hours and days with their supervisor; paid interns are more likely to be required to conform to specific work schedules determined by their organization.

<u>Where do interns work, and how is the assignment made?</u>

Internships may be undertaken in colleges and universities, governmental organizations with higher education responsibilities, national higher education agencies in Washington D.C., public policy organizations, or other appropriate settings. *An internship setting and project must be approved by your advisor.*

Internships must:

a) be in an organization and setting other than the one in which you have been regularly employed;
b) involve professional work on a definable project; and
c) be supervised in the internship organization by a mentor acceptable to the Internship Director.

Internships can be developed in two ways. First, you may wish to investigate opportunities on your own. Second, you may wish to ask your advisor, student colleagues, or other faculty to provide suggestions and contacts. In any case, an internship will be approved only if it is acceptable to you and your advisor.

<u>The Internship Proposal</u>

To formally initiate an internship, you must submit to your advisor a brief memorandum (typically one no more than two pages in length) in which you indicate a) the nature of the internship, b) the reasons why the internship is of interest to you, and c) the name and telephone number of the on-site internship mentor.

Requirements

An internship usually involves 135 hours of work. This can be done by working an average of 4.5 hours a week for an academic year, 9 hours a week for a semester, 22.5 hours a week for a 6- week summer session, or some appropriate combination of these,

You must complete a 15 page double spaced report at the end of the internship experience, and submit it to your advisor no later than the last day of classes of the semester in which they wish to be graded. The paper is a substantive report on the nature of the project undertaken, the results, and its significance to the field. This part of the paper should describe what you did during the internship, and what you learned from it. This paper should not be merely a diary or inventory of activities, but a thoughtful summary of what you accomplished and what you learned. If you actually developed an administrative, research, or teaching "product" as part of the internship, this should be attached to the paper.

The second part of the paper should include either a comparative analysis of the organizational characteristics of the internship employed, or an analysis of the usefulness of your academic program in helping you to understand your internship setting or events. Your internship will take place in a setting that is different from the one in which you usually work. These differences may be most obvious in the functional activities of people or in administrative structures through which work gets accomplished. But they will almost certainly also be reflected in their culture, norms, values, and patterns of communications and interaction as well. One purpose of an internship is to help you see how organizational histories, patterns of participant socialization and training, and other factors affect what people do and what they believe. This paper should:

Compare the internship setting to the one in which you usually work, and use the conceptual orientations developed in your doctoral program to analyze their important differences and similarities.

<div align="center">AND</div>

Indicate which readings, theories, ideas, or experiences in your doctoral program you found the most helpful/least helpful in understanding the internship experience, and suggest changes in the doctoral program that would improve the internship experience for students in the future.

Who's Who and What's What in Your Graduate Program?

Whenever you enter a new social setting, there are definitions and phrases in common use by the insiders that don't make much sense to the outsiders. Here are some of the words and expressions of which you should be aware. Most of them are described in further detail elsewhere in the handbook.

Advisor – this is the person with whom you officially work with throughout the duration of your program. This person can assist you in determining which courses to take, seeking out professional development opportunities, and crafting your research interests in preparation for writing your dissertation.

CHSE – Counseling, Higher Education, and Special Education

Concentration Coordinator – a faculty member who presides over each of the three concentrations in HESI.

Department Chair – a faculty member assigned by the Dean who presides over the CHSE department. The current Department Chair is Dr. Roger Worthington.

Dissertation Chair – this is the person who directs your dissertation. This person is most commonly your advisor, but occasionally may be a different person. With this person, you will set up a plan from when you finish coursework, to when you plan on defending your dissertation. Each dissertation chair is different, but most commonly you will begin working with him or her officially towards the end of coursework, and set up a timeline for submitting chapters for your proposal, and ultimately craft a plan of action for carrying out your dissertation research.

Dissertation Proposal – your dissertation proposal is the first 3+ chapters of your dissertation, outlining the purpose of your study, reviewing relevant literature, introducing the theoretical grounding for your study, and providing an overview of the methodological approaches you will take for your dissertation. Approval of this document is necessary prior to advancing to candidacy, defending the proposal, and beginning research for the dissertation.

HEC – Higher Education Concentration

HESI – Higher Education, Student Affairs, and International Education Policy

IEP – International Education Policy (Concentration)

Program Coordinator – a faculty member who presides over the HESI program. The current Program Director is Dr. Jing Lin.

SAC – Student Affairs Concentration

<center>**Higher Education Faculty**</center>

You will get to know us in class and through informal meetings, and you should always feel free to ask us about your backgrounds and scholarly interests. The following profiles will give you a sense of what we do.

Alberto Cabrera is a full professor in the Higher Education concentration. His research interests include the impact of college on students, college choice, classroom experiences, minorities in higher education, and college outcomes. Dr. Cabrera's recent research includes working with two UMCP alumni to analyze ELS data on parental concerns about college costs; collaborating with a doctoral student to analyze National Survey of Student Engagement (NSSE) data; and writing two articles for the Research in Higher Education journal with two UMCP Higher Education alumni.

Sharon Fries-Britt is a full professor in the Higher Education concentration. Her research interests include college student retention and the impact of college on students, specifically the academic, social, and racial experiences of high-ability minority collegians. Over the past five years she has worked with her research team to interview underrepresented students in Science, Technology, Engineering, and Mathematics (STEM) programs at the National Association of Black and Hispanic Physicists. This five-year effort to build a qualitative database of the experiences of underrepresented students is now complete and from this research she has published two book chapters, has manuscripts currently in review, and several journal articles in preparation.

KerryAnn O'Meara is Professor of Higher Education, Director of the ADVANCE Program for Inclusive Excellence, and Affiliate Faculty in Women's Studies at the University of Maryland, College Park. KerryAnn's research examines organizational practices that support or limit the full participation of diverse faculty and the legitimacy of diverse scholarship in the academy. Her engaged scholarship seeks to make organizational practices more inclusive, equitable and agency-enhancing for all faculty. KerryAnn's recent work with several research teams examines how work environments influence faculty departure, the role of peer networks in advancing equity and inclusion, and gender equity in workload and distribution of campus service. KerryAnn is PI of a new National Science Foundation ADVANCE-IHE PLAN grant (2015-2020), the Faculty Workload and Rewards Project, to work with academic departments in MD, MA and NC state systems of higher education on gender equity reform in academic workload and reward systems.

Marvin Titus is an associate professor in the Higher Education concentration. His research interests include economics and finance of higher education, state higher education policy, student access and persistence, labor market outcomes of graduate students, and quantitative research methods. His recent research includes two projects that are addressing enrollment, financial, and economic aspects of the higher education industry in the U.S. The first project examines the relationship between the enrollment of adults (25 years and older) as undergraduates and certain financial aspects of state higher education policy, examining the gap between the actual and potential enrollment of adults in college

across various states. Dr. Titus' second project investigates how competitive market forces and changes in state higher education governance structures are influencing non-resident tuition at public universities.

Admitted students to the Higher Education Concentration are invited to our Preview Program each spring in order to interview for assistantships across Academic Affairs, Student Affairs, and other administrative offices. Nine-and twelve-month assistantships are available. Additionally, our admissions committee may recommend some doctoral applicants for fellowships.

HESI Preview Information
> Preview Chair: Charlie Bentley
> Preview Graduate Assistant: N/A
> Purpose of Preview: To introduce newly admitted master's and doctoral students to their future classmates, HESI program faculty, and College Park community as well as interview for Graduate Assistantships that bridge theory to practice

Three-day program taking place February 24-26, 2019
- Overview of each concentration
- Discussions on diversity and social justice
- Tours of campus and local areas
- Assistantship Interviews
- Class visits
- Research colloquia
- Social interactions

Teaching and Research Resources

The [Graduate Teaching Fellows Program](#) is a venue to develop and sustain a cross-disciplinary learning community of graduate students as future faculty. It provides an opportunity for graduate student teachers and teaching assistants to document and share their insights into enhancing teaching and learning at the University of Maryland and to build upon this knowledge.

The [University Teaching and Learning Program](#) (UTLP) recognizes and celebrates that development as a teacher is a lifelong process. Whether preparing to teach in the future or teaching for the first, second, or tenth time, UTLP is designed to meet graduate students and postdocs at their current level and take them to the next step in their development.

The [University of Maryland Graduate School Writing Center](#) (GSWC) offers support for graduate students at every stage of their development as academic and professional writers, who can, in turn, fulfill the university's mission of sharing research, educational, cultural, and technological strengths with the broader community. The GSWC accomplishes this through a range of services and programs, including: consultations with GSWC fellows; write-in sessions; workshops on common graduate writing requirements; resources for writing in the disciplines; and supporting writing groups.

[Making a Thesis or Dissertation Group Work for You](#)

[The Art of Writing Social Science Research Proposals](#)

[Harvard University Guide to Professional Development During the Graduate Years](#)

Doctoral Student Funding Opportunities

Over the course of your doctoral program, you will likely participate in professional development and research activities for which you will have to pay. Many students are able to obtain funding at the departmental, college, university, or even national level to assist them with these costs. Below is a list of funding opportunities for different activities you may engage in over the duration of your program.

Conference Travel:

CHSE Department Travel Grant ($250 or $400 for domestic conferences)
UMD Graduate School Goldhaber Travel Grant (matching dollars for existing funding)
ASHE Graduate Student Scholarship ($400)
AERA Division J Graduate Student Scholarship ($300)

International Programs:

College of Education Global Graduate Fellowship ($1000)

Professional Development:

UMD Writing Fellowship (by recommendation only) ($1000 / semester)

Dissertation and Other Research Grants:

Support Program for Advancing Research and Collaboration (SPARC) Grant ($1000)
All-S.T.A.R. Fellowship
Dr. James W. Longest Memorial Award for Social Science Research
The Michael J. Pelczar Award for Excellence in Graduate Study
Phi Delta Gamma Graduate Fellowship
Dr. Mabel S. Spencer Award for Excellence in Graduate Achievement

National Dissertation Fellowships:

AERA Minority Dissertation Fellowship
NAEd / Spencer Dissertation Fellowship
Ford Dissertation Fellowship

University of Maryland Dissertation Fellowships:

Graduate Dean's Dissertation Fellowship
Lee Thornton Dissertation Fellowship
Ann G. Wylie Dissertation Fellowship

APPENDIX A

Frequently Asked Questions about the GOA

What is the background context of the GOA?
In 2013, the Graduate School went through a review of their procedures and policies and determined that each graduate program needs to conduct annual reviews of their students to provide them feedback on their progress and ensure timely completion of degrees. Both continuing master's and continuing doctoral students are required to complete GOA reports.

Who will rate your progress to degree?
Your faculty advisor and one HEC faculty will rate your overall progress. Based on your report, your adviser will provide you and the Graduate Scholl with a summary paragraph along with one of three overall ratings: Exceeds expectations, Meets expectations, or Unsatisfactory/Does not meet expectations.

What if a student receives a good/satisfactory rating (i.e., meets/or exceeds expectations)?
Go back to work and life :-)

What if a student receives an unsatisfactory rating (i.e., does not meet expectations)?
If a student is not making satisfactory progress, the student, in consultation with faculty, will develop a remedial plan that specifies: 1) requirements that the student has failed to achieve, 2) the specific progress expected, and 3) the expected completion dates. In this case, the student must indicate agreement (through a signed document) to all conditions and acknowledge that s/he understands the consequences of not making progress.

We will schedule a meeting with HEC faculty, one of whom will be your adviser and lead the discussion and take notes. In the first 5 minutes before you enter the room the faculty will discuss your self-assessment, note points for discussion. Once you join us, we will raise those points of discussion and then ask you if there are any areas where you would like feedback or have concerns about your own progress.

We want you to use this process to your direct benefit. Come in with questions about ways to get teaching experiences or more research experiences, practical internship experience or experience with specific methods. We will have three faculty focused just on you for that 25 minutes--and we can make the most of the time to support you.

PROGRESS DEFICIENCY   : Students receiving unsatisfactory GOA ratings 2 years in a row will be notified they have been placed on probation until such time a full review by the faculty indicates they have attained a satisfactory academic standing. During this yearlong probationary period, the student must submit a plan to the faculty and meet with them in person to discuss it. The plan should include appropriate benchmarks and deadlines for attaining them. Once discussed and approved by the faculty and the student, the plan will become the contract the student is committed to fulfill to restore her/his satisfactory academic standing. At the next annual GOA period, the faculty will examine the student's GOA report to appraise progress in

attainment of the benchmarks detailed in the contract. During this entire time, students must meet graduate school requirements for continuous enrollment. If satisfactory progress is found during the third year GOA assessment, the student will be off the probation status. Failure to do so, however, would prompt a third year of consecutive unsatisfactory GOA ratings. At this point, the faculty may recommend before the University of Maryland's Office of Graduate Students that the student be removed from the program. Similar recommendation may be prompted by the student's failure to submit a plan before the faculty.

Should I be worried if I have stalled or made slower progress?
No, you should not worry, you should just use this as an opportunity to confront that situation and discuss a plan with faculty who care about you--what you can do now to move forward. The HEC faculty wants you to succeed. So use the meeting to discuss how we can help make that happen.

What happens to the information I sent in my self-assessment?
We need to store the productivity information and final rating in a database for the GOA process. This is not a public document but will be kept in the department.

More information about the GOA can be found at: https://www.gradschool.umd.edu/about-us/publications-and-reports/graduate-outcomes-assessment

APPENDIX B

**University of Maryland
Department of Counseling, Higher Education and Special Education
Higher Education, Student Affairs and International Education Program
Higher Education Concentration**

ANNUAL STUDENT REVIEW FOR DOCTORAL STUDENTS

Please return by Friday, October 12, 2015

Please provide all responses electronically as word documents. ***When submitting, please save the file using your last name and the current year (e.g., "McEwen 2015 review).*** When complete, please e-mail this form to your advisor.

Student's Name: _____ Date: _____

Advisor: _____ Report covers September, 2014-present.

Last academic year I was a full-time student__ a part-time student __

Year you began PhD Program: _____ (e.g., Fall 2010)

If applicable, date you passed comprehensive exams: _____

If applicable, date you advanced to candidacy: _____

Part I: Professional Goals and Research Interests
Describe your short-term and long-term professional goals and research interests. If your goals and research interests have recently changed, be sure to describe the changes in your plans and how you to came to the decision to go in a different direction.

Part II: Coursework in Core Courses

Provide the grade noted on your most recent transcript for the courses below (including letter, "I," "NG," and "P" grades).

**Semester Taken
or Plan to Take   Grade**

Cumulative Doctoral Program GPA: _____

Incompletes/No Grades

If you are carrying any incompletes indicate in the space below: 1) the name of the course, 2) the instructor for the course, 3) the reason for the incomplete or no grade, 4) your plan to complete the course requirements or status of your course work, and 5) the expected date of completion.

Comprehensive Examination

List the month and year you plan to take or took the Higher Education Comprehensive Examinations. If you have already taken a comprehensive examination, give the results of the examination(s).

Part III. Other Facets of the Doctoral Curriculum
Internship (Optional)

Describe any internship you have already completed.

Other Research Activity

Describe any research activity that you participated in last year. State: 1) a description of the nature of the project, 2) your involvement in the project, and 3) the supervisor of the project.

Next Year Goals
State goals to be accomplished for the upcoming year, including specific deadlines for goals to be accomplished.

Dissertation Research [To be completed by doctoral students at third-year standing or above.]
Describe your dissertation progress to date and plans for the future.

Part IV: Other Professional Activities
Assistantship/Fellowship/Employment
List fellowships, assistantships, or other types of employment you have held since beginning your doctoral program to the present time. State: 1) the position title, 2) dates you held/hold the position, 3) office, location, 4) type of duties, and 5) typical number of hours per week worked.

Professional Publications/Presentations
List publications or conference presentations that you have been involved with since beginning your doctoral program. State: 1) all pertinent information about the publication or presentation in APA format 2) others you worked with on the publication or presentation, if applicable, 3) your role in the publication or presentation, and 4) the status of the publication or conference presentation (e.g., submitted, accepted, presented, or published).

Professional Memberships/Notable Leadership and Service
List active memberships in a professional organization that you have been involved with since beginning your doctoral program, including the nature of your involvement with the organization. Include any other notable leadership activities.

Honors/Awards Received
List any honors or awards you have received since beginning your doctoral program. Include: 1) the name of the award, 2) the name of the organization that conferred the award, and 3) the date the award was received. If possible, include the website link that describes the award or honor received.

Grant Applications/Awards
List any grant proposals (e.g, research, program, or training proposals) applied for and/or received since beginning your doctoral program. Include: 1) the name of the grant applied for/received, 2) the name of the organization offering the grant, 3) the date the grant application was submitted and/or awarded, and 4) the purpose of the grant.

Other Professional Development Activity
Describe other activities in which you are participating that you feel contributes to your professional and/or scholarly growth that was not included in a previous section of this report.

Part V: Student Self-Assessment
Please attach the following three items to this document. Do <u>NOT</u> submit a separate file.

1. Summarize your own assessment of your progress in the Higher Education Administration Concentration, particularly during the past academic year. If you did not accomplish any of the goals or meet any of the commitments noted in your previous year's review, be sure to reflect on why that occurred and what you will do to meet your current goals.

2. Discuss your own assessment of what you believe are your current strengths and developmental needs in relationship to your professional goals.

3. Please cut and paste into the end of this document your current program plan and transcript.

Graduate Outcomes Assessment
Report to Graduate School

Higher Education, Student Affairs, and International Education Policy Program

Students who graduate with an M.A./M.Ed. in Higher Education, Student Affairs, and International Education Policy will have the skills and abilities necessary to generate new knowledge. These skills and abilities come through demonstrated competence in the areas of:

    1. Professional and Content Knowledge
    2. Research Competence
    3. Professional Competence

Students' competences in the areas listed above are evaluated in the following ways. The indicators noted below are sources of data with which to assess competence.

1. Professional and Content Knowledge [Assessed both Year 1 and 2]-- Students show competence in this area by:

    a) Understanding and being able to apply different perspectives within the context of our fields
    b) Understanding and being able to analyze core knowledge in our fields
    c) Being able to synthesize, critique, and communicate knowledge in our fields

The indicators (one or more) that demonstrate that students have this competence include:

- Course papers including integrative reviews of the literature
- Seminar Paper [Year 2]

2. Research Competence [Only assessed Year 2]--Students show competence in this area by:

    a) Understanding research methods
    b) Identifying strengths, weaknesses, and gaps in current research
    c) Proposing research studies

The indicators (one or more) that demonstrate that students have this competence include:

- Seminar paper

How are the Outcomes Assessed?

Graduate outcome assessments will be conducted each year, with dates being specified by each area of concentration. For Year 1 GOA, the student will submit a packet via email to their adviser with materials to demonstrate competency in the area of Professional/Content Knowledge. The packet should include: (1) the annual review form and (2) the course paper or literature review.

For Year 2, the student will submit a similar packet with the appropriate materials to demonstrate competency in both of the two categories. For example, a Year 2 packet could include a course paper (Professional/Content Knowledge) and seminar paper (Research Competency). If the student wishes, a seminar paper can be used to show competency in both Categories 1 and 2 (Professional/Content Knowledge and Research Competency).

After submission of materials, students will be reviewed by a faculty committee, which will be composed of the students'' adviser and one other faculty member in their concentration. The review will focus on ensuring that students are showing progress in their ability to generate new knowledge and they are making timely progress toward the degree. Outcomes will be assessed through analyses of the above indicators and locating the individual student in one of three possible categories:

> Very good progress
> Satisfactory progress
> Unsatisfactory progress/Needs remediation

Feedback Process

Feedback is provided to the eligible students on an individual basis during the annual GOA review. Feedback will be provided to each student by letter from the faculty committee. The letter will highlight the strengths of each student's progress and will provide feedback and recommendation for goals to be accomplished for the upcoming year, including specific deadlines for goals to be accomplished.

 If a student is not making satisfactory progress, the student, in consultation with faculty, will develop a remedial plan that specifies: (1) requirements that the student has failed to achieve, (2) the specific progress expected, and (3) the expected completion dates for compliance with the remedial plan. In this case, the student must indicate agreement (through a signed document) to all conditions and acknowledge that s/he understands the consequences of not making progress. If the student receives a second unsatisfactory review, the student will receive notice that s/he is on probation with information about the requirements that the student has failed to achieve.

Use of Assessment Information to Make Program Improvements

Improvements to the program will be made based on a summary and analysis of the information from the indicators and rubrics and from the feedback to students from the annual GOA review. In general, regarding each indicator on which data are available, faculty will ask:

1. What proportion of students had very good scores in all of the categories? Was that proportion at least 80% of the students?
2. Were there individual categories where less than 80% of the students had very good/satisfactory scores? What were those categories?

If there were areas where 20% or more of the students performed unsatisfactorily in a particular category, the faculty committee will discuss the category, evaluate how it was addressed in classes and other interactions, and make changes to content, instruction, or advising so that students can perform at very good or satisfactory levels.

Higher Education, Student Affairs, and International Education Policy

M.A./M.Ed. Student Outcomes Assessment

Category 1: Professional and Content Knowledge Rubric

Standard	Very Good	Satisfactory	Unsatisfactory
Core knowledge Presents understanding of core theories that guide scholarship and practice Provides thorough and relevant review of the literature Summarizes key findings and conclusions gleaned from the literature review			
Application of knowledge Synthesizes and critiques knowledge in the field Applies and communicates knowledge in the field Demonstrates understanding the implications of scholarship for future research, policy, or practice			

Higher Education, Student Affairs, and International Education Policy
M.A./M.Ed. Student Outcomes Assessment
[Year 2 Only]

Standard	Very Good	Satisfactory	Unsatisfactory
Topic and Rationale Rationale is clearly stated Pertinent literature, theory, and scholarship are identified that relate to the topic Topic is relevant and important in the field Purpose is clearly stated			
Analysis of Prior Research and Integration of Findings Studies are described and critiqued in sufficient detail to identify strengths and weaknesses Studies are integrated around topics that are clearly identified and make sense Identify gaps in existing research			
Understanding of Research Methods Methods are appropriate to type of study (e.g., quantitative, qualitative, or other) Identifies alternative research methods appropriate for the study under review When applicable, shows ability to design and implement a research study			
Significance Recommendations for future research based on weaknesses of reviewed studies are provided Recommendations for future research based on gaps in knowledge are provided Recommendations for practice based on the review of the literature and/or gaps in knowledge are identified			
Quality of Writing Paper is well-organized Paper is clearly and logically written Spelling, grammar, and sentence structure are correct throughout Correct format is used throughout			