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Program Overview

Each fall, the Center for the Study of Higher Education faculty admits 15-25 new Master’s students into a cohort. The Master of Arts (MA) in Higher Education full-time student affairs cohort offers students a blend of theoretical and practical coursework to explore student services within the larger context of higher education. Students will develop knowledge, skills, and awareness that will prepare them to be effective and progressive professionals. This program is enhanced by a close relationship with University colleagues across campus.

Distinguishing characteristics of the MA Cohort:

- Students are enrolled in the program full-time and complete the program in four semesters.
- Students will take all required courses together and follow the curriculum outlined in this document, including certain classes that offer unique perspective on student affairs and student development:
  - HED 608 – The College Student
  - HED 617 – Introduction to Student Services
  - HED 627 – Capstone
- Students will be placed in and receive credit for one professional internship.
- In addition to their academic advisor, students will be assigned a professional advisor.
- Students are strongly encouraged to participate in professional development opportunities provided across campus.

The minimum credit requirement to complete the MA is 36 semester hours, of which not more than six credits may be transferred in from other institutions. Not less than 12 credits must be earned on the University campus in Tucson (i.e., some coursework may be taken at other locations where University of Arizona courses are offered). All work applied to the degree must be completed within 6 years, with some latitude possible by petition to the Graduate College. Please discuss any questions about coursework and credit with your academic advisor, Dr. Amanda Kraus.

Student Community

We encourage you to become involved with the Higher Education Student Organization (HESO) to plan social and academic events for students.

The Center has an active Facebook page. Please join us at: Center for the Study of Higher Education at the University of Arizona to learn more about students, faculty, alumni, and events.

UA’s Graduate and Professional Student Council (GPSC) advocates for graduate students on campus and supports community building.
Graduate Assistantships

While Graduate Assistantships (GA) positions are not required, they are strongly encouraged. The Center facilitates an interview weekend a month or two after admission to support you in procuring an assistantship. At this time, we invite newly admitted students to campus to meet with students, faculty and alumni. We also arrange interviews for available GA positions. While we do not make hiring decisions, we work closely with campus employers to ensure that successful HED MA students are offered GA positions. The dates and details for this event change annually and are communicated in January to newly admitted students to the HED MA cohort.

Most GA positions are one-year appointments at .50 FTE and provide a tuition remission and stipend. The details of each GA positions should be negotiated with the hiring departments and questions about tuition remission and insurance should be directed to the Graduate College.

Academic Advisor

Dr. Amanda Kraus will serve as the academic advisor for all students in the cohort and will advise on curricular or program-related questions. You are welcome to call, email or schedule meetings with her any time.

Dr. Kraus can be reached at (520) 621-6501 or akraus@arizona.edu.

Professional Advisors

Each student in the cohort will be assigned a professional advisor who works on campus in student services. Your professional mentor can offer practical advice, and advise you on professional development, internships, job searching and other campus dynamics. We encourage building relationships with your professional advisor by grabbing coffee or lunch or perhaps asking to visit their office and talk about their jobs and career. There may be additional times when we utilize your advisors to assist in our professional development opportunities.
**Academic Program**

The courses listed are required. 36 total credits are required for degree completion. Six units of elective credit may be taken outside of the College of Education. Additional credits must be approved by your academic advisor.

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>SECOND SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 601 – Higher Education in the United States</td>
<td>HED 608 – The College Student</td>
</tr>
<tr>
<td>HED 611 – Introduction to Statistical Methods</td>
<td>HED 609 – Organization and Administration</td>
</tr>
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<td>HED 617 – Introduction to Student Services</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>THIRD SEMESTER</th>
<th>FOURTH SEMESTER</th>
</tr>
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<tr>
<td>HED 693 – Internship</td>
<td>HED 627 - Capstone</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
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<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Electives**

Students will choose at least five electives, in addition to the required courses, to complete their MA degree. You are encouraged to take electives in Higher Education, but you may certainly enroll in courses outside of Higher Education. All courses must be at the 500- or 600-level. If you wish to take more the six credits outside the College of Education, please consult with your academic advisor.

**Transfer Credits**

Students may transfer in no more than six academic credits to apply toward the MA degree. Transfer courses must be approved by the student’s academic advisor. Students are encouraged to discuss transfer credits with their advisors as soon as possible. Once approved, the student should complete the Evaluation of Transfer Credit form on UAccess Student – Grad Path.

**Internships**

One internship is required for completion of the MA program. For those students in the MA cohort, it is expected that you complete your internship in your third semester. Students will be assigned an internship through an interactive, matching process in the spring of their second semester. Students will enroll in HED 693 and receive three credits for their internship plus corresponding internships course. The class is designed to encourage reflection and dialogue on the professional dynamics experienced in individual internships. Additionally, the class will provide an emphasis on tools for job searching and ongoing professional development. **Note: HED 693 has a pull-down option and you must select three credits.**

Students are encouraged to do additional internship work, and may receive up to one credit for an additional internship.

**Summer Session**

Students are welcome to take summer courses in consultation with their academic advisor. Summer session courses are not covered under the tuition remission package associated with a GA position.
Comprehensive Exams or Thesis Option

A student must successfully pass comprehensive exams or defend a thesis in order to satisfy program requirements. You may choose to complete either a comprehensive exam or thesis.

Comprehensive Exams

Through this written examination, the student is expected to demonstrate a deep understanding of foundational and contemporary higher education literature, models, and theories.

Students will be prompted by our department’s Graduate Coordinator to register for Comprehensive Exams via email. Sample questions may be available from the office.

Format for Comprehensive Exam

The comprehensive exam includes questions from HED 601 and two other HED courses, selected by the student in consultation with the student’s advisor.

The exam will be given as a take-home. Students will be emailed their questions on the dates identified below. Students will have one week to complete their exams. They should email their completed exams to the department’s Graduate Coordinator by the following Friday at 9am.

Responses to each question should be 3-5 pages in length and include citations and references. Please use APA formatting. Save and attachment each response as a separate Word document.

Copies of completed exams will be distributed to and reviewed by the instructors with no identifiable student information attached. Exams will be graded and students notified of their grades within approximately two weeks.

Students can pass, high-pass, or fail each question. Students must successfully pass all three questions to pass the Comprehensive Exam. Students who fail all three questions, two of the three questions, or one question will have failed the Comprehensive Exam and will be given one opportunity to re-take the exam questions for which they received the failing grade.

Students may request disability-related accommodations for comprehensive exams by working with the UA Disability Resource Center.

Timeline

Exams will take place the second Friday in November and the second Friday in April*. The exam is traditionally taken in the last semester of MA coursework.

* If the second Friday of April is the weekend of the Easter holiday, the exam will be moved to the third Friday of April.
Master’s Thesis

The Master’s thesis is an alternative to the comprehensive exam. Should a student select the thesis option, the student will need the support of a Higher Education faculty member to chair the thesis committee. It is advised that the student identify this faculty member and an initial research question by spring/second semester of the first year of study. Students may register for 6 thesis credits that count toward or in addition to the 36 required credits.

Sample Thesis Timeline

- **Spring/Second Semester:**
  - Develop a research question and discuss with academic advisor.
  - Identify a committee chair from the Higher Education faculty. When selecting your Chair, consider your relationship with the faculty member, shared research interests, and the methodology you intend to utilize.
  - Identify at least two additional Higher Education faculty to sit on the thesis committee. Additional committee members are allowed and may represent other departments.

- **Summer:**
  - Develop a literature review.
  - Begin Institutional Review Board (IRB) process.

- **Fall/Third Semester:**
  - Submit paperwork to IRB and secure approval to conduct research.
  - Pilot your study.
  - Write a proposal – typically five chapters for a total of 20-25 pages:
    1. Introduction
    2. Literature Review
    3. Methodology
    4. Findings
    5. Implications
  - Schedule a proposal defense. Submit a final draft of your proposal to your Chair at least 3 weeks out. Revise, then send updated draft to your committee at least 2 weeks out.

- **Spring/Fourth Semester:**
  - Expand your study to achieve your desired sample number.
  - Complete your thesis by following the proposal outline and expanding to about 100 pages.
  - Schedule your defense. Follow the process for a proposal defense. Leave yourself at least two weeks after your defense and before graduation to revise and submit to the Graduate College.
Required Forms
All forms can be found in [UAccess Student - Grad Path](#) and must be routed electronically for approval by your advisor.

The following forms must be completed before graduation:

1. Responsible Conduct of Research Form
2. Evaluation of Transfer Credit (only if using external transfer courses)
3. Master's/Specialist Plan of Study
4. Master's/Specialist Committee Appointment Form
5. Master's/Specialist Completion Confirmation Form
6. Submission of thesis for archiving (*required if student completes a thesis*).
7. Exit survey

Completing Grad Path
Here are some screenshots to aid you in completing the necessary forms for Grad Path. You can (and should) create a plan of study early in your academic program. During your program, you can add and delete classes as you change your plan.

**Step One**

You can find your GradPath forms by visiting the student section of UAccess. Visit the drop-down tab at the bottom of the Academics section, select GradPath Form, and then press the arrow.
Step Two

The second step is to review the information here. There are information and deadlines with which it might be helpful to familiarize yourself. Once ready, you can click on GradPath Forms, shown here circled in red.

Step Three

When ready you can go to the area circled in red and click on Create New. As mentioned, you should complete the plan of study early but will have the ability to click on modify to update it later if you want/need to.
Step Four – Completed Plan of Study Example

Student Directions

Select courses below to add to your Plan of Study. Adding a course to your Plan of Study does NOT enroll you in that course. To enroll, go to the “Academics” section of Student Self-Service or contact your departmental advisor. You add courses to the Plan of Study using the three buttons below: Get Enrollments to add courses from your transcript; Get Transfer to add eligible courses from your Transfer Credit Form; or Get Future Courses to add courses you will still take from the course catalog.

Please be aware that there are limits to the amount of transfer coursework, coursework taken at UA in non-degree-seeking status and UA graduate courses taken while an undergraduate that can be used toward your degree. The specific limits are in the policy at http://online.arizona.edu/academic/program-requirements/masters-degrees/credit-requirements.

Graduate candidacy fees are charged when the Plan of Study is first approved for a given master’s/specialist degree. http://online.arizona.edu/finance/fees/graduate-candidacy-fees.

Coursework for Major

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<tr>
<th>Term</th>
<th>Subj.</th>
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Total: 36.000

If you have any questions or you would like assistance in completing your forms please contact Whitney Mohr (wmohr@email.arizona.edu) to set up an appointment.
UA Resources

UAccess
UAccess is the UA system students use to enroll in courses and access their Bursar account and all required University forms. It is crucial to monitor your account to keep up with tuition payments and miscellaneous fees (CatCard, printing, etc.). [https://uaccess.arizona.edu/](https://uaccess.arizona.edu/)

Desire 2 Learn (D2L)
D2L is the learning management system students use to access all course content (syllabi, readings, assignments, etc.) for their classes. Students’ D2L login is the same as their UAccess login. [D2L Help Page](https://uaccess.arizona.edu/)

CatCard
A CatCard is your UA identification card. Students can use CatCards for meal plans, campus purchases, printing charges, admission to some University events, building access, and more. It is important to get your CatCard as soon as possible. The cost is $25 for your first card (employees receive their first card free). The CatCard office is located in the lower level of the Student Union across from Wells Fargo. [https://catcard.arizona.edu/](https://catcard.arizona.edu/)

Counseling and Psych Services (CAPS)
CAPS offers psychological counselling and psychiatric services to students. License professional provide brief treatment for anxiety, depression, difficulties with relationships, family problems, food/body image concerns, alcohol and drug concerns, ADHD, life crises, and other issues

Call (520) 621-3334 to make an appointment. Walk-in consultation is available Monday-Friday, 9AM-4PM.

Disability Resource Center (DRC)
The DRC is the department designated by the University to ensure an accessible experience on campus. Graduate students are welcome to affiliate with DRC to request accommodations and explore available resources.

The DRC houses the Disability Cultural Center (DCC). The DCC is a space for students, faculty and staff to explore and celebrate disability identity, culture and community. DCC offers a variety of events and programming that promote an authentic and intersectional perspective on disability. The DCC is located on the second floor of the Disability Resource Center in Highland Commons D217.
Frequently Asked Questions

1. **What sets UA’s Higher Ed Master’s program apart from others?**
   UA’s program offers students a blend of theoretical and practical academic experiences. Students will learn about student affairs and administration in the larger context of higher education. Our faculty prioritizes social justice, access, and equity and reflects these values in research and teaching. The Master’s program also benefits from a strong relationship with the rest of campus. Students complete internships in the Division and are assigned professional advisors to help navigate job searching and professional associations among other things.

2. **What does one do with a Master’s degree in Higher Education?**
A Master’s degree in Higher Education prepares you for a variety of professional and academic roles. Most students, upon graduation, work on a college or university campus doing direct service with students in advising, housing, student activities, multicultural affairs, etc. Students may also go on to pursue doctoral work with the ultimate goal of a faculty or administration position. This degree does not necessarily prepare students for college-level teaching or K-12 administration.

3. **Is this program designed for students who work full-time?**
The student affairs cohort is designed for full-time graduate students, to be completed in four semesters.

There is another MA option for students who cannot enroll full-time and/or are not interested in an academic focus on student affairs. These students will not be enrolled into the Cohort. While they must complete 36 credits and either successfully pass comprehensive exams or defend a thesis, they are not required to complete an internship or to take HED 627 – MA Capstone. These six credits will be taken as electives.

4. **Can I apply for admission into the student affairs cohort in the spring?**
No. Admission into to the student affairs cohort is fall-only, to facilitate a common curricular experience.

5. **Can I apply transfer credit to my program?**
Students may transfer in no more than six academic credits to apply toward the MA degree. Transfer courses must be approved by the student’s academic advisor. Students are encouraged to discuss transfer credits with their advisors as soon as possible. Once approved, the student should complete the [Evaluation of Transfer Credit](#) form on UAccess Student – Grad Path.

6. **How many electives can I take outside of Higher Education or the College of Education?**
Students will choose at least five electives, in addition to their required courses, to complete their MA degree. You are encouraged to take electives in Higher Education, may certainly enroll in other courses. All courses must be at the 500- or 600-level. If you wish to take more the six credits outside the College of Education, please consult with your academic advisor.
7. When will I be assigned an academic advisor?
Dr. Amanda Kraus will serve as the academic advisor for all MA students. Students in the MA cohort are also assigned a professional advisor employed on campus in Student Affairs. These assignments will be communicated via email during the summer prior to your first semester.

8. When considering a Master’s thesis or comprehensive exams, is one a better choice than the other?
Both options are valuable. Comprehensive exams help students reflect on critical content and concepts. The Thesis is an opportunity to conduct research, however given the length of the program, time management is critical to be successful in completing a thesis.

9. When should I complete my required internship?
You are encouraged to complete your internship in your third semester. Whitney Mohr will facilitate a process to identify options and match you.

10. What if I do not receive a graduate assistantship (GA)?
While we always hope to match each student with a GA position, if you do not, it’s OK! You can continue to apply for GA positions that become available. You may also consider completing additional internships to build your resume and make professional connections.

11. I am having trouble registering for/enrolling in classes?
With questions or difficulties related to enrollment, please contact Diana Peel at dpeel@arizona.edu.

12. Where can I find a list of resources for Educational Policy Studies and Practice graduate students, including information on funding sources, Grad Path, and University or College policies?
Please visit this site for a variety of academic and University resources:
https://www.coe.arizona.edu/epsp/gradresources
Plan of Study Worksheet:
You may use this table to plan out your courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 601 – Higher Education in the U.S.</td>
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<tr>
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<td>HED 611 – Intro to Statistical Methods</td>
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| Total Credits                             |         | **36**   |
Faculty Information

**Dr. Regina Deil-Amen**

- Department Head, Education Policy Studies & Practice
- Director, Center for The Study of Higher Education
- Professor of Higher Education and Sociology

Dr. Regina Deil-Amen is a Professor of Higher Education and Sociology in the Center for the Study of Higher Education / Educational Policy Studies & Practice Department in University of Arizona’s College of Education. She is an expert on qualitative research methods. Her research has generally focused on college student aspirations and decision-making, organizational contexts, persistence, inequality, and opportunities in two-year public community colleges and for-profit colleges and broad access universities, with particular focus on lower-income students, non-traditional, and underrepresented students of color. Most recently, she has studied how community college students use social media to create community and navigate organizational procedures, the consequences of financial aid policies on low-income students, and utilizing texting and other technology as tools to both explore student experiences and improve organizational practices. Her current NSF-funded work awards scholarships and offers asset-based and career-relevant mentoring and academic support to Pell-eligible community college students transferring into university STEM majors.

**Dr. Amanda Kraus**

- Assistant Vice President for Campus Life
- Executive Director for Disability Resources and ADA/504 Compliance Officer
- Executive Director for Housing & Residential Life
- Assistant Professor of Practice for Higher Education

Dr. Amanda Kraus has lived in Tucson, AZ and worked at the University of Arizona for over fifteen years. Dr. Kraus currently serves as Assistant Vice President for Campus Life as well as Executive Director for Housing & Residential Life and Executive Director of UA’s Disability Resource Center. One the largest in the nation, the Disability Resource Center is an international model of progressive service delivery. Dr. Kraus coordinates the MA program in Higher Education and teaches courses on student affairs and disability in higher education. She studies disability identity, disability dynamics in the student veteran community, and disability-related biases and microaggressions. Through her research and teaching, she challenges the dominant deficit or tragedy narrative on disability and promotes models and tools to increase access and equity and ultimately reframe concepts of difference in higher education. Dr. Kraus earned her B.A. at Carnegie Mellon University in Pittsburgh, PA and her M.A. and Ph. D. in Higher Education from this program!
**Dr. Gary Rhoades**

- Professor of Higher Education

Professor Rhoades has been a faculty member at the Center for the Study of Higher Education since August 1986. From 2009-2011 he took a leave of absence from the UA to serve as the General Secretary of the American Association of University Professors. Rhoades’ scholarship focuses on the restructuring of academic institutions and of professions in the academy, as well as on comparative higher education studies of university strategic planning and marketing. In addition to his books, Managed professionals: Unionized faculty and restructuring academic labor (1998, SUNY Press), and Academic capitalism and the new economy (with Sheila Slaughter, 2004, Johns Hopkins University Press), Rhoades is now working on finishing an update and expansion of his 1998 book, to be entitled, Organizing “professionals:” Academic employees negotiating the new academy,” and is beginning work on an additional book to be entitled, Managing to be different: From strategic imitation to strategic imagination.

**Dr. Jenny Lee**

- Professor of Higher Education

Dr. Jenny Lee is a Professor at the Center for the Study of Higher Education at the University of Arizona. She is currently a NAFSA Senior Fellow, Associate Editor of the Review of Higher Education, and Co-editor of the book series, Studies in Global Higher Education. She formerly served the Chair for the Council of International Higher Education and Board of Directors for the Association for the Study of Higher Education (ASHE). Dr. Lee's latest research encompasses a range of key higher education issues that center on the internationalization of higher education. Her past research topics have included student engagement, community outreach, and organizational behaviors in the US as well as abroad. Her ongoing research on international students mobility and experiences in the US, South Africa, Mexico, and Korea over the past decade have especially been cited widely. Dr. Lee has been recognized and awarded by the American College Personnel Association as an Emerging Scholar and an Erasmus Scholar by the UA College of Education. She is also the recipient of the Excellence in Global Education Award by the Office of Global Initiatives in 2017 and the Outstanding Faculty Award by the Asian American Faculty, Staff & Alumni Association in 2009, both at the University of Arizona. She was also recognized as one of the nation's top emerging scholars by Diverse Issues in Higher Education in 2011.
**Dr. Nolan Cabrera**

- Associate Professor of Higher Education

Dr. Nolan L. Cabrera is an Associate Professor in the Center for the Study of Higher Education at the University of Arizona, and was the only academic featured in the MTV documentary *White People*. His new book, *White Guys on Campus*, is a deep exploration of White male racism, and occasional anti-racism, on college campuses – a text Jeff Chang (author of *We Gon’ Be Alright*) described as “A timely, provocative, even hopeful book.” Dr. Cabrera is also one of three academic expert witnesses for the plaintiffs in Tucson Unified Mexican American Studies case (*Arce v. Douglas*). He is a recipient of the prestigious education early career award, the Spencer/National Academy of Education postdoctoral fellowship. Dr. Cabrera’s publications have appeared in the leading education and higher education journals such as *American Educational Research Journal, Teachers College Record, Review of Higher Education, Journal of College Student Development, and Research in Higher Education*, and his work has been used extensively in education, policy, and legal environments. Dr. Cabrera is a UA College of Education Erasmus Scholar, Emerging Scholar for the American College Personnel Association, Faculty Affiliate with UT Austin's Project M.A.L.E.S., and Faculty Fellow for the American Association for Hispanics in Higher Education. He completed his graduate work at UCLA in Higher Education & Organizational Change and Dr. Cabrera earned his BA from Stanford University in Comparative Studies in Race and Ethnicity (Education focus). He is a former Director of a Boys & Girls Club in the San Francisco Bay Area, and is originally from McMinnville, Oregon.

**Dr. Z Nicolazzo**

- Assistant Professor Trans* Studies in Education

Dr. Z Nicolazzo is an Assistant Professor of Trans* Studies in Education at the Center for the Study of Higher Education and a member of the Trans* Studies Initiative at the University of Arizona. She earned her Ph.D. in Student Affairs in Higher Education at Miami University (OH), and formerly worked in various functional areas in student affairs, including residence life, sexual violence prevention programming, and student activities. Dr. Nicolazzo’s latest research centers on tracing discourses of gender across postsecondary educational contexts, with a particular emphasis on transgender students. Her work takes a decidedly affirmative standpoint, and seeks to explore the ways transgender students are successful, despite the educational environments in which they learn, live, and work not being built with them in mind. Dr. Nicolazzo also has written about trans*-centered epistemologies and research methodologies in educational research. She has published in a wide range of journals, including *Review of Higher Education, Journal of College Student Development, TSQ: Transgender Studies Quarterly, Critical Studies in Education, Journal of LGBT Youth, Journal of Diversity in Higher Education, Journal of Critical Scholarship on Higher Education and Student Affairs*, and others. Dr. Nicolazzo’s work has received awards from ACPA—College Student Educators International, the Association of College and University Student Housing Officers—International (ACUHO-I), and the American Educational Research Association’s Division J (Higher Education).
Dr. Karina Salazar

- Assistant Professor for Higher Education

Dr. Karina Salazar is an Assistant Professor in the Center for the Study of Higher Education at the University of Arizona starting in Fall 2019. She received her doctorate and masters from the University of Arizona Center for the Study of Higher Education and while working on her doctorate was a visiting scholar at the University of Michigan’s Center for the Study of Higher and Postsecondary Education. Her research investigates whether the enrollment management practices of public universities undermine access for underserved student populations. Her dissertation used data science methodologies, mapping, and geospatial analyses to explore whether and to what extent admissions recruiting efforts may spatially discriminate, or redline, schools and communities with predominantly low-income, students of color. Her course offerings will include introductory data management and manipulation in R, statistical courses in regression and causal inference methodologies, higher education finance and enrollment management, as well as advanced seminars using R and Python languages for collecting data and generating visualizations.

Mary Irwin

- Director of Project SOAR
- Assistant Professor of Practice for Higher Education

Dr. Mary Irwin is Director of Project SOAR and Assistant Professor of Practice in Educational Policy Studies and Practice in the College of Education at the University of Arizona. Project SOAR (Student Outreach for Access & Resiliency) is a service-learning experience that routinely places over one hundred University of Arizona undergraduate mentors in under-resourced middle schools in the Tucson area. These students are enrolled in either HED 350 (fall) or HED 397B (spring), both of which examine issues of college access. Mentors meet one-on-one or with a small group of middle school youth weekly, addressing topics including academic strengths, self-esteem, conflict resolution, career exploration, and the college search process.

Mary earned her doctorate from the Center for the Study of Higher Education while working with the Arizona Assurance Scholars Program (academic, financial and social support for low-income Arizona residents). Mary’s dissertation examined the decision-making process of college withdrawal of low-income students. Her research interests include examining the mentoring relationships between undergraduate students and faculty mentors. This stems from her creation and coordination of a faculty mentoring program for incoming freshmen in the Arizona Assurance Scholars Program. Her research interests have extended to exploring how the process of self-reflection throughout the service-learning experience allows students to better understand their own beliefs and/or misconceptions about barriers to college access and enrollment for low-SES students and students of color.