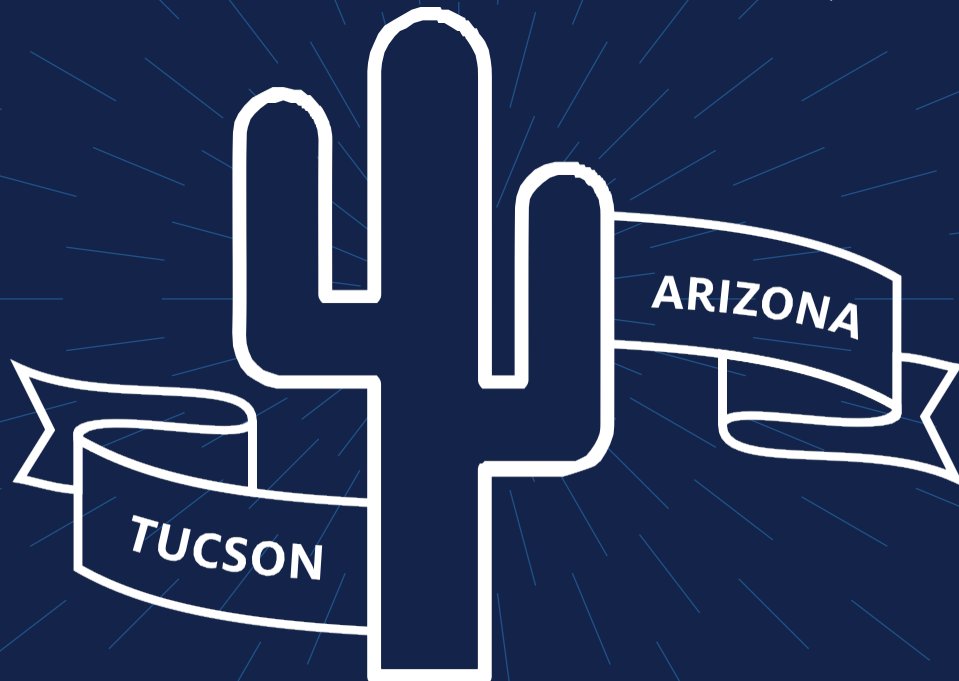


MASTER OF ARTS IN HIGHER EDUCATION



Department of Educational Policy Studies and Practice
The Center for The Study of Higher Education



THE UNIVERSITY OF ARIZONA
College of Education

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Program Overview

Each fall, the University of Arizona Center for the Study of Higher Education faculty admits 15-25 new Master's students to the program. The academic program offers students a blend of theoretical, research-based, and practical coursework to understand the system 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 close relationships with University colleagues across campus. Students may pursue their MA part-time or as part of a full-time cohort.

Academic Program Requirements

For all students, enrolled both full- and part-time, 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.

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

Every Master's student will be assigned a professional advisor who works on campus. Your professional advisor can offer practical advice, and share perspective 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.

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.

Pursuing the Program Part-Time

- Many students pursue the MA program part-time and take classes as their schedules permit.
- These students are typically employed at the University and use their qualified tuition remission (QTR) benefits to cover the cost of tuition.
- QTR can be applied to Summer Session courses and many part-time students utilize this option to continue making progress on their degree all year.
- Because only full-time students are eligible for graduate assistantships, part-time students cannot procure GA positions.
- The only changes to the academic program are as follows:
 - The following classes are **NOT** required for part-time students, but may be taken as electives:
 - HED 617 – Introduction to Student Services
 - HED 627 – MA Capstone
 - HED 693 – MA Internship

Pursuing the Program Full-Time

Distinguishing Characteristics of the Cohort

- Full-time students are enrolled into a cohort each fall.
- Students are enrolled in the program as full-time students (on average, 3 classes/semester).
- Student plan to 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 the student affairs profession
 - HED 617 – Introduction to Student Services
 - HED 627 – MA Capstone
 - HED 693 – MA Internship

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.

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.

Course Requirements

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.

FIRST SEMESTER	SECOND SEMESTER
HED 601 – Higher Education in the United States HED 611 – Introduction to Statistical Methods HED 617 – Introduction to Student Services*	HED 608 – The College Student HED 609 – Organization and Administration Elective
THIRD SEMESTER	FOURTH SEMESTER
HED 693 Internship* Elective Elective	HED 627 - Capstone* Elective Elective

*Classes marked with an asterisk are only required for the Full-Time Student Affairs Cohort and may be taken as electives by others.

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.

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.

MA 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.

The screenshot shows the 'Whitney's Student Center' interface. The 'Academics' section is expanded, showing a list of links: Search, Plan, Shopping Cart, Enroll, My Academics, and Booklist. A red circle highlights a dropdown menu labeled 'GradPath Forms' with a downward arrow and a magnifying glass icon. To the right of the Academics section, there is a message box that says 'You are not enrolled in classes.' and a link for 'enrollment shopping cart'. Below the Academics section, the 'Finances' section is also expanded, showing links for My Account, Account Inquiry, Health Care Options, Enroll/Cancel Coverage, View Eligibility and Fees, Financial Aid, Financial Aid Authorization, My Financial Aid Status, View Financial Aid, Accept/Decline Awards, Report Other Financial Aid, and Student Response Required. To the right of the Finances section, there is a message box that says 'You have no outstanding charges at this time.' and a link for 'go to quickpay'.

Step Two

[Home](#)

GradPath

Welcome to GradPath!

This page has some useful Graduate College information and links. To proceed to your GradPath forms, click the "GradPath Forms" button below.

If you have a moment, please take the opportunity to complete our 1 minute Graduate College short survey. The information we collect is private and will help us serve you better.

[Academic Advising Survey](#)

Graduate Student Forms

[GradPath Forms](#)

Information and Deadlines

GradPath Information	GradPath Information
Graduation Deadlines	Graduation Deadlines
Links to Policies	Master's Policies Doctoral Policies Specialist Policies Certificate Policies
Registration Deadlines	Registration Dates
Payment Dates & Deadlines	Payment Dates & Deadlines


Need Help?

Contact Graduate Student Academic Services	Contact Information for your Graduate College Degree Counselor
GradPath Student FAQ	GradPath FAQ

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

[Ua Aa014 Mygradcol](#)

ID  Whitney Mohr

Welcome to your GradPath forms! The forms listed under your degree or certificate are required forms. Other forms are available for your use if needed.

IMPORTANT! You do NOT need to re-do any forms in GradPath that you already completed on paper. GradPath does not contain any paper forms you have submitted, but they are on file with the Graduate College. Later forms are made available based on the steps you have already completed in GradPath or on paper. (Note that you must first submit the Responsible Conduct of Research form before other required forms will be available.)

If you have questions about your GradPath forms, please contact your degree counselor. To identify your counselor, see <http://grad.arizona.edu/academics/degree-certification/find-auditor>. (30018,57)

PHD - Higher Education (Active in Program)			
MA - Higher Education (Completed Program)			
Responsible Conduct of Research Statement (HEDMA)	Approved	View Current	Create New
Plan of Study (HEDMA)	Approved	View Current	Create New Modify
Master's/Specialist Committee Appointment Form (HEDMA)	Approved	View Current	Create New Modify
Master's/Specialist Completion Confirmation (HEDMA)	Approved	View Current	
Other forms			
Transfer Credit Form		View Current	Create New Modify
Petition Forms			
Petition Form		View Current	Create New Modify

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 in UAccess 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://grad.arizona.edu/academics/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://grad.arizona.edu/financial-resources/costs/degree-audit-processing-fee>

Coursework for Major

	Term	Subj.	Catg Nbr	Course Title	Grade	Units	Letter Grade	Details	Also Used in
<input type="checkbox"/>	Fall 2012	CPH	549	Family Violence		3.00	<input checked="" type="checkbox"/>	ENRL	
<input type="checkbox"/>	Fall 2012	HED	693C	Internship: Higher Educ		3.00	<input type="checkbox"/>	ENRL	
<input type="checkbox"/>	Fall 2012	HED	630	Values/Consciousness/Prof Prac		3.00	<input checked="" type="checkbox"/>	ENRL	
<input type="checkbox"/>	Fall 2012	ETCV	511	Appl Of Technology In Ed		3.00	<input checked="" type="checkbox"/>	ENRL	
<input type="checkbox"/>	Spring 2012	HED	609	Organ+Admin Higher Educ		3.00	<input checked="" type="checkbox"/>	ENRL	HEDPHD
<input type="checkbox"/>	Spring 2012	HED	696C	Topics in Higher Ed		3.00	<input checked="" type="checkbox"/>	ENRL	HEDPHD
<input type="checkbox"/>	Spring 2012	HED	608	The College Student		3.00	<input checked="" type="checkbox"/>	ENRL	HEDPHD
<input type="checkbox"/>	Fall 2011	HED	601	Higher Educ In U S		3.00	<input checked="" type="checkbox"/>	ENRL	HEDPHD
<input type="checkbox"/>	Fall 2011	HED	617	Student Personnel Serv		3.00	<input checked="" type="checkbox"/>	ENRL	
<input type="checkbox"/>	Fall 2011	HED	611	Statistic Analysis: Higher Ed		3.00	<input checked="" type="checkbox"/>	ENRL	HEDPHD
<input type="checkbox"/>		HED	627	Capstone: Contemporary Issues		3.00	<input checked="" type="checkbox"/>	CRSE	
<input type="checkbox"/>		HED	699	Independent Study		3.00	<input type="checkbox"/>	CRSE	
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/>

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](#)

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/>

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.

Course		Credits	Semester*
HED 601 – Higher Education in the U.S.	Required	3	Fall 1
HED 611 – Intro to Statistical Methods	Required	3	Fall 1
HED 617 – Intro to Student Services	Required only for full-time cohort	3	Fall 1
HED 608 – The College Student	Required	3	Spring 1
HED 609 – Organization and Administration	Required	3	Spring 1
HED 693 – Internship	Required only for full-time cohort	3	Fall 2
HED 627—MA Capstone	Required only for full-time cohort	3	Spring 2
Elective		3	
Elective		3	
Elective		3	
Elective		3	
Elective		3	
		36	

***Semesters included for full-time cohort only!**

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 at the Center for the Study of Higher Education in University of Arizona's College of Education. She is an expert on qualitative research methods, engaging 'micro' experiences embedded in institutional contexts as a prism for revealing and understanding the relevance of larger 'macro' structures. Dr. Deil-Amen received her Ph.D. in sociology from Northwestern University, where she directed a multi-site case study of how community colleges and private occupational (career/technical) colleges differentially structure institutional procedures to prepare students for sub-baccalaureate careers. Her co-authored book, *After Admission: From College Access to College Success*, details the findings of that project. Generally, Regina's research has focused on college student aspirations, decision-making, social networks, intersections with organizational contexts, persistence, inequality, and opportunities in two-year public and for-profit colleges and broad access universities, with a particular focus on lower-income students, non-traditional, and racially minoritized underserved students. Professor Deil-Amen's most recent work involves funding from the National Science Foundation to award scholarships and implement a range of inclusive, asset-based, and career-relevant mentoring and academic support to Pell-eligible students transferring from a Hispanic Serving community college 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

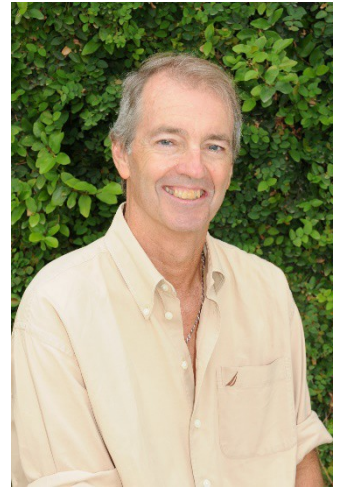
Dr. Amanda Kraus has lived in Tucson, AZ and worked at the University of Arizona for over fifteen years. She earned her B.A. at Carnegie Mellon University in Pittsburgh, PA and her M.A. and Ph. D. in Higher Education from this program! Dr. Kraus currently serves as Assistant Vice President for Campus Life as well as Executive Director of UA's Disability Resource Center (DRC). The DRC is regarded as a model for progressive services and programming. Dr. Kraus studies disability identity, disability dynamics in student affairs and higher education, and ableist 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. She is a sought-after speaker and regularly travels to colleges and universities around the country and internationally. Dr. Kraus is currently President of the Association on Higher Education and Disability (AHEAD).



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 a new academy*.



Dr. Jenny Lee

- Professor of Higher Education

Jenny J. Lee is a professor at the Center for the Study of Higher Education at the University of Arizona. Professor Lee's research examines how policies, geopolitics, and social forces shape inequities in higher education, in the US and abroad. Her comparative research on international student mobility and experiences in the U.S., Mexico, South Korea, and South Africa over the past decade have especially been cited widely. *Nature*, *Science*, the *New York Times*, *ABC News*, *Al Jazeera*, and many other news outlets have quoted Professor Lee and featured her research. Her latest work focuses on the geopolitics of global science, which will be featured in her forthcoming edited book, "U.S. Power in International Higher Education," to be published by Rutgers University Press during 2021.



Dr. Nolan Cabrera

- Professor of Higher Education
- Associate Professor, American Indian Studies-GIDP
- Associate Professor, Social / Cultural / Critical Theory - GIDP

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 (*Gonzalez 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. Karina Salazar

- Assistant Professor for Higher Education

Karina Salazar is an assistant professor in the Center for the Study of Higher Education. Her research program analyzes whether the enrollment management practices of public universities undermine access for underserved student populations. Salazar is co-principal investigator of the Enrollment Management, Recruiting, and Access (<https://emrresearch.org/>) research project, which investigates the recruiting practices of colleges and universities. This work has been featured by *The New York Times*, NPR, CNN, *Inside Higher Ed*, *The Chronicle of Higher Education*, and *U.S. News & World Report*. She was also designated a 2019 *Forbes* “College Admission Influencer” in the researcher and activist category. Salazar is a local Tucsonan and proud graduate of Sunnyside High School. She



completed her graduate work at the University of Arizona where her research was funded by the American Educational Research Association.

Dr. Jameson David (J.D.) Lopez

- Assistant Professor of Higher Education

Dr. J. D. Lopez is an enrolled member of the Quechan tribe located in Fort Yuma, California. He currently serves as an Assistant Professor in the Center for the Study of Higher Education at the University of Arizona. He studies Native American education using Indigenous statistics and has expertise in the limitations of collecting and applying quantitative results to Indigenous populations. He carries unique experiences to his research that include a 2010 deployment to Iraq as a platoon leader where he received a bronze star medal for actions in a combat zone. As an Indigenous quantitative researcher with expertise in the limitations of collecting and applying quantitative results to Native American populations, he tends to examine research through tribal critical race theory which contends governmental policies toward Native American focus on the problematic goal of assimilation. This challenge often results in relatively low numbers of Native American voices in comparison to dominant culture voices in quantitative research, but can be overcome through increasing Native American participation in academic and policy discourse, and including Native American voices in quantitative research through Indigenous statistics.



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 Transgender Studies Research Cluster 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 at multiple institutions across the United States. Dr. Nicolazzo’s current research focuses on how transgender students use the internet to explore who they are and can be(come). Dr. Nicolazzo has taught HED 642: Gender & Education, HED 608: The College Student, and HED 696: Activism in Higher Education. She teaches from a critical perspective that centers collective visions for the futures we need rather than the ones we may be able to get through compromise and educational reform. Her pedagogy is consistent with the Learning Partnerships Model (LPM; Baxter Magolda & King 2004), which centers on the three main principles of validating students as knowers, situating learning in student experiences, and defining learning as a process of mutually constructing meaning.



Judy Marquez Kiyama

- Associate Vice Provost, Faculty Development
- Professor of Higher Education

Dr. Judy Marquez Kiyama serves as the Associate Vice Provost, Faculty Development within the Office of Faculty Affairs. In this role she implements efforts that further the aims of the University of Arizona to excel in its Hispanic Serving Institution (HSI) designation through increasing institutional capacity among faculty. This includes developing equity-focused recruitment, hiring, and retention practices; and developing faculty capacity in research, teaching and curriculum, and service.



As a community-engaged scholar, her research examines the structures that shape educational opportunities for minoritized groups to better understand the collective knowledge and resources drawn upon to confront, negotiate, and (re)shape such structures. Working alongside Latinx/o/a families and communities are at the core of her research efforts. She grounds her work in community knowledge and organizes her research in three interconnected areas: the role of parents and families; equity and power in educational research; and minoritized groups as collective networks of change. As a first-generation, Mexican American college student, she draws on her own experiences with her family to connect with the sources of support that first-generation, families of color offer their students in the transition to college. Her numerous publications focus on equity and inclusion efforts to better serve minoritized students, and their families and communities, including her most recent book: *Funds of Knowledge in Higher Education: Honoring Students' Cultural Experiences and Resources as Strengths*.

Dr. Moira Ozias

- Assistant Professor for Higher Education

Moira Ozias' research focuses on equity in higher education practice, especially investigating white women's racism and processes for creating educational spaces and curricula that resist racism and work toward racial justice. She uses critical whiteness, gender, and affect theories to understand how college experiences support and resist white women's affective and spatial investments in white supremacy.



Ozias grew up in the rural Midwest in a family of teachers and farmers, and her background in social work informs her interest in community collaborations. She earned a BA in English from Baker University (Kansas), an MA in English and MSW (Social Welfare) from the University of Kansas, and a PhD in Adult & Higher Education from the University of Oklahoma. Prior to joining the University of Arizona faculty, Ozias taught College Student Affairs Leadership at Grand Valley State University, Student Affairs Administration at the University of Wisconsin-La Crosse, and spent over 15 years working in higher education administration at the University of Oklahoma and the University of Kansas. She also serves as Director of Research and Scholarship for ACPA (2019-2022).



THE UNIVERSITY OF ARIZONA

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