



Louise McBee Institute of Higher Education
UNIVERSITY OF GEORGIA

**EXECUTIVE DOCTORATE
IN HIGHER EDUCATION MANAGEMENT**

STUDENT HANDBOOK

Meigs Hall
Athens, Georgia
<http://ihe.uga.edu>

Updated September 20, 2022

Table of Contents

Overview of the McBee Institute of Higher Education	1
MIHE Faculty, Postdocs, and Fellows	2-5
Executive Doctoral Program Overview	6
Program of Study	7
Program Stages	8-10
Graduation.....	11

Appendices

Appendix A: Examination and Dissertation Evaluation Rubric.....	12
---	----

NOTE: *This document is not intended as a binding or contractual agreement; its purpose is to serve as a guideline within the Institute’s doctoral program. In case of conflict, UGA Grad School policies supersede any guidelines set forth herein.*

The Louise McBee Institute of Higher Education

Founded in 1964, the McBee Institute of Higher Education (MIHE) is noted for its multidisciplinary approach to teaching, research, and outreach, with emphases in policy and law, faculty and instructional development, and public service and outreach. MIHE faculty members also specialize in history, leadership, curriculum, institutional research, and international higher education. The Institute offers the M.Ed., Ed.D. and Ph.D. in Higher Education, and students may earn an M.P.A. with a higher education specialization through the School of Public and International Affairs.

The Institute's primary objectives are to:

1. prepare professionally trained personnel for administrative and professional staff positions in colleges, universities, and other educational agencies;
2. prepare graduate students for research, teaching, and service in the academic field of higher education;
3. develop instructional resources for the continuing professional education of faculty, administrators, and researchers in higher education;
4. provide in-service training and development opportunities to recently appointed administrators, faculty members, and professional staff in postsecondary education;
5. cooperate with other institutions and agencies providing professional and technical services to the various constituencies of colleges and universities;
6. analyze and interpret – through conferences, seminars, workshops, research, and publications – significant events, policy decisions, and public issues affecting higher and postsecondary education; and
7. contribute to the development of higher education as a field of advanced study through scholarly, practical, and applied research.

In meeting its objectives the Institute provides various professional and technical services to the University of Georgia, the University System, and other institutions of higher education within the state, region, and nation. Staff interests and expertise are comprehensive and diversified. Programs and services are enhanced further by the Institute's status as a university agency and by access to the University of Georgia's many other resources and expertise.

Please visit ihe.uga.edu for information on faculty research, public service and outreach programs, and international partnerships.

Louise McBee Institute of Higher Education Faculty

Libby V. Morris
Academic Program Director, McBee Institute of Higher Education
Miller Distinguished Professor of Higher Education
Ph.D., University of North Carolina

James C. Hearn
Interim Director, McBee Institute of Higher Education
Professor of Higher Education
Ph.D., Stanford University

Timothy R. Cain
Associate Professor of Higher Education
Ph.D., University of Michigan

Erik C. Ness
Professor of Higher Education
Graduate Coordinator
Ph.D., Vanderbilt University

George Spencer
Assistant Professor of Higher Education
Ed.D., Harvard University

Amy Stich
Associate Professor of Higher Education
Ph.D., University at Buffalo, State University of New York

Robert K. Toutkoushian
Professor of Higher Education
Ph.D., Indiana University

Krystal L. Williams
Assistant Professor of Higher Education
Ph.D., University of Michigan

Greg Wolniak
Associate Professor of Higher Education
Ph.D., University of Iowa

Institute of Higher Education Adjunct & Courtesy Faculty

MIHE adjunct and courtesy professors contribute to teaching, have a clear connection to the research emphases of the Institute faculty, and/or assist with public service and outreach.

Angela Bell
Associate Vice Chancellor for Research and Policy Analysis
University System of Georgia

Christopher Cornwell
Professor of Economics, Simon Selig, Jr. Chair for Economic Growth
University of Georgia

John P. Dayton
Adjunct Professor of Higher Education
Professor of Education Law and Policy
University of Georgia

Elizabeth DeBray
Professor, Lifelong Education, Administration and Policy
University of Georgia

Jennifer Frum
Vice President for Public Service and Outreach
University of Georgia

Manuel González Canché
Associate Professor
University of Pennsylvania
Adjunct Associate Professor of Higher Education, University of Georgia

Joseph C. Hermanowicz
Adjunct Professor of Higher Education
Professor of Sociology
University of Georgia

David Mustard
Josiah Meigs Distinguished Teaching Professor of Economics
University of Georgia

Jennifer Rippner
Visiting Lecturer
Indiana University School of Education

Institute of Higher Education Fellows

Fellows from a wide variety of disciplines and institutions enrich the multi-disciplinary intellectual community at the Institute. Current Fellows include:

Robert Anderson
President, State Higher Education
Executive Officers (SHEEO)

Michelle Asha Cooper
Deputy Assistant Secretary for Higher Education
U.S. Department of Education

Houston Davis
President
University of Central Arkansas

Mary Lou Frank
Educational Consultant
Adjunct Professor, Brenau University

Ilkka Kauppinen
Senior Lecturer
Dept. of Social Sciences and Philosophy
University of Jyväskylä (Finland)

Larry L. Leslie
Professor Emeritus
University of Arizona

James T. Minor
Senior Strategist for Academic
Success and Inclusive Excellence
The California State University,
Chancellor's Office

Brian Noland
President
East Tennessee State University

Kenneth E. Redd
Senior Director, Research and Policy Analysis
National Association of College and
University Business Officers (NACUBO)

Linda A. Renzulli
Professor of Sociology and Department Chair
Purdue University

Edward G. Simpson, Jr.
Distinguished Public Service Fellow Emeritus

James Soto Antony
Dean, Graduate Division, University of
California San Diego

Randy L. Swing
Higher Education Consultant

David Tandberg
Vice President for Policy Research and
Strategic Initiatives, State Higher Education
Executive Officers (SHEEO)

Wayne Urban, Jr.
Professor Emeritus, University of Alabama
Regents' Professor Emeritus, Georgia State
University

C. Edward Watson
Associate Vice President for Quality, Advocacy,
and LEAP Initiatives, AAC&U

Meihua Zhai
Assistant Vice President for
Institutional Research and Analysis
Wayne State University

Institute of Higher Education Emeritus Faculty

Melvin B. Hill
Senior Public Service Associate Emeritus
J.D., Cornell University

Sylvia Hutchinson
Professor Emerita of Higher Education and Reading Education
Ph.D., University of Georgia

Charles B. Knapp
President Emeritus
MIHE Distinguished Public Service Fellow Emeritus
Ph.D., University of Wisconsin

Sheila Slaughter
Louise McBee Professor Emerita of Higher Education
Ph.D., University of Wisconsin

Edward G. Simpson, Jr.
Distinguished Public Service Fellow Emeritus
Ed.D., Virginia Tech

Ronald D. Simpson
Professor Emeritus of Higher Education and Science Education
Director Emeritus of Office of Instructional Development
Ed.D., University of Georgia

Karen L. Webber
Professor Emerita of Higher Education
Ph.D., University of Maryland, College Park (1988)

D. Parker Young
Professor Emeritus
Ed.D., University of Georgia

ED.D. PROGRAM IN HIGHER EDUCATION AT UGA

The Executive Doctorate in Higher Education Management is an accelerated program offering advanced coursework for middle- and senior-level, post-secondary education administrators. In the first semester MIHE faculty share their research expertise and interests, and as they introduce students to the knowledge and skills needed to pursue doctoral research. Throughout the two-year program of study MIHE faculty help students, as a group and individually, to establish a foundational knowledge of higher education as they proceed through the major steps of the doctoral degree: establishing research questions, preparing a literature review, designing a sound research methodology, collecting, and analyzing data, and finally, defending the dissertation.

Program of Study Notes:

- No required courses can be taken outside of the Institute.
- Attendance at all meetings is mandatory. When issues arise (i.e., illness or personal commitments), students should discuss alternative methods for receiving course materials with the Associate Director.
- MIHE course descriptions can be viewed at <https://ihe.uga.edu/courses/executive>. Additional course descriptions, objectives, and topical outlines can be viewed in the UGA Bulletin at <http://www.bulletin.uga.edu/>
- The Executive Ed. D. program currently includes two international study away experiences (to the Netherlands and Washington, D.C.) as part of the curriculum. Participation in this unique experience is considered critical to the academic goals of the program.
- As an executive training program, students are ineligible for assistantships or tuition assistance programs (TAP) at this time per Board of Regents policy (found at <https://reg.uga.edu/faculty-and-staff/tap/>).

*Employees may not enroll in certain programs or courses of study under the TAP policy. Those ineligible programs, or courses of study, include academic courses in the following professional schools: dental, law, medical, pharmacy, veterinary, or **executive/premiere or comparable graduate school programs**. Other ineligible programs, or courses of study, include: workshops, seminars, continuing education courses, management development programs, special examinations for admissions to degree programs, or private consultant refresher courses to take examinations such as C.P.A. certification, admissions examinations, and related types of programs or classes. Support for these types of programs may be provided by departmental policies.*

INSTITUTE OF HIGHER EDUCATION
Executive EdD Program of Study
Total Credit Hours = 52

First Semester (Spring)	CREDIT HOURS	TERM
EDHI 8010 Higher Education in the U.S.	3	I
EDHI 8990 Introduction to Research in Higher Education	3	I
TOTAL	6	
Second Semester (Summer)	CREDIT HOURS	TERM
EDHI 9050 Organization and Governance in Higher Education	3	II
EDHI 8910 Quantitative Methods in Higher Education	3	II
EDHI 9400 Comparative Higher Education (Europe)	3	II
TOTAL	15	
Third Semester (Fall)	CREDIT HOURS	TERM
EDHI 8930 Qualitative Methods in Higher Education	3	III
EDHI 9070 College Access & Success	3	III
EDHI 9000 Doctoral Research	3	III
TOTAL	24	
Fourth Semester (Spring)	CREDIT HOURS	TERM
EDHI 9020 Critical Issues in Higher Education	3	IV
EDHI 8400 Finance in Higher Education	3	IV
EDHI 9300 Doctoral Dissertation	3	IV
TOTAL	33	
Fifth Semester (Summer)	CREDIT HOURS	TERM
EDHI 8700 State and Federal Systems of Higher Education	3	V
EDHI 8300 Law and Higher Education	3	V
EDHI 9500 Policy Studies (Washington, D.C.)	3	V
EDHI 9300 Doctoral Dissertation	3	V
TOTAL	45	
Sixth Semester (Fall)	CREDIT HOURS	TERM
EDHI 9010 Academic Programs	3	VI
EDHI 9200 Leadership in HE	3	VI
EDHI 9300 Doctoral Dissertation	1	VI
TOTAL CREDIT HOURS	52	

PROGRAM STAGES

There are six major stages in the student's progression toward the completion of doctoral degree requirements and graduation. Note: The Graduate School requires documentation for several of the steps described in the following sections. You will be given instructions for completing the necessary documentation, so you should attend to any announcements or emails from Leslie Gordon or Megan Waters Holloway noting such requirements.

1. Coursework

The executive doctoral curriculum is a prescribed sequence of courses that all members of the cohort will complete over the two years of the program. Program credit hours include both face-to-face instruction and, beginning in the second semester, required hours of dissertation research.

2. Formation of Dissertation Committee

The dissertation committee is created near the end of the student's first year of study and is composed of three faculty members. One member of the committee will serve as the student's Major Professor (MP), who oversees and approves the student's dissertation research and writing and the student's dissertation defense. The MP should have an interest in the topic or issue that the student is considering for his or her dissertation. The other members of the dissertation committee are voting members that conduct the student's written and oral comprehensive exams and approve the student's dissertation proposal for their advancement to doctoral candidacy.

MIHE policy states the following regarding the composition of the dissertation committee:

- Two of the three members must be MIHE faculty.
- Visiting, part-time, or temporary faculty members may not serve on a student's dissertation committee.
- Former and retired faculty are allowed to serve as voting members of the students dissertation committee upon nomination of the graduate coordinator and approval from the dean of the Graduate School.
- Immediate family members may not serve on the student's dissertation committee.

3. Comprehensive Examinations

Written examinations

At the end of the first year, students prepare the written comprehensive exam, which consists of their answers to the following questions:

- 1) **Overview:** Please provide an overview of your research topic and provide justification for the importance of this specific research topic.
- 2) **Literature Review:** What does the research literature say about this topic? Please provide a critical review of the scholarly literature that informs your area of research.
- 3) **Theoretical Foundation:** What are the theoretical underpinnings of your research?
- 4) **Research Design:** How do you propose to conduct your research? Describe in detail the research questions, describe and defend the methodology, and propose a design for conducting the research.

Questions 1-2 are due to MPs by Sept. 30, 2022. Questions 3-4 are due by Nov. 18, 2022.

Following each submission of questions, students will work to make revisions suggested by their MP before the written examination is distributed to the committee. Written examination drafts, approved by the MP, must be distributed to the committee by **December 21, 2022**.

Oral Examinations and Revisions

Oral examinations will take place early in the fourth term (January 2023 meeting). In the oral examination, the student will be asked to respond to questions from the committee about the written examination and the proposed research topic. Other questions based on coursework may also be asked. Appendix A includes the rubric used to evaluate the written and oral exams.

At the conclusion of the oral examination, the committee will collectively assess the student's performance on the written and oral examinations and will recommend (1) that the student has passed the written and oral comprehensive examinations or (2) the student needs to complete additional work on one or more of the four designated questions.

Students who need to do additional work on the written examination will work with the MP to address identified weaknesses prior to committee reconsideration. It is not uncommon for committees to direct students to complete additional work, and in such cases, students should commit to completing the work following a deadline set in consultation with the MP.

After students successfully pass the written and oral examinations, they will be encouraged to begin work on transitioning the written exam into dissertation chapters 1-3.

4. Dissertation Proposal and Admission to Candidacy

The newly formed dissertation chapters constitute the dissertation proposal. The proposal must be read and approved by the student's MP **by early April of the fourth term to stay on track for December graduation**. It may be necessary to submit more than one revision before MP approval is granted. Upon MP approval of the revisions, the student is officially admitted to candidacy for a doctoral degree and begins dissertation research.

Upon approval of the revised proposal, students will submit an application to conduct research to the UGA Institutional Review Board (IRB). *NOTE: Training in human subjects research must be completed prior to submission of the IRB approval.* The IRB should be submitted no later than the end of April of the second year. Students are not permitted to commence data collection prior to the receipt of IRB approval. More information on the requirements for research using human subjects can be found at <https://research.uga.edu/hrpp/hso/>.

The following are Graduate School requirements for admission to candidacy:

- All prerequisites have been satisfactorily completed.
- All research requirements have been met.
- The student has maintained an average of 3.0 (B) or better for all graduate courses taken and for all courses included on the Program of Study. No courses with a grade below a 'C' may be placed on the Program of Study.
- Written and oral comprehensive examinations have been passed and reported to the Graduate School.

- The dissertation committee, including any necessary changes in members, is confirmed, and all members have been notified of their appointment.
- The dissertation proposal has been approved by the dissertation committee.

When the above requirements are satisfied, the student will apply for candidacy for the degree. Candidacy must be attained by June of the second year (exact date to be determined by the Grad School in 2023). The student's candidacy begins on the date the form is received by the Graduate School. **Failure to meet the June 2023 candidacy deadline will result in a delayed defense and graduation.** The MP and program directors will consult to determine a new timeline for completion, beyond the program end date of December 2023.

Students who extend beyond the two-year cohort term must have been admitted to candidacy in the semester prior to the semester in which they will graduate. Upon admission to candidacy, the dissertation must be completed within five years for the student to qualify for graduation. However, if a student's admission to candidacy expires after the first week of classes in the final semester of the fifth year, the student is granted the remainder of the semester to complete all degree requirements. Students are responsible for communicating with the MP on their dissertation progress regularly in the additional semester(s) beyond the two-year cohort term.

5. Dissertation Writing

The dissertation stages outlined here occur in a prescribed order but are part of an **iterative process of regular writing and revision**. As new information is added, the writer should revisit previous work to ensure full integration of all elements (e.g. theory, literature, organization, etc.). Satisfaction, or "passing," of one stage does not signify that the work completed to that point does not require revision. In addition, communication with the MP on all iterations of the dissertation is essential. The work of the MP is aided by regular readings of new pieces and revisions of older pieces, and he or she can identify ways to further strengthen the research and writing. The MP and student should discuss intermittent deadlines within the program checkpoints to ensure that progress is made toward a quality final product.

6. Dissertation Defense and Graduation

Dissertation Distribution and Oral Defense

After finalizing the dissertation and receiving approval from his or her major professor, the student should contact all committee members to schedule the defense and distribute his or her dissertation to the full committee. This should be completed one month in advance of the date the student plans to hold his or her defense. Students must also submit a copy of their dissertation to the graduate school for a final format check by the deadline posted on the Graduate School's website, <https://grad.uga.edu/>, the month the student plans to graduate.

The graduate program administrator will announce the student's defense to the Graduate School two weeks in advance of the event. During the defense, the committee will likely suggest additional revisions that the student must complete before graduation.

Graduation

The student should begin the process of applying for graduation in the semester he or she plans to defend the dissertation. At this time students should also submit the required information for inclusion in the commencement program.

APPENDIX A – EXAMINATION AND DISSERTATION EVALUATION RUBRIC

Evaluation Components	Expected Performance	Levels of Performance 1= Does not meet requirements 2= Marginally meets requirements 3= Meets requirements 4= Exceeds requirements	Committee Comments
Dissertation: Written Components Expectations for writing, applicable to all components of the written dissertation noted below, are that 1) writing is well organized; 2) arguments are clearly articulated; and 3) there are very few mechanical errors. Writing in all chapters adheres to the style guide selected upon consultation with the MP.			
Introductory chapter: Please provide an overview of your research topic and provide justification for the importance of this specific research topic.	Introduction clearly explains the justification for the study and explains its importance in the context of current issues in higher education.		
Literature Review: What does the research literature say about this topic? Please provide a critical review of the scholarly literature that informs your area of research.	Lit review is integrated and up-to-date. Contextualizes the problem. Demonstrates a thorough analysis of the literature relevant to the dissertation research as undertaken.		
Theoretical Foundation: What are the theoretical underpinnings of your research?	Theoretical framework is appropriate and clearly justified. Analysis of framework is accurate and justified in the context of the study undertaken.		
Research Design: How do you propose to conduct your research? Describe in detail the research questions, describe and defend the methodology, and propose a design for conducting the research.	Methods used are appropriately aligned with the research questions and theory. Points out the advantages and disadvantages of the proposed methods. Thoroughly explains methodological procedures.		
For final defense: Analysis and Discussion: What are the findings of your study? How do you contextualize them in the literature and what are the implications of those findings to current or future research on this topic?	Analysis is thorough and clearly addresses the research questions. Contextualized appropriately in the larger scope of the study. Implications are clearly outlined and discussed.		
Dissertation: Defense Expectations for the defense, applicable to the components below, are that 1) the student demonstrates a high level of familiarity with his/her chapter drafts; and 2) the student presents and responds to questions in an appropriate professional manner.			
Overview	Clear and concise presentation of topic and the reason for study. Succinctly summarizes the purpose and findings of the study.		
Discussion	Thorough responses to committee questions and comments on all areas: literature, theory, methods, findings and implications.		