



Louise McBee Institute of Higher Education

UNIVERSITY OF GEORGIA

PHD PROGRAM STUDENT HANDBOOK

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

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NOTE: *This document is not intended as a binding or contractual agreement; its purpose is to serve as a guideline within the McBee Institute's doctoral program.*

THE MCBEE INSTITUTE OF HIGHER EDUCATION

Founded in 1964, the McBee Institute is noted for its multidisciplinary approach to teaching, research, and outreach, with particular emphases in policy studies, faculty and instructional development, management, and public service and outreach. MIHE faculty members also specialize in history, leadership, economics, curriculum, sociology, institutional research, and international higher education. The McBee Institute offers the M.Ed., Online 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 McBee 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 McBee 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 McBee Institute's status as a university agency and by access to the University of Georgia's many other resources and expertise.

In September 2021, the Institute of Higher Education was renamed in honor of one of the most accomplished UGA administrators and legislators in Georgia, Dr. Mary Louise McBee. McBee Institute students, staff, and faculty strive to continue her lifelong commitment to higher education, champion her belief in its transformative power, and legacy of excellence in the work they do. More information on Dr. McBee can be found [here](#).

McBEE INSTITUTE OF HIGHER EDUCATION FACULTY

Stephanie Aguilar-Smith
Assistant Professor
Ph.D., Michigan State University

Jennifer M. Blaney
Associate Professor
Ph.D., UCLA

Timothy R. Cain
Professor and Associate Director
Ph.D., University of Michigan

Emily Chen-Bendle
Associate Director of Distance Learning
Ph.D., University of Georgia

Meseret Hailu
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Ph.D., University of Denver

Julie Posselt
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Ph.D., University of Michigan

Libby V. Morris
University Professor, Zell Miller Distinguished Professor of Higher Education, Director Emerita
Ph.D., University of North Carolina

Erik C. Ness
Director and Professor of Higher Education
Ph.D., Vanderbilt University

Christian Michael Smith
Assistant Professor
Ph.D., University of Wisconsin-Madison

Amy Stich
Associate Professor of Higher Education and Director of Graduate Studies
Ph.D., University at Buffalo

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

McBEE INSTITUTE OF HIGHER EDUCATION ADJUNCT FACULTY

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

Angela Bell

Adjunct Assistant Professor of Higher Education, University of Georgia
Vice Chancellor, Research and Policy Analysis, University System of Georgia

Christopher Cornwell

Department Head and Professor of Economics, Simon S. Selig, Jr. Chair for Economic Growth
Terry College of Business, University of Georgia

John P. Dayton

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Anna Stenport

Dean, Franklin College of Arts and Sciences
Professor of Communication Studies, University of Georgia

McBEE INSTITUTE OF HIGHER EDUCATION FELLOWS

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

Robert Anderson
President
SHEEO

Joy Blanchard
Associate Professor in Higher Education
Louisiana State University

Michelle Asha Cooper
Vice President for Public Policy and
Executive Director of the Lumina
Foundation's Washington, D.C. Office

Houston Davis
President
University of Central Arkansas

Mary Lou Frank
Educational Consultant
Co-Founder, Transforming Mediation

Brian Noland
President
East Tennessee State University

Atilla Pausits
Professor and Department Head
University of Continuing Education, Krems

Kenneth E. Redd
Sr. Director of Research and Policy Analysis
NACUBO

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

Zakiya Smith Ellis
Principal at Education Counsel

Randy L. Swing
Higher Education Consultant

David Tandberg
President
Adams State University

C. Edward Watson
Vice President for Digital Innovation,
Association of American Colleges and
Universities (AAC&U)

Steve Wrigley
Former, Chancellor, University System of
Georgia

MCBEE INSTITUTE OF HIGHER EDUCATION EMERITUS FACULTY

James C. Hearn
Professor Emeritus of Higher Education
Ph.D., Stanford University

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

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

Charles B. Knapp
President Emeritus of the University of Georgia
Distinguished Public Service Fellow Emeritus
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

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

Karen Webber
Professor Emerita of Higher Education
Ph.D., University of Maryland

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

PH.D. PROGRAM IN HIGHER EDUCATION AT UGA

The Ph.D. program is designed to prepare students for academic, administrative, policy, and research positions in higher education, non-profit, and governmental settings. Students develop competencies needed to contribute substantively to the academic discipline of higher education, as well as to the development of higher education as a force in economic and technological development, intellectual and cultural advancement, and international cooperation. Recent graduates are working in positions such as tenure-track faculty and post-doctoral fellowship appointments in research universities; research and analyst roles in an institution, state system, or think tank; and administrative leadership appointments in campus and system offices of public service, diversity, government relations, student success, and institutional research.

The MIHE Ph.D. program follows a rigorous curriculum of course work and independent research. Students studying full-time (3 or 4 courses per term) typically graduate in four years. During the first two years, students complete required courses in core content areas, research methods, and electives. During the third and fourth years, the major focus of the program shifts from coursework to research as students focus on their dissertations. Throughout the program, students also engage in additional professional development activities such as participation in research teams, grant writing, conference presentations, and publication in various scholarly outlets.

While the McBee Institute of Higher Education's Ph.D. Program is primarily designed for students who are pursuing the program full-time, part-time students are also welcomed to pursue the program. Students who choose part-time study should know that they are expected to complete at least 12 credit hours of coursework over the course a calendar year. In addition, Graduate School policy dictates that students must be enrolled two semesters per academic year to remain on active status.

PH.D. PROGRAM OF STUDY

 MCBEE INSTITUTE OF HIGHER EDUCATION Doctoral Program of Study Checksheet		
I. Required Content (22 hours)	CREDIT HOURS	TERM
A. Required Context Courses:		
<i>Students must enroll in each of the following courses</i>		
EDHI 8010 Higher Education in the U.S. (3)		
EDHI 9050 Organization and Governance in Higher Education (3)		
EDHI 9070 College Choice, Access, & Success (3)		
EDHI 8990 Introduction to Research in Higher Education (3)		
GRSC 7001 GradFIRST Seminar (1)		
B. Required Disciplinary Courses:		
<i>Students must enroll in 3 of the 4 following courses</i>		
EDHI 8000 History of American Higher Education (3)		
EDHI 8410 Economic Applications for Higher Education (3)		
EDHI 9060 Social Theory and Higher Education (3)		
EDHI 9500 Policy Studies in Higher Education (3)		
REQUIRED CONTENT TOTAL		
II. Required Research (17 hours)	CREDIT HOURS	TERM
EDHI 8910 Quantitative Methods in Higher Education I (3)*		
EDHI 8910L Quantitative Methods in Higher Education I Lab (1)*		
EDHI 8920 Quantitative Methods in Higher Education II (3)		
EDHI 8920L Quantitative Methods in Higher Education II Lab (1)		
EDHI 8930 Qualitative Research in Higher Education (3)		
EDHI 8940 Qualitative Research in Higher Education II (3)		
Advanced Methods Course in Quant or Qual (3)		
<i>* with program approval may be replaced with advanced methods course</i>		
REQUIRED RESEARCH TOTAL		
III. Cognate/Electives (12 hours)		
<i>At least 6 credit hours of cognate/electives must be IHE course offerings</i>		
A. Content-Specific IHE Courses		
EDHI 8200 Institutional Research (3)		

EDHI 8300 The Law and Higher Education (3)		
EDHI 8400 Finance and Higher Education (3)		
EDHI 8600 Assessment in Higher Education (3)		
EDHI 8700 State Systems of Higher Education (3)		
EDHI 8960 Intro to US Postsecondary Education National DataSets (3)		
EDHI 9010 Academic Programs in Higher Education (3)		
EDHI 9040 Technology in the Classroom (3)		
EDHI 9100 The American Professoriate (3)		
EDHI 9210 Strategy and Management in Higher Education (3)		
EDHI 9400 Comparative Higher Education (3)		
B. Flexibly Focused IHE Courses	CREDIT HOURS	TERM
EDHI 7650 Applied Project in Higher Education (3)		
EDHI 9020 Critical Issues in Higher Education (3)		
EDHI 9630 Critique of Literature in Higher Education (2-6)		
EDHI 9700 Internship in Higher Education (1-6)		
C. Non-IHE Courses	CREDIT HOURS	TERM
<i>Provide prefix/suffix, complete course title, and credit hours</i>		
REQUIRED COGNATE/ELECTIVES TOTAL		
IV. Doctoral Dissertation (minimum 12 hours combined)	CREDIT HOURS	TERM
EDHI 9000 Doctoral Research (1-9)		
EDHI 9300 Doctoral Dissertation (1-9)		
REQUIRED DISSERTATION TOTAL		
TOTAL CREDIT HOURS		

PROGRAM OF STUDY NOTES

- Students can view course listing in [Athena](#) under the EDHI prefix. MIHE course descriptions can be viewed [here](#).
- Additional course descriptions, objectives, topical outlines can be viewed via the UGA Bulletin at <http://www.bulletin.uga.edu/>
- Students entering the program without exposure to coursework covering principles of basic inferential statistics should enroll in EDHI 8910 and EDHI 8910L (or an equivalent) prior to taking EDHI 8920.
- No required courses can be taken outside of the McBee Institute. Required courses must be completed in the traditional format. Students may not substitute independent study courses for required courses.
- Requests for Transfer credit must be approved in advance by the Director of Graduate Studies and must adhere to the [UGA Graduate School's policy](#) and may only be counted toward the non-MIHE electives section of the program of study.
- Individual changes or substitutions to a student's Program of Study must be approved by both the Director of Graduate Studies and the adviser and should only be requested in extenuating circumstances.
- No courses with a grade below a 'C' may be placed on the final Program of Study.
- The UGA Graduate School requires all students to enroll in a GradFIRST seminar in their first year. GRSC 7001 sections can be identified in Athena.
- e-Suffix courses (online versions) cannot be used to fulfill program of study requirements unless specifically approved during the registration process.

DEGREEWORKS REQUIREMENTS

The UGA Graduate School requires all students to have an approved plan of study in DegreeWorks throughout the coursework stage of the program. This will be submitted by the Program Coordinator and can be revised as needed. Revised plans require the approval of the Major Professor, Director of Graduate Studies, and a Graduate School approver. Incoming students will have a partial plan (one academic year). Currently enrolled students will have a full plan (starting term to graduation). The approval process requires all students to select a temporary advisory committee. Students will be assigned an initial committee while in coursework but may choose to revise their committee once the coursework stage is completed. Student with work with the Program Coordinator during the advisement process to ensure the requirements are met.

- A signed advisement form must be submitted before a plan of study is revised.
- A revised plan of study must be approved at least one week prior to the registration deadline.

PROGRAM STAGES

There are six major stages in the student's progression toward the completion of doctoral degree requirements and graduation.

1. Coursework

During the first year, doctoral students complete prescribed courses as a part of the Higher Education curriculum. Students work with assigned advisors who hold similar research interests throughout the completion of their studies. Each semester students are required to meet with their advisors and complete the advisement form to be cleared for registration following a meeting with the Director of Graduate Studies and Program Coordinator. At the end of each year, students will be asked to complete a short, written review of their progress and experiences during the first year.

- Please see Appendix A for the Advisement Form.
- Please see Appendix B for the Annual Review.

2. Formation of Dissertation Committee

The formal dissertation committee is created nearing the end of the student's second year of study and is composed of three to four faculty members. One member of the committee will serve as the student's major professor, or MP. The MP should have an interest/expertise in the topic or issue that the student is considering for their dissertation. The dissertation committee must approve the student's final program of study, conduct the student's written and oral comprehensive exams, and approve the student's dissertation proposal for their advancement to doctoral candidacy. The MP oversees and approves the student's dissertation research, writing, and the student's dissertation defense.

- Please see Appendix C for detailed information on who can serve on the dissertation committee.
- Students will submit committee information to the UGA Graduate School via the [Enrolled Student Progress Portal](#).

3. Program of Study Meeting

The Program of Study meeting happens near the end of the student's last semester of coursework and includes the student and the dissertation committee. Together they fulfill three main purposes.

1. Review of Coursework: The group will summarize how the student's courses have prepared them to examine a topic they may use for their dissertation. Special attention will be paid to non-MIHE coursework and methods courses.
2. Discussion of Potential Dissertation Topic: Many students prepare an outline or a 1–2-page summary of a potential dissertation topics in advance of their Program of Study meeting. The actual format is determined by the MP. The student will discuss this with their dissertation committee.
3. Identification of Comprehensive Exam Questions: The committee will identify comprehensive exam topics that align with MIHE course content and the student's dissertation interests.

- The Program of Study form must be completed and submitted to the Graduate School via DegreeWorks. This will be completed by the Program Coordinator.

4. Comprehensive Examinations

Comprehensive Exams are intended to synthesize what has been studied during a student's doctoral coursework while incorporating potential dissertation topics the student intends to pursue. There are two components of comprehensive exams:

1. Written Exam: This portion includes three questions on subjects that are determined during the Program of Study meeting by the student's dissertation committee. All questions will be answered over a predetermined three-week period. The use of books or notes will be permitted. The student's dissertation committee will evaluate the written portion on a pass/fail basis and provide ratings on four areas as well as comments.
 2. Oral Defense: This portion is scheduled after the written portion has been graded. The oral examination is aimed at assessing the student's ability to integrate coursework and recent studies in a critical and thoughtful fashion.
- Please see Appendix D for a detailed explanation of the Comprehensive Exam process and a copy of the Comprehensive Exam Evaluation form.

5. Dissertation Proposal and Admission to Candidacy

Closely following the successful completion of comprehensive exams, students will identify a specific topic for their doctoral research and dissertation. Students then construct a formal proposal describing their selected topic. Applicable research methods of inquiry and analysis that align with the topic, problem, or issue should also be included. The precise format of the dissertation proposal is determined between the Major Professor and the student. Upon committee approval of the proposed dissertation, the student is officially admitted to candidacy for a doctoral degree and begins dissertation research.

- Please visit <https://research.uga.edu/hrpp/hso/> for the requirements for research using human subjects.
- The Admission to Candidacy form must be submitted via [Gradstatus](#) by the student.
- Please see appendix E for more information on Admission to Candidacy.

6. Dissertation Completion and Defense

A student's doctoral dissertation should signify familiarity with research methods as well as the broader field of higher education, and the finished product should demonstrate a contribution to the field. As such, students will need to carry out the proposed research of their study and report the findings in a manner that meets the expectations of the Major Professor. Upon MP approval to schedule a defense, students will present their dissertation and field questions during the doctoral defense. Students should confer with their committee to schedule the final defense.

- Please see Appendix F for detailed information on Dissertation Completion and Defense.

EXPECTATIONS FOR SCHOLARSHIP AND SERVICE

In addition to the curricular expectations of the McBee Institute's PhD Program, the MIHE faculty have identified the following benchmarks to guide student development during the Ph.D. program. Students will be asked to review their development in these areas during the annual review process at the end of each academic year. These reviews will then be evaluated by the MP and larger MIHE faculty and used in the selection of MIHE awards recipients.

1. Assistantships:

At the beginning of each term, students should work with their assistantship supervisors to discuss responsibilities and expectations in completion of the Assistantship Compact which can be found in Appendix G. Students on assistantship in external departments should share their work schedules with their respective faculty advisors. Students should successfully complete all assistantship expectations and demonstrate proficiency in relevant research and administrative skills. Supervisors will evaluate students at the end of each term.

2. MIHE events:

Students are expected to attend and participate in all MIHE-sponsored events such as the annual Louise McBee Lecture, Education Policy Seminars (EPS), presentations associated with faculty searches, professional development sessions, and various social gatherings. Graduate assistantship/work duties and courses are the only reasons students should be absent from events. Further, students should request flexibility from their assistantship supervisors to attend events when possible.

3. Conferences:

Individually or with a team, students should submit at least one research-based proposal for the ASHE, AERA, AIR, APPAM, or similar annual meetings by the end of their second year. In fact, many students have submitted proposals based on assignments from methods coursework during the first year. Students should also plan to attend at least one of these research conferences during their doctoral study.

4. Publications:

Students should submit at least one manuscript to a peer-reviewed journal by the end their third year. This could be sole authored or co-authored with MIHE faculty, other students or alumni.

5. Supplemental Funding:

Students should work with their major professors to identify and possibly apply for grant support for research projects. Possible funding sources include: IES, NCES, NSF, Spencer Foundation, Ford Foundation, and W.T. Grant Foundation. Students should also identify and possibly apply for dissertation funding from sources such as the UGA Graduate School, AERA, AIR, and the Spencer and Ford Foundations.

6. Higher Education Student Society (HESS):

Students are encouraged to participate in HESS events such as meetings, brown bag presentations, research roundtable sessions, and various social gatherings. Elections for new officers are held each Spring. All students are eligible for positions.

7. Student Awards:

The McBee Institute is fortunate to hold several [named awards](#) honoring both current and former members of the Institute community which are given annually to students who exemplify the spirit of the award.

Thomas G. Dyer Outstanding Dissertation Research Award:

Given annually an advanced doctoral student conducting rigorous, original dissertation research that will make a significant contribution to the field of higher education. Eligible students must have completed written and oral comprehensive exams. The award is named in honor and memory of University Professor, Professor of Higher Education and History, and longtime University of Georgia administrator, Thomas G. Dyer, who served as McBee Institute director at the time of his retirement in 2006. This award is designed to promote and support excellence in the study of higher education through doctoral research.

Sue Henderson Mentorship Award:

Presented annually, the Sue Henderson Mentorship Award recognizes a PhD student who demonstrates academic excellence, a generosity of spirit, and a commitment to helping nurture the development and success of other graduate students. The award is named in honor of Sue Henderson, a 2008 PhD graduate of the McBee Institute who served as president of New Jersey City University, on the Board of Directors of the Hispanic Colleges and Universities Association, and on the Board of Governors of the National Collegiate Athletics Association.

Zell and Shirley Miller Fellowship:

Awarded annually to a doctoral student of high promise in the McBee Institute of Higher Education. In making its determination, the MIHE Graduate Studies Committee takes into account the scholarly potential of the candidate together with an assessment of his/her academic record and professional achievement. The fellowship was established to support doctoral study of significant issues in the field of higher education.

Libby V. Morris Leadership Award:

This award is given to a student who shows potential for leadership in colleges and universities and fosters a commitment to the land-grant missions of instruction, research, and public service. Dr. Morris is currently the Zell Miller Distinguished Professor of Higher Education, university professor and director emerita of the McBee Institute of Higher Education.

J. Douglas Toma Excellence in Scholarship and Service Award:

Presented annually to a student who combines a strong record of academic achievement with commitment to the professional field. In making its determination, the Graduate Studies committee considers the student's academic achievement and his/her service to the profession, as noted by institutional engagement and/or service to the profession. The award is named in honor and memory of J. Douglas Toma, professor of higher education and founder of the McBee Institute of Higher Education's Executive Doctoral Program in Higher Education Management. Professor Toma was committed to developing scholars and leaders in American and international higher education.

PROFESSIONAL DEVELOPMENT

Beyond the curricular and co-curricular opportunities for professional development in the McBee Institute's PhD Program, students may choose to engage in additional opportunities including those listed below. It is the responsibility of the student to discuss these opportunities with the Graduate Studies Office and ensure that they align with program expectations and standards.

1. Instructional Assistant Positions:

Students interested in gaining teaching experience through an Instructional Assistant (IA) position must participate in [UGA's Interdisciplinary Graduate Certificate in University Teaching](#). As part of the certificate, students complete two teaching experiences, including one IA experience within MIHE, along with required coursework and teaching-focused electives. Students must first complete UGA's introductory course on university teaching and then work with the Director of Graduate Studies, their advisor, and the certificate Program Coordinator to develop an individualized pathway to completion. The Graduate Studies Office will coordinate IA placements with faculty and establish clear expectations for each experience. It should be noted that because the courses are graduate level, assistants cannot be listed as instructors of record or classified officially as teaching assistants; however, the instructional assistant responsibility, with course and instructor name, may be listed on the CV. Please note that courses used to fulfill requirements for certificate programs do not always qualify for financial aid.

2. Internships:

Students are encouraged to explore professional development opportunities that support their academic and career goals, including internship experiences. However, students should be aware that University of Georgia policies do not permit students to receive both academic course credit and compensation for the same internship experience. In addition, all students holding assistantships are employed under fiscal-year contracts, and assistantship responsibilities take precedence over external internship opportunities.

Because assistantship duties and expectations are established by the student's supervisor and sponsoring unit, some students may not be permitted to participate in internships while employed on an assistantship. The department also works closely with assistantship sponsors to coordinate student placements in ways that maximize professional development opportunities while ensuring students meet their assistantship obligations.

Students who are interested in applying for or completing an internship while holding an assistantship must schedule a meeting with the Graduate Studies Office before submitting an internship application or accepting an internship offer. During this meeting, students can discuss the proposed opportunity, review applicable university and departmental policies, and explore available options for balancing internship interests with assistantship commitments. Early consultation is strongly recommended, as participation in an internship cannot be guaranteed while a student is employed on an assistantship.

MAINTAINING SATISFACTORY PROGRESS

Both the UGA Graduate School and the McBee Institute of Higher Education have established guidelines for students as they complete degree requirements. The guidelines cover both academic and professional progress and should provide the framework for timely and successful completion of the program. While some of the guidelines below overlap [UGA Graduate School policies and procedures](#), the following list is not exhaustive. Students have the responsibility for keeping themselves apprised of current requirements both for the degree program and the Graduate School.

Academic Progress

Academic Honesty:

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the university community. [A Culture of Honesty](#), UGA's academic honesty policy and procedures, was developed to serve these goals. All members of the academic community are responsible for knowing and adhering to the policy and procedures on academic honesty.

UGA prohibits the use of generative AI in courses and theses/dissertations unless specifically authorized by the instructor or members of the advisory committee. Please see more on this policy here: <https://grad.uga.edu/policy-on-use-of-generative-ai-in-theses-and-dissertations/> Specific guidance from Academic Honesty can be found here: https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited_Conduct/

Enrollment Policy:

Graduate students must register for a minimum of 3 hours of credit during any semester in which they use University facilities and/or staff time. A student who holds an assistantship must register for a minimum of 12 hours of graduate credit fall and spring semesters and 9 hours of graduate credit during the summer semester.

All enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of three (3) credits in at least two semesters per academic year (Fall, Spring, Summer), including the 3 credit hours that is required for registration during the semester in which degree requirements are completed, until the degree is attained or status as a degree-seeking graduate student is terminated. Doctoral students who have advanced to candidacy and thesis-writing master's students who have satisfactorily completed all required courses are allowed to register at a rate equivalent to the prevailing in-state tuition rate. This policy specifies a minimum for maintaining status as a degree-seeking graduate student only. It does not supersede the minimum enrollment requirements of other programs, offices, or agencies. Doctoral students must maintain enrollment during fall and spring semesters (breaking only for summer semesters) until the residency requirement (30 hours for PHD) has been met.

For additional requirements and information on leaves of absence, please visit: <https://policy.uga.edu/policies#/programs/Hyckuv006>

Grades and Evaluations:

There are many points of evaluation throughout the completion of the program. These include course grades, annual evaluations, and each program milestone listed in the stages above.

Further, the Graduate School requires that students maintain an average of 3.0 (B) both on the graduate transcript and on all courses on the program of study to be eligible for admission to candidacy and graduation. No grade below C (2.0) will be accepted as part of a program of study for a graduate degree.

Timely completion:

[Graduate School Policy](#) indicates that doctoral students must complete all requirements for the doctoral degree and the degree must be awarded within eight (8) calendar years after initial enrollment/registration in the program. The student's time-to-degree clock starts with the first course approved for inclusion in their doctoral Program of Study, or the date of matriculation into the program, whichever occurred earlier. The eight-year time limit does not include approved periods of leave. Students who fail to complete their degrees within eight years after initial enrollment will be considered as not making satisfactory progress to degree completion and will be dismissed from Graduate School.

For each program stage, students are expected to follow both Graduate School Policy and meet internal deadlines for completion. Students should refer to the program stages and appendices for additional guidance on maintaining timely completion of the PhD program. Student progress will be reviewed each spring based on the student's annual review. Students who do not meet the milestones below may be found in violation of maintaining satisfactory academic progress and may be required to submit additional information or to meet with their major professor, dissertation committee, and/or the Director of Graduate Studies.

- Students are expected to maintain continuous enrollment in compliance with the UGA enrollment policy (p.17) and the MIHE policy to complete a minimum of 12 credit hours per calendar year.
 - Full-time students should complete required coursework within 2 calendar years.
 - Part-time students are encouraged to complete required coursework within 3 calendar years.
- Program of Study meetings should be held no later than the semester during which students will complete required coursework. Programs of Study will not be approved if students have incomplete grades or unfinished coursework.
- Students are expected to successfully complete written and oral comprehensive exams within 2 semesters (including the summer term) of the Program of Study meeting.
 - Students are expected to successfully complete the oral comprehensive exam in the same semester as the written comprehensive exam.
 - Students are expected to successfully defend their dissertation proposal within 2 semesters (including the summer term) of the oral comprehensive examination.
 - Students are expected to successfully defend their final dissertation within 2 years of dissertation proposal defense.

Professional Progress

Professional Standards of Behavior:

Students are expected to demonstrate professional behavior while enrolled in the PhD program and to act in a manner that demonstrates integrity and respect for others and the campus environment. Students must adhere to all UGA policies governing [research and academic conduct](#), [non-discrimination and antiharassment](#), and [workplace violence](#).

Assistantships:

Graduate assistantships provide financial assistance to students while allowing them to work closely with one or more faculty members on specific research or in an administrative role with an external office. The department may also nominate a limited number of highly qualified students for university-wide assistantships. Assistantships are awarded on a competitive basis and are generally awarded for the fiscal year. Graduate assistantships range from 13-20 hours of work per week during Fall and Spring semesters. Students on assistantship must register for 12 credit hours each in the Fall and Spring terms and 9 credit hours in the Summer. Full tuition is waived for graduate students holding assistantships, but students must pay some fees. All graduate assistants including international students - are required to file U.S. income tax. Please visit the [Office of International Student Life](#) for more information and assistance in filing. Based on budgetary constraints there is no guarantee of assistantships beyond the first year, but MIHE has a strong history of renewing funding up to four years and with the potential for summer funding.

Graduate students who hold assistantships will work with the supervisors to complete annual compacts (see appendix G) which outline their responsibilities and are evaluated regularly on their progress in the degree program and their performance in their assistantship assignment. The purpose of the evaluation is to aid the student in progression through the program and in professional development. Students and assistantship supervisors are responsible for submitting formal evaluations once per term.

Results of these evaluations are used by the Director, Director of Graduate Studies, Major Professor, program staff, and assistantship supervisor in providing guidance for improvement and for assigning grades for EDHI 9005 on a S/U basis. Further, students are informed when an evaluation indicates that their performance is unsatisfactory. Repeated negative evaluations, lack of adequate progress toward the completion of the degree, or academic probation may result in termination of assistantships.

PROBATION AND DISMISSAL

Graduate School Dismissal

Per [UGA Graduate School Policy](#), students with a cumulative graduate course GPA below 3.0 for two consecutive terms are placed on academic probation by the Graduate School. They then must make a 3.0 or higher GPA (in graduate courses) every succeeding semester until the cumulative graduate GPA is 3.0 or above. If they make below a 3.0 semester graduate GPA while on probation, they are dismissed. When students repeat a graduate course, the last grade will be utilized to calculate the cumulative graduate GPA that is used for probation, dismissal, admission to candidacy and graduation unless the course is identified as repeatable. Grades of S, U, I, and V will not be used in calculating the cumulative graduate average. However, when a grade of I converts to F, this may result in an action of probation or dismissal for the semester in which the conversion takes place, even if the student is not registered for the semester in which it converted.

Students who are dismissed by the Graduate School for academic reasons may appeal the dismissal to the dean of the Graduate School. The appeal must be submitted to the dean within 30 calendar days following receipt of notice of dismissal. Information concerning the appeal process may be obtained in the Graduate School. Please contact gradassociatedean@uga.edu for more information.

Departmental Dismissal

Students may be dismissed at the end of any semester if they have not made sufficient academic progress to warrant continuance of study. Dismissal of graduate students will follow policies and procedures adopted by the program and noted in this handbook. The program will immediately notify the Graduate School of a dismissal. A student may be dismissed for:

- Failure to pass comprehensive or other required examinations
- Inadequate academic progress or timely completion
- Failure to meet program requirements (academic, professional)
- Failure to adhere to the honor code
- Title IX/Non-Discrimination and Anti-Harassment violation
- Research misconduct
- Violation of ethical (professional) standards

Should students meet any of the conditions above that warrant dismissal, the student, MP, and Director of Graduate Studies will meet to discuss any potential for continued enrollment. If continued enrollment is possible, the department will send the student a letter detailing the agreed upon terms.

Program dismissal triggers dismissal from the UGA Graduate School, unless the student remains in good standing in another program at UGA. Dismissal by a program may be appealed to the dean of the Graduate School after all avenues of appeal have been exhausted at the school or college level. This should be completed within 30 calendar days of the decision at the previous level.

If a student is dismissed by a program, they may reapply to the Graduate School for admission to the same graduate program or a different degree-granting unit, unless the dismissal was triggered by:

- Failure to adhere to the honor code
- Title IX/ Non-Discrimination and Anti-Harassment violation
- Research misconduct
- Violation of ethical (professional) standards

STUDENT SUPPORT RESOURCES

In addition to the support offered by the faculty and staff at the McBee Institute of Higher Education, the following university-wide resources are available to MIHE Graduate Students. Should students need departmental support in accessing or utilizing these resources they should contact their respective advisers or the Program Coordinator.

1. Academic Assistance

- Office of Student Care and Outreach: <https://sco.uga.edu/>
- Accessibility Services: <https://accessibility.uga.edu/>
- Student Success and Achievement: <https://ossa.uga.edu/>
- UGA Career Center: <http://www.career.uga.edu/>
- UGA Libraries: <https://www.libs.uga.edu/>
- Enterprise Information Technology Services: <https://eits.uga.edu/support/>

2. Campus Engagement

- Engagement, Leadership, and Service: <https://cls.uga.edu/>
- Office of Service-Learning: <https://servicelearning.uga.edu/>
- Center for Global and Cultural Engagement: <https://msp.uga.edu/>
- Office of Academic and Community Engagement: <https://ace.uga.edu/>
- Pride Center: <https://pride.uga.edu/>
- Student Conduct: <https://conduct.uga.edu/>
- Student Veterans Resource Center: <https://svrc.uga.edu/>

3. Financial Assistance

- Financial Hardship Resources: <https://sco.uga.edu/resources-financial/>
- Financial Aid: <https://osfa.uga.edu/>
- Food Resources: <https://site.caes.uga.edu/anthfood/teaching/student-food-resources/>
- UGA Student Food Pantry: <https://ugapantry.weebly.com/>
- Campus Kitchen: <https://servicelearning.uga.edu/community-engagement/campus-kitchen/>

4. Health and Wellness

- Love and Money Center: <https://www.fcs.uga.edu/loveandmoneycenter>
- Homelessness and Foster Care: <https://sco.uga.edu/sco/embarkuga>
- Bulldog Basics: <https://bulldogbasics.uga.edu/student-resources/>
- Counseling and Psychiatric Services (CAPS): <https://caps.uga.edu/>
- Recreational Sports and Ramsey Student Center: <https://recsports.uga.edu/>
- University Health Center: <https://healthcenter.uga.edu/>
- Counseling: <https://coe.uga.edu/directory/counseling-and-personal-evaluation>
- Psychology Clinic: <http://psychology.uga.edu/clinic-information>
- Equal Opportunity Office: <https://eoo.uga.edu/>
- UGA Police Department: <https://police.uga.edu/>

APPENDIX A- ADVISEMENT FORM

MIHE ADVISEMENT FORM

Student Name: _____ Term: _____

Student ID: _____

Advisor/MP: _____

Course Prefix Ex: (EDHI)	Course Number (8000)	5-Digit CALL No. (29876)	Credit Hours (3)	Course Title and Instructor (History of Higher Education-Cain)
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

List Cognate/Elective Courses Below:

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Total Credit Hours: _____



Student Signature

DATE

Advisor/MP Signature

DATE

To receive clearance for registration,
please complete and return to Jad El Ladiki.

APPENDIX B- ANNUAL REVIEW

Please complete the following questions about your experience during the academic year. This information helps the McBee Institute to track the achievements and progress of Ph.D. students for this academic year and to make plans for the upcoming academic year.

1. Please outline the progress you have made toward the fulfillment of your degree by listing the term and year you completed or plan to complete each milestone. Also, briefly outline your plans for the upcoming academic year and provide details related to any changes in your timeline or delays in progress.

Coursework Completed: _____

Written Comprehensive Exams: _____

Oral Comprehensive Exams: _____

Proposal Defense: _____

Dissertation Defense: _____

2. Discuss the development of your research interests and tentative or established dissertation topics.
3. Briefly summarize your participation in any research projects, research teams, conference submissions and presentations, and publication submissions. Please identify the methodology for each item listed below as quantitative, qualitative, or mixed methods. If applicable, please include citations for conference presentations and publications and indicate if the project was funded.
 - a. Research projects:
 - b. Research teams:
 - c. Conference submissions:
 - d. Conference presentations:
 - e. Publication submissions:
 - f. Publications:
4. Discuss the development of your professional/career interests, indicate your participation in professional development/engagement activities, and identify any awards/honors you received. For example, this may include guest lectures, university service activities, professional association membership and/or service, and community service activities.
5. If applicable, discuss your assistantship experience, including your major tasks, responsibilities, and achievements.
6. What MIHE event did you attend during the academic year? Please mark all that apply.

APPENDIX C- DISSERTATION COMMITTEE

- The Dissertation committee must consist of a minimum of three MIHE Graduate Faculty members, including the student's major professor, who serves as the chair of the committee. The remaining members are considered voting members.
- Students may choose to have two appointed members of the Graduate Faculty serve as Co-major professors on the dissertation committee. Co-major professors count as one member of the committee; therefore, an additional member must be added to the committee.
- MIHE adjunct faculty with Graduate Faculty status may serve as a member of the student's dissertation committee. However, permission from the Graduate Studies Committee is required for adjunct faculty to serve as the student's major professor.
- Visiting, part-time, or temporary faculty members may not serve on a student's dissertation committee.
- Non-UGA affiliates who possess distinguished credentials in the field of study are allowed to serve as voting members of the student's dissertation committee. Students who are interested in such affiliates should discuss it with their MP who will present it to the Graduate Studies Committee. Upon nomination of the Director of Graduate Studies and approval from the dean of the Graduate School the affiliate will be added to the committee. Once a non-UGA affiliate has been approved to serve on a student's committee, he or she must attend all meetings.
- Former and retired faculty with Graduate Faculty status are allowed to serve as voting members of the student's dissertation committee. Students who are interested in such affiliates should discuss it with their MP who will present it to the Graduate Studies Committee. Upon nomination of the Director of Graduate Studies and approval from the dean of the Graduate School the affiliate will be added to the committee.
- Immediate family members may not serve on the student's dissertation committee.
- A student may have a maximum of five members on their dissertation committee. At least 50% must be members of the Graduate Faculty.
- Once all members of a student's committee have agreed to serve, the student should follow these [instructions](#) to submit their committee information, including the committee members' names and roles, in the [Enrolled Student Progress Portal](#).

APPENDIX D- COMPREHENSIVE EXAM TIMELINE AND EVALUATION

1. Preparation

During the Program of Study meeting, the committee will discuss each student's courses, dissertation interests, and the approach of the written comprehensive exam questions.

Following the Program of Study meeting, students should have a general idea of the topics their exam questions will cover and should prepare accordingly. Students may also seek advice on how to prepare from their major professor and other members of the dissertation committee. Prior to the exam session, all members of the student's dissertation committee will provide the Program Coordinator with the student's final questions.

2. The Written Exam

Written exams are usually scheduled to begin the third or fourth Monday of August, January, and May. Students will have three weeks to complete three questions that will comprise the written portion of the exam. The questions will cover: (1) the topic of interest, (2) the theoretical/conceptual framework, and (3) research design. Exams will be administered through eLC and will be made live at 9am on the specified dates in August, January, and May. Responses to all questions must be submitted by 9am three weeks later.

Students will have a maximum of 15,000 words (roughly 60 double-spaced pages, not including references) for responses to all three questions. This doesn't necessarily mean 20 pages per question. At the Program of Study meeting, students should discuss the appropriate scope/length of response to each question with MP and committee members. The use of generative AI or associated tools is not permitted in the completion of comprehensive exams. Students should be advised that AI detection tools may be used in the evaluation of responses and that any concerns related to the authenticity of the response may be forwarded to the UGA Office of Academic Integrity.

Students should not consult with faculty or others during the written exams. Any questions should be directed to the Program Coordinator.

3. Evaluation

Given the allowed time and access to relevant studies and resources, the written comps responses are expected to be thorough and polished. Exam responses should demonstrate students' broader command of higher education topics, trends, issues, theories, and methods that extend beyond their specific topics.

Each of the three responses will be evaluated by the corresponding member of the student's dissertation committee on a pass, fail with the opportunity for revision, or fail basis. Committee members have three weeks to evaluate the student's performance on written responses.

The student must pass all three responses to move forward to the oral comprehensive exam. Successful completion of the written *and* oral exam constitutes passing the exam. The student will be notified of their performance once all responses have been reviewed. The student and the major professor will then discuss the steps to be taken for the oral examination. Students are permitted to review evaluations prior to the oral defense.

Any written response not submitted on time will count as an automatic failure of the exam unless documentation for extenuating circumstances is provided. If a student does not pass all three questions on the first attempt, please refer to the scenarios below.

Scenario 1: Fail/Opportunity for Revision on 1 or 2 Responses

If a student receives a fail with opportunity for revision on one or two responses, the student must write an appeal letter directed to the Graduate Studies Office within one week of receiving notification that details the following for each failed response:

- Where the student went wrong (a self-critique of the exam response)
- How the student will approach the response differently if permitted a second attempt
- Specific revisions that will be made to the existing response if applicable
- A timeline for preparation and completion

Upon approval of the appeal, the Graduate Studies Office will share the specific revision date, which will be set at the beginning of each term and span seven days, regardless of the number of responses being revised. The student's major professor, in consultation with the Graduate Studies Office, will determine if the student is eligible to sit for revision during the revision dates or sit for their comprehensive exams next cycle.

A second failure to pass the written comprehensive exam will trigger departmental dismissal or consideration to leave with a master's degree.

Note: Failing all three comprehensive exam questions with an opportunity for revision constitutes a failure of the overall written comprehensive exam (please refer to Scenario 2).

Scenario 2: Fail/Opportunity to Leave with MEd

A failure on first attempt of the written comprehensive exam or a second failure to pass the written comprehensive exam after revisions will trigger departmental dismissal or consideration to leave with a master's degree.

Exceptions to the above will be made at the discretion of the Graduate Studies Committee.

4. Oral Defense

After the written component has been evaluated and the student has met with their major professor and reviewed the exam, the oral component is scheduled. The student should coordinate with all members of the dissertation committee for a mutually agreeable date and time for the oral exam to take place. The oral portion will last 1 to 2 hours. The student must notify the Program Coordinator of the scheduled date and time no less than three weeks in advance to ensure adherence to the Graduate School policy requiring two weeks' notice. The Program Coordinator then informs the Graduate School and reserves a room. The date, hour, and location are announced by the Graduate School, and the exam is open to all others who choose to attend.

Comprehensive Written Exam Evaluation

McBee Institute of Higher Education

Student's Name:

Term:

Reader(s):

Please rate the response on each of the following using the scale below.

1= Totally inadequate/unacceptable

2= Needs improvement

3= Meets expectations

4= Exceeds expectations

5= Outstanding, well beyond minimum expectations

1. Content/Knowledge:	1	2	3	4	5
2. Organization:	1	2	3	4	5
3. Documentation:	1	2	3	4	5
4. Integration of Concepts and Application	1	2	3	4	5

Major Strengths:

Major Weaknesses:

Overall Evaluation: (please mark one of the following)

___ Pass ___ Fail

APPENDIX E- ADMISSION TO CANDIDACY

Upon the successful completion of the Dissertation Proposal and approval by the student's dissertation committee, the student may be formally admitted to candidacy for a doctoral degree. The following is a list of requirements from the Graduate School for admission to candidacy.

1. All prerequisites have been satisfactorily completed.
2. All research requirements have been met.
3. The final Program of Study has been approved by the student's dissertation committee, the Director of Graduate Studies, and the dean of the Graduate School.
4. 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.
5. Written and Oral Comprehensive Examinations have been passed and reported to the Graduate School.
6. The dissertation committee, including any necessary changes in members, is confirmed, and all members have been notified of their appointment.
7. The dissertation proposal has been approved by the dissertation committee.
8. The residence requirement (30 hours of consecutive graduate coursework) has been met.

The student's candidacy begins on the date the form is received by the Graduate School. The form should be submitted by the student via [GradStatus](#).

After formal admission to candidacy, students must register for a combined minimum of 10 hours of Doctoral Dissertation (EDHI 9300).

If a student plans to graduate in the same semester, the student must have been admitted to candidacy by the deadline published by the Graduate School in addition to having registered for 10 combined hours of Doctoral Dissertation (EDHI 9300).

Upon admission to candidacy, Graduate School policy dictates that the dissertation must be completed within eight-year time limit.

APPENDIX F- DISSERTATION COMPLETION AND DEFENSE

During the completion of the dissertation and defense, students should aim to produce a dissertation that contributes to both the knowledge and understanding of the field of Higher Education. Major milestones in the completion of such a dissertation follow.

1. Preparation

Much of a student's preparation for dissertation writing will take place while constructing a proposal and devising research methods. However, students who plan to use research methods that will involve human subjects should ensure that they receive approval from the Institutional Review Board (IRB) in the Office of the Vice President for Research before beginning research. All students should submit their dissertation projects for approval even if exemption is anticipated. More information can be found [here](#).

2. Dissertation Research and Writing

Once formal IRB approval has been obtained, the student should carry out their proposed dissertation research. While collecting data from research, students should enroll in EDHI 9000. Once research is complete, students should enroll in EDHI 9300 and work to complete the written dissertation. This process will be closely guided by the student's major professor, with advice from the remaining members of the student's committee. Students must have enrolled in 10 combined hours EDHI 9300 after admission to candidacy and before graduation per the Graduate School's policy.

3. Dissertation Distribution and Defense

After finalizing the dissertation and receiving approval from their major professor, the student should contact all committee members to schedule the defense and distribute their dissertation to the full committee. This should be completed no less than one month in advance of the date the student plans to hold their defense and in accordance with the deadlines circulated by the Program Coordinator. 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](#) and shared via the MIHE student listserv for the term the student plans to graduate. Each student should schedule the defense of their dissertation in accordance with the needs of their committee and only after receiving approval from their major professor. Once the date and time have been set, the student must notify the Program Coordinator and send a final draft of the dissertation to the committee no less than two weeks in advance of the scheduled date. It is the discretion of the MP and committee to decline a defense meeting if students do not observe the policy regarding two-weeks' notice. The Program Coordinator will then announce the student's defense to the Graduate School (two weeks' notice is required) and book a room for the event. The defense date is publicized, and attendance is open to the general public. During the defense, the committee will likely suggest additional revisions that the student must complete by the deadline specified by the Graduate School before graduation.

4. Graduation

Students should begin the process of applying for graduation in the semester he or she plans to defend the dissertation. The application for graduation can be found in [Athena](#). Students should also be sure to submit the information for the commencement program, including the title of their dissertation as well as all other required forms in [GradStatus](#).

APPENDIX G- FY27 ASSISTANTSHIP COMPACT



UNIVERSITY OF
GEORGIA

Louise McBee Institute
of Higher Education

Graduate Assistantship Compact

This compact outlines the expectations, responsibilities, and mutual agreements between graduate students, the employing department, and the Louise McBee Institute of Higher Education. It serves to ensure that all parties are aligned in their roles and responsibilities and are working toward a successful assistantship experience.

This document should be completed by the student in consultation with their assistantship supervisor and is due no later than August 1st. If any changes are made after submission, an updated version must be refiled with the MIHE Graduate Studies Office.

Position Title: [Graduate Assistant](#) (Part-Time, Temporary, Benefits Exempt, FLSA Exempt).

Section I: General Responsibilities of Graduate Assistants

All graduate assistants are expected to uphold the following core responsibilities, regardless of placement:

- Work up to 13–20 hours per week, as specified in their appointment.
- Maintain consistent and professional communication with their assigned supervisor and the McBee Institute.
- Adhere to UGA's [policies](#) on confidentiality, ethics, and professional conduct.
- Demonstrate initiative, time management, and reliability in fulfilling job duties.
- Track and report hours as required by the employing department.
- Submit deliverables and project updates on a timely basis.
- Maintain [satisfactory academic progress](#) and enrollment in the required number of credit hours to remain in compliance with the [tuition waiver policy](#).
- Attend orientation or training sessions required by the employing site or the McBee Institute.
- Notify the supervisor and McBee Institute promptly if circumstances affect their ability to meet expectations.

Please note you may be unassigned from an Assistantship for:

- Unsatisfactory academic progress or enrollment issues.
- Unprofessional behavior, including chronic tardiness, missed assignments, or violations of workplace conduct.
- Failure to meet the expectations outlined in this compact or by the assistantship department.

Section II: Individualized Work Agreement

Student Name:

Supervisor Name:

Department:

Semester & Year:

A. Work Environment & Schedule

Work Modality (check one): ☐ In-Person ☐ Hybrid ☐ Fully Remote

Expected Days/Hours of Work (e.g., Mondays & Wednesdays, 9:00 AM – 12:30 PM; Fridays remote):

Work Location (e.g., Meigs Hall, Office 202 or Remote):

B. Assistantship Duties

Anticipated Projects or Deliverables (e.g., draft policy brief, support annual report, prepare social media plan):

Other Responsibilities & Work Breakdown:

C. Assignment Workflow

Assignment Communication (check all that apply):

☐ Email ☐ Weekly Meeting ☐ Task Tool (e.g., Asana, Trello)

☐ Other:

Supervision Frequency (e.g., Weekly check-in every Monday at 2 PM):

☐ Weekly ☐ Biweekly ☐ As Needed

Performance Feedback:

☐ Mid-Semester ☐ End-of-Semester ☐ Ongoing

D. Leave Expectations and Holiday Observance

Graduate assistantships at the University of Georgia are considered exempt professional positions and, as such, do not include paid time off (PTO), vacation leave, or sick leave (see a [Graduate Assistantship Policy](#)). Any anticipated absences—including for illness, personal matters, or professional travel—must be communicated in advance and approved by the assistantship supervisor. Although assistantship start and end dates typically follow the UGA academic calendar, expectations regarding holidays may vary by department. Please indicate below which calendar the assistantship is expected to follow:

☐ **Academic Calendar and Associated Holidays**

☐ **UGA Staff Holiday Schedule**

☐ **Other (please specify):**

All absences and leave requests should be handled responsibly and communicated promptly to ensure continuity of assigned duties.

Signatures

Student: _____ Date: _____

Supervisor: _____ Date: _____

Director of Graduate Studies: _____ Date: _____