

Graduate School of Education
PennGSE
Higher Education



Prospective Student Guide

2017-2018

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Overview

The Higher Education Division (HED) provides students with a broad understanding of higher education and of the most successful practices of campus management.

Our distinguished faculty focus their research on access and equity; diversity and higher education; policy and public financing; civic engagement; organizational change; and the impact of the marketplace on colleges and universities. They are actively engaged with such organizations as the American Education Research Organization, the National Clearinghouse Research Center, the Higher Education Policy Institute, the Institute for Higher Education Policy, the Association for the Study of Higher Education, and the Council of Europe. Their research, supported by grants from the Institute of Education Science, the Lumina Foundation for Education, the American Educational Research Association, the Kresge Foundation, and the National Academy of Education, appears regularly in the *American Education Research Journal*, *Research in Higher Education*, *Educational Researcher*, *Academe*, *Journal of Higher Education*, *Review of Higher Education*, and other prestigious journals.

Programs focus on higher education administration with specialized electives in policy, finance, law, development, and organizational theory. Students are prepared for careers as leaders at colleges and universities and as scholars of higher education.

The Higher Education division offers a complete set of degree programs: a master's degree, a traditional format Ed.D. for early and mid-career professionals, and a Ph.D. in the Higher Education program as well as an executive format Ed.D. for senior academic leaders through our Executive Doctorate in Higher Education Management.

Students have additional opportunities to participate in faculty research and through the work of three organizations at Penn GSE:

- **Institute for Research on Higher Education:** Led by Dr. Joni Finney, IRHE pursues action-oriented research to highlight important public policy issues, such as: higher education finance, statewide performance of higher education, college affordability, and international policy reviews.
- **Center for Minority Serving Institutions:** Led by Dr. Marybeth Gasman, the Center for MSIs brings together researchers and practitioners from across the spectrum of Minority Serving Institutions to harness the collective strengths of these institutions and to solve the challenges they face.
- **Alliance for Higher Education and Democracy:** led by Dr. Laura Perna and Dr. Matt Hartley, AHAED applies a multidisciplinary, research-based approach to addressing the most pressing issues regarding the societal contributions of higher education in the United States and world.

Program Degrees

For additional information on these programs, please visit: <http://www.gse.upenn.edu/hed>

❖ **Master of Science on Education (M.S.Ed.) – Full Time**

- Coursework
 - 10 courses total
 - 6 Higher Education courses (EDUC 592 – Professional Development in Higher Education is required)
 - 4 Electives, 1 Distribution (GSE course outside of HED)
- Graduate Assistantship
 - 15-20 hour-a-week internship
- Comprehensive Examination
- Full-time program can be completed in two semesters (Fall and Spring).
- Admissions requirements: completed application and official test scores.
- All applicants are reviewed for merit-based school grants/scholarships.

❖ **Master of Science on Education (M.S.Ed.) – Part Time**

- Coursework
 - 10 courses total
 - 6 Higher Education courses
 - 4 Electives, 1 Distribution (GSE course outside of HED)
- Comprehensive Examination
- Continuous enrollment required for fall and spring semesters until degree completion (typically one or two courses a semester).
- Admissions requirements: completed application and official test scores.
- No merit-based school grants/scholarships given to part time students.

❖ **Doctorate of Education (Ed.D.) – Part Time only**

- Coursework
 - 20 courses total
 - A maximum of eight graduate-level courses can be reviewed for transfer credit after matriculation of one semester.
 - Required courses include EDUC 556 (Higher Education Finance), EDUC 631 (Research Topics in Higher Education), and EDUC 705 (Proseminar in Research and Analysis) and two methods courses (one statistics and one qualitative).
 - Planned program of study will be derived in consultation with academic advisor.
- Preliminary examination, oral hearing, and dissertation defense.

❖ **Doctorate of Philosophy (Ph.D.) – Full Time only**

- Coursework
 - 18-20 courses
 - A maximum of eight graduate-level courses can be reviewed for transfer credit after matriculation of one semester.
 - Two methods courses are required (one statistics and one qualitative).
 - Planned program of study will be derived in consultation with academic advisor.
- Preliminary examination, oral hearing, and dissertation defense.

❖ **Executive Doctorate in Higher Education Management (Ed.D.)**

- Information about this program can be found on <http://www2.gse.upenn.edu/execdoc/>

Higher Education Course Descriptions

EDUC 504 - Contemporary Issues in Higher Education

Ann Tiao

An introduction to the central issues and management problems in contemporary American higher education.

EDUC 505 - Globalization and the University

Alan Ruby

The aim is to help students understand the basic concept of globalization, how it impacts higher education in general, and how it shapes the global market for human capital and fosters private sector and for-profit provision and diversifies modes of delivery of higher education. The eight four hour sessions will cover the nature of globalization and the way it affects the formation of human capital and the university, at the school level, institutionally and in the market place. In addition to developing students' knowledge the seminars and assignments will try to further develop skills in thinking critically, arguing logically, writing succinctly and clearly, and working well with others.

EDUC 512 - University-Community Partnerships

David Grossman

Ranging from civic engagement to economic development, institutions of higher education in the United States have long been involved in a variety of relationships with their local communities; in recent years, there has been increasing attention paid to the opportunities and challenges implicit in those relationships. In this course, we will study and discuss the history, rationales, and manifestations of the partnerships that have developed, with a particular focus on the last quarter-century. Through readings, faculty- and student-led discussions, guest lecturers, and policy-oriented projects, we will develop better understandings of the many topics surrounding university-community partnership activities. Among other themes, we will consider institutional roles and relationships, service learning, community perspectives, policy issues, and evaluation.

EDUC 541 - Access and Choice in American Higher Education

Laura Perna

College enrollment is a complex process that is shaped by the economic, social and policy context, higher education institutions, K-12 schools, families, and students. The course will examine the theoretical perspectives that are used to understand college access and choice processes. The implications of various policies and practices for college access and choice will be explored, with particular attention to the effects of these policies for underrepresented groups. As an Academically Based Community service (ABCS) course, this course is also designed to generate tangible recommendations that program administrators and institutional leaders may use to improve college access and choice.

EDUC 543 - Historically Black Colleges & Universities

Marybeth Gasman

Historically Black colleges and universities (HBCUs) graduate 24% of all African Americans who obtain degrees, in spite of the prediction in 1954 that *Brown vs. Board* would make them irrelevant. However, most Americans know very little about the history of these institutions and even less about their current situation. The goal for this course is to give you an overview of the historical context in which Black colleges were created, to acquaint you with the obstacles Black colleges face, and to help you understand the unique missions of these institutions.

EDUC 556 - Higher Education Finance

Joni Finney

This course does not assume any prior work in economics. It is a course for those interested in the role of public finance on American higher education. The course introduces students to theoretical concepts, such as human capital theory, as well as trends in how higher education is financed in the US. It addresses questions such as: How much funding is available for higher education and how is it used? What is the share of public funding, funding from students and families and from other private sources? Is this share appropriate today? These questions are considered in the context of broader economic and demographic changes shaping the country and the implications for higher education.

EDUC 569 - Administration of Student Life

Faculty

This course covers a variety of issues in the management of student services on campus. After examining the historical context of student affairs and the theoretical frameworks of student development, students explore ways to most effectively administer the numerous activities that comprise student affairs programs.

EDUC 573 - Reforming Higher Education: What Can We Learn From Other Countries?

Alan Ruby/Diane Eynon

This course begins with the premise that policy makers, educational leaders and practitioners can learn from what has worked and failed in higher education policy and practice in other nations. They can use comparisons of processes and outcomes to guide domestic policies and practices and to rally support for changes in resource allocation and organizational arrangements. This series of seminars is designed for people who are interested in how public policy influences the industry of higher education. It would be useful to people thinking about pursuing careers as leaders of educational institutions and systems or as analysts, advisers and advocates engaged in shaping public policy about education. It will look at all levels of higher education, vocational and community colleges and universities, treating them separately when appropriate and as a system of tertiary education when appropriate. It will look at diverse aspects of higher education ranging from income support schemes to the role of the State.

EDUC 592 - Professional Development in Higher Education

Ross Aikins

To prepare for a career in higher education, students are engaged in a 20-hour a week assistantship or full-time work. Professional Development enhances learning by emphasizing practical application of theory and skill development. The course reviews general skills necessary for all higher education professionals and encourages application to individual situations. Specifically, the class examines transition, career exploration and preparation, communication, assessment, training and ethics.

EDUC 594 - Diversity in Higher Education

Ann Tiao

This course explores issues of diversity as they pertain to higher education, including race, ethnicity, gender, class, religion, sexual orientation, ideology, etc. Rather than focusing on specific populations of people, the course will tackle issues of diversity within the context of concrete higher education functions and problems.

EDUC 604 - Ethics and Leadership

Faculty

This course looks critically at a number of theories of leadership, with a special emphasis on the ethical dimensions of academic leadership. We will examine and apply ethical frameworks of Plato, Kant, Hume as well as more recent theories to situations facing leaders in the academy today. No single approach to ethical decision-making is best or works in all situations. Therefore, practitioners must have a variety of strategies to draw on. Some of the themes that will be explored in the course include how academic communities engage in equitable decision making through shared governance, how power is distributed and used, and how leaders approach situations that involve making difficult decisions where there are competing priorities in play.

EDUC 606 - Development in Higher Education

Marybeth Gasman

This course is designed for current or aspiring professionals in the area of fundraising and institutional advancement. Topics will include: a history and overview of philanthropy, motivations for giving, ethics, fundraising courses, planning, staffing, leadership, campaigns, annual giving, public relations, communications and volunteer management. Special emphasis will be placed on fundraising in communities of color.

EDUC 607 - Faculty and Academic Governance

Matt Hartley/Peter Garland

Meaningful change in the academy can only occur if we understand colleges and universities are governed. This course will examine the roles that key constituents play in institutional decision making. We will explore how organizational characteristics (the culture and structure of an institution) and various policies (for example, tenure) affect institutional governance. We will also discuss how academic communities define their educational purposes. The readings for each week have been selected to provide a range of views on the topic at hand. This course will make use of case studies, role and structured debates as a means of allowing us to better understand and apply the theoretical materials we will be encountering.

EDUC 608 - Organizational Change in Higher Education

Matt Hartley

Colleges and universities today face tremendous challenges--calls by external constituents for greater accountability, scarcity of resources, greater competition, and pedagogical innovations. The need for change, and for change agents, in our institutions of higher learning has never been greater. This course examines organizational change both theoretically and practically in college and university settings. Students will be introduced to many of the most current, influential, and promising theories about how change occurs at the departmental, institutional and systemic level. Using case studies, we will apply these frameworks in order to diagnose and develop constructive strategies for meaningful change. Students will be evaluated on the basis of class participation and two written assignments.

EDUC 631 - Research Topics in Higher Education

Faculty

This seminar offers students a collaborative setting in which to explore a topic area, refine their research questions and begin the process of constructing a coherent research proposal. The course will be of special interest to doctoral candidates who are drawn to an area of inquiry (e.g., presidential leadership, diversity, access, organizational change) but now wish to elicit from it a discrete "researchable" question.

EDUC 640 - History of American Higher Education

Marybeth Gasman

A history of evolution of U.S. higher education that combines the use of secondary and primary sources. The course emphasizes development in the 20th century.

EDUC 642 - Higher Education in American Society

Faculty

Social, economic, and political forces affect our nation's colleges and universities. Societal forces impose a variety of demands on higher education institutions, as reflected by calls for greater accountability, improved access, cost attainment, and incorporation of new technologies. This course considers the ways that colleges and universities are challenged to respond to demands for increased accountability while maintaining their commitment to such core values as academic freedom and institutional autonomy.

EDUC 656 - College and University Teaching

Faculty

Course goals are to systematically plan for a university course, develop theories and philosophies of university teaching, develop evaluation instruments to assess teaching and learning in the classroom, gain knowledge of individual learning styles and their roles in fostering effective teaching strategies, examine the specific behaviors related to daily activities of college teaching, and to experiment with a range of technologies to enhance teaching.

EDUC 705 - Proseminar in Research & Analysis

Laura Perna

Permission needed from the Division.

This course is designed to provide students with the skills, information, and resources that are necessary to develop a research proposal. This course will also examine strategies for completing proposals and dissertations. A variety of research designs and approaches to educational research will be explored. Through this course, students will become both informed consumers of research and effective designers of research. Students both design a research proposal and carry out an independent research project.

EDUC 714 - Law and Higher Education

Frank Roth, Esq.

An examination of the most important state and federal laws governing U.S. colleges and universities, with an emphasis on current legal problems.

EDUC 715 - Case Studies in Higher Education Administration

Faculty

This course is designed to enhance understanding of decision making in higher education administration. Based on case studies, students will analyze, propose policies, generate action plans and implementation procedures, and assess the potential consequences of their administrative decisions.

EDUC 716 - Public Policy Issues in Higher Education

Joni Finney

This course provides a broad overview of state and federal policy issues in higher education. Public policies have created, inarguably, the best higher education system in the world – especially American research universities and selective private liberal arts colleges. However, declines in performance relative to other modern economies are now well documented. No longer the world leader in granting degrees to our young population, American higher education is confronted with significant challenges: providing education opportunity and success for more young and working-age adults, meeting changing workforce demands, and ensuring that students and families can afford to pay for higher education. These challenges arise at a time when the country as a whole is facing the most significant fiscal crisis since 1930s.

EDUC - Advanced Public Policy and Higher Education

Joni Finney

State governments are faced with significant challenges regarding higher education. Governors, legislators and other political actors generally support calls for increasing levels of educational attainment. According to the Organization for Economic Cooperation and Development (OECD), the U.S. is falling behind other countries in the educational attainment of younger generations, threatening the nation's competitive position in a global economy. Furthermore, these challenges are situated within a broader context of dramatically changing demographics and demands for improved local and state economies. This course is designed as a seminar. The primary purpose of this seminar will be to provide students with an opportunity to delve deeply into understanding the specific context and the educational needs of a selected state. A secondary purpose of the course is to equip students to conduct state-level case study research related to higher education policy and performance, within the rich historical, political and economic framework of a given state.

****Please note: This is a sampling of courses taught in various semesters, and each course may not be offered every semester or year.**

GSE Higher Education Faculty



Ross Aikins
Adjunct Assistant Professor
Program Manager

Areas of Expertise

- College student health
- Alcohol and other drug use
- Student veteran populations
- Mental health
- Admissions and college access

Professional Biography

Dr. Aikins joined the faculty of Penn GSE in Fall 2013. A native Californian, he received his Ph.D. in Higher Education and Organizational Change from the University of California, Los Angeles in 2011, and specializes in collegiate substance abuse and student health research. Dr. Aikins has teaching, administrative, and research experience in K-12 and postsecondary settings, including the University of Southern California, Carnegie Mellon University, UCLA, and Occidental College.

Prior to joining Penn GSE, Dr. Aikins received a Ruth L. Kirschstein National Institute of Health (NIH) Postdoctoral Fellowship at the National Development and Research Institutes (NDRI) in New York City, and lectured at CUNY Brooklyn College. He also served as a development consultant for The Freedom Writers Foundation in Long Beach, authoring more than \$730,000 in grants from foundations including The Sherwood Foundation and The Bill and Melinda Gates Foundation.

In his current role, Dr. Aikins advises over 50 full- and part-time master's students in the Higher Education Division, and oversees the graduate assistantship program for full-time M.S.Ed. students. Additionally, Dr. Aikins teaches graduate classes, supports admissions functions of the Higher Education Ph.D., Ed.D., and M.S.Ed. programs, and manages the Higher Education Division.

To read more about Dr. Aikins and his work, visit his website at: <https://scholar.gse.upenn.edu/aikins/>



Peter Eckel
Senior Fellow
Director of Leadership Programs

Areas of Expertise

- Leadership and Management
- Higher education governance and trusteeship
- Change management; academic program discontinuance
- Leadership development
- Higher education trends

Professional Biography

Peter Eckel's two-decade career as a scholar/practitioner focuses on understanding and strengthening higher education administration, management and governance. He has served as Vice President for Programs and Research at the Association of Governing Boards of Universities and Colleges (AGB) and held several positions at the American Council on Education (ACE), including ending his tenure there as Director of the Center for Effective Leadership.

Eckel has worked with hundreds of college, university and state system administrators, faculty and trustees on issues such as transformational change; student learning and educational quality; diversity; academic leadership; presidential transitions; academic joint ventures/partnerships; internationalization; shared governance; institutional entrepreneurialism; administrative teamwork; and effective trusteeship. He led AGB's National Conference on Trusteeship and developed its offerings for international trustees and leaders. He created AGB's presidential agenda to strengthen presidential leadership through effective governance, and led the design of AGB's Institute for Public University Presidents and Board Leaders. At ACE, he was the founding director of the ACE Institute for New Chief Academic Officers, the Advancing to the Presidency Workshop, the CAO-CBO Strategic Partnership workshop, and the ACE Presidential Roundtable Series.

He additionally serves as trustee at the University of La Verne (CA), leading efforts on revitalizing the academic affairs and governance committees, and establishing the new enrollment management and marketing committee.

To read more about Dr. Eckel and his work, visit his website at: <http://scholar.gse.upenn.edu/eckel>



Diane Eynon

Senior Fellow

Director of the Executive Doctorate in Higher Education Management

Senior Scholar, Penn AHEAD

Areas of Expertise

- Internationalization of higher education
- Higher education governance and trusteeship
- Change management; academic program discontinuance
- Leadership development
- Higher education trends

Professional Biography

Diane E. Eynon is a Senior Fellow and Director of the Executive Doctorate in Higher Education Management at the Graduate School of Education at the University of Pennsylvania, a cohort-based Ed.D. program for senior level leaders in higher education, the non-profit sector, and industry. She previously served in Penn GSE's Higher Education Division as Senior Fellow and Director of International Higher Education Initiatives, Director of Professional Practice at the Alliance for Higher Education and Democracy (AHEAD), and interim director of the Executive Doctorate Program in 2012 and again in 2016. Prior to GSE, Diane worked at Wharton Executive Education for six years serving as Director of Global Initiatives and then as Director of Partnerships for Social Impact.

Dr. Eynon's research and teaching interests focus on exploring the interplay of higher education, economic development, and gender policies and practices and the critical role these domains play in educational and economic opportunity for women. Her research also explores higher education in developing countries and economies, as well as the internationalization of higher education.

Diane is a member of Women Thrive Worldwide: Gender, Poverty, and Foreign Assistance (GPFA) working group, the United Nations Conference on the Status of Women, and a founding member of the Women's Sphere Global Network. She founded WEE (Women-Equality-Equity) Matter, an organization committed to creating and implementing the innovative solutions necessary to ensure gender equality and women's empowerment through education, economic development and growth, and political participation.

To read more about Dr. Eynon and her work, visit her website at: <http://scholar.gse.upenn.edu/eynond>



Joni Finney

Practice Professor

Director, Institute for Research on Higher Education of the

Areas of Expertise

- The public finance of higher education
- Statewide governance in higher education
- Access and completion in higher education
- Accountability in higher education
- State performance and higher education

Professional Biography

Dr. Finney is Professor of Practice at the University of Pennsylvania and Director of the Institute for Research on Higher Education (IRHE). She teaches graduate courses in the public finance of higher education, public policy and higher education, and an advanced public policy seminar in higher education.

She was vice-president of the National Center for Public Policy and Higher Education from 1997-2007. She has also held senior policy positions at the California Higher Education Policy Center and the Education Commission of the States. For over twenty-five years, Dr. Finney has worked with state and national leaders on improving public policy for higher education.

Dr. Finney has testified before state and federal legislative bodies and is a frequent speaker and resource for media. She has also advised presidential and gubernatorial campaigns and not-for-profit policy organizations. Dr. Finney is a founding board member of the National Clearinghouse Research Center and Research for Action. She chairs the national selection committee for the Virginia B. Smith Innovative Leadership Award sponsored by the Higher Education Policy Institute and the Council for Adult and Experimental Learning. She also serves on the executive committee of Change: The Magazine for Higher Learning, and is on the Editorial Board of the Journal of Competency-Based Education.

Finney pioneered the development of the nation's first report card on higher education, Measuring Up. She currently researches state policy and its relationship to state performance; she also assists states in developing public policies to increase educational attainment and reduce gaps in performance. Most recently, working with colleagues across the nation, Finney co-authored Financing American Higher Education in The Era of Globalization (2012) published by Harvard Education Press. She has also written two other books: Public and Private Finance of Higher Education: Shaping Public Policy for the Future and Designing State Higher Education Systems for a New Century.

To read more about Dr. Finney and her work, visit her website at: <http://scholar.gse.upenn.edu/finney>



Marybeth Gasman

Judy & Howard Berkowitz Professor of Education

Director, Penn Center for Minority Serving Institutions

Areas of Expertise

- Historically Black Colleges and Universities
- Minority Serving Institutions
- Diversity and higher education
- African American educational leadership
- Fundraising and philanthropy

Professional Biography

Marybeth Gasman is the Judy & Howard Berkowitz Professor of Education in the Graduate School of Education at the University of Pennsylvania. Her areas of expertise include the history of American higher education, Minority Serving Institutions (with an emphasis on Historically Black Colleges and Universities), racism and diversity, fundraising and philanthropy, and higher education leadership. Marybeth is the founding director of the Penn Center for Minority Serving Institutions (MSIs), which works to amplify the contributions, strengthen, and support MSIs and those scholars interested in them. She holds secondary appointments in history, Africana Studies, and the School of Social Policy and Practice. Marybeth is the author or editor of 23 books, including *Educating a Diverse Nation* (Harvard University Press, 2015 with Clif Conrad), *Envisioning Black Colleges* (Johns Hopkins University Press, 2007), and *Academics Going Public* (Routledge Press, 2016). She has written over 200 peer-reviewed articles, scholarly essays, and book chapters. Marybeth has penned 350 opinion articles for the nation's newspapers and magazines and is ranked by Education Week as one of the most influential education scholars. She has raised \$22 million in grant funding to support her research and that of her students, mentees, and MSI partners. Marybeth serves on the board of trustees of The College Board as well as Paul Quinn College, a small, urban, historically Black College in Dallas, Texas. She considers her proudest accomplishment to be receiving the University of Pennsylvania's Provost Award for Distinguished Ph.D. Teaching and Mentoring, serving as the dissertation chair for nearly 60 doctoral students since 2003.

To read more about Dr. Gasman and her work, visit her website at: <http://scholar.gse.upenn.edu/gasman>



Manuel S. González Canché

Associate Professor

Senior Scholar, Penn AHEAD

Senior Research Associate, Penn CMSIs

Areas of Expertise

- Pathways for underrepresented minorities
- Community colleges
- Experimental and quasi-experimental design
- Statistical and geographical network analysis
- Data visualization
- Big and geocoded data

Professional Biography

Manuel González Canché joined the Higher Education division as an associate professor in 2017. At Penn GSE he also serves as a senior scholar in the Alliance for Higher Education and Democracy and a senior research associate at the Penn Center for Minority Serving Institutions.

As a low-income and first-generation college student, González Canché has a special interest in understanding structural factors that influence minority and at-risk students' likelihood of educational and occupational success. He aims to identify plans of action capable of closing social and economic gaps resulting from students' reduced access to financial, academic, and social resources. His findings have offered a more nuanced understanding of the effect of location, influence, and competition, and have challenged traditional ideas about access, persistence, and success in higher education.

González Canché is the 2016 recipient of the Association for the Study of Higher Education's Promising Scholar/Early Career Award. He has secured funding for research from the Spencer Foundation, the American Education Research Association/National Science Foundation, the Association for Institutional Research, and the Institute of Education Sciences.

To read more about Dr. González Canché and his work, visit his website at:

<https://scholar.gse.upenn.edu/canche/>



David Grossman

Lecturer

Founding Director, Civic House and Civic Scholars

Areas of Expertise

- Administration of student life
- University-community partnerships

Professional Biography

David Grossman is the founding director of Civic House and of the Civic Scholars Program. He also regularly teaches in Penn's Graduate School of Education and undergraduate Urban Studies Program. David earned a BA from Bucknell University, an MA from Columbia University, and a Ph.D. in educational policy from Penn.

Prior to Civic House's establishment in 1998, David was the director of its predecessor organization, the Program for Student-Community Involvement. He has taught high school history in a variety of schools, ranging from a tribally-controlled Pueblo Indian school in Santa Fe, New Mexico, to an independent school for girls in Philadelphia. He has also directed youth programs for the National Conference of Christians and Jews in Philadelphia, and served as a career counselor at Penn.

To read more about Dr. Grossman and his work, visit his website at:
https://www.vpul.upenn.edu/civichouse/david_bio.php



Matthew Hartley

Professor

Associate Dean for Academic Affairs

Executive Director, Penn AHEAD

Areas of Expertise

- Academic governance and leadership in higher education
- Institutional mission
- Civic engagement and democratic purposes of higher education
- Higher education reform

Professional Biography

Matthew Hartley is Professor of Education at the University of Pennsylvania's Graduate School of Education. Dr. Hartley's research and writing focus on how colleges and universities are governed.

He is the Associate Dean of Penn GSE. He is also the founding Executive Director of the Alliance for Higher Education and Democracy (AHEAD) at Penn GSE. He currently serves on the editorial boards of the Review of Higher Education and the Journal of Higher Education Outreach and Engagement. He earned his master's and doctorate from Harvard University's Graduate School of Education. Dr. Hartley serves as a trustee at Widener University in Chester, PA.

Dr. Hartley's current work explores how university leaders are responding to major education reforms. He is examining how Kazakhstan is creating a system of increased institutional autonomy along with an alternative system of accountability, including the establishment of boards of trustees. He is also working with Alan Ruby on a major study exploring how disparate nations including Kazakhstan, Vietnam, Singapore, and India have sought to establish world-class universities. With Alan Ruby and Professor Henrik Bresman from INSEAD he has been engaged in a project aimed at helping senior academic leaders in Southeast Asia develop communities of practice with the support of the HEAD Foundation, Singapore. From 2010 to 2012, Dr. Hartley served as an expert for the World Bank on a project examining the governance of universities in the Middle East and North Africa. He has worked with the Council of Europe in Strasburg, France, exploring the relationship between universities, schools, and civil society. In 2011, he completed a Fulbright in Bratislava, Slovakia, in partnership with the Slovak Governance Institute examining the launch of community-based learning efforts at several universities.

To read more about Dr. Hartley and his work, visit his website at: <http://scholar.gse.upenn.edu/hartley>



Eric Kaplan
Senior Fellow
Chief of Staff

Areas of Expertise

- Access and choice in higher education
- Volunteer engagement and fundraising
- Board leadership and management



Professional Biography

As Chief of Staff to the Dean of Penn GSE, Dr. Kaplan provides high-level strategic support on a variety of projects and activities that are critical to achieving Penn GSE's priorities. He works with myriad constituencies within the school and with university-wide leadership to advance Penn GSE's most important initiatives. As a Senior Fellow, he teaches courses in enrollment management in Penn GSE's master's and doctoral programs.

Prior to assuming his current role, Dr. Kaplan served as Director of the Executive Doctorate in Higher Education Management where he directed all academic and administrative aspects of this cohort-based Ed.D. program for mid- to senior-level leaders in higher education, nonprofits, and industry. He also served as Penn's Senior Director of Development and Alumni Relations for International Initiatives (2010–2013), Associate Secretary of the University (2006, 2008–2010), and Interim Dean of Admissions (2007–2008), as well as in several leadership roles in the undergraduate admissions office including Associate Dean and Director of Admissions from 1994–2003.

Dr. Kaplan led enrollment efforts as Dean of Admissions and Financial Aid at Lehigh University from 2003–2006. Earlier in his career, he worked in the admissions offices at Brandeis University, Boston University and Westbrook College.

To read more about Dr. Kaplan and his work, visit his website at: <http://scholar.gse.upenn.edu/kaplan>



Laura W. Perna
James S. Riepe Professor
Executive Director, Penn AHEAD
Chair, Higher Education Division

Areas of Expertise

- Access, choice, and equity in higher education
- College finance and affordability
- Federal and state involvement in pre-college and college education

Professional Biography

Laura W. Perna is a James S. Riepe Professor and founding Executive Director of the Alliance for Higher Education and Democracy (AHEAD) at the University of Pennsylvania. She is also serving as past chair of the Faculty Senate at the University of Pennsylvania, chair of the Higher Education Division of the Graduate School of Education, faculty fellow of the Institute for Urban Research, faculty affiliate of the Penn Wharton Public Policy Initiative, and member of the advisory board for the Netter Center for Community Partnerships. She holds bachelor's degrees in economics and psychology from the University of Pennsylvania, and earned her master's in public policy and Ph.D. in education from the University of Michigan.

She has held leadership positions in the primary national associations in the field of higher education administration. Dr. Perna served as President of the Association for the Study of Higher Education (ASHE) from 2014 to 2015 and Vice President of the American Educational Research Association's Division J (Postsecondary Education) from 2010 to 2013 and now is a member of the AERA Grants Governing Board. She has been on the editorial boards of leading journals including American Education Research Journal, Educational Researcher, Educational Evaluation and Policy Analysis, Academe, Journal of Higher Education, Review of Higher Education, Journal of College Student Development, and Research in Higher Education. She is now co-editor of Higher Education: Handbook of Theory and Research.

In 2003, Dr. Perna received the Promising Scholar/Early Career Achievement Award from ASHE. Penn honored her in 2010 with the Christian R. and Mary F. Lindback Foundation Award for Distinguished Teaching. She received the 2010 Robert P. Huff Golden Quill Award from the National Association of Student Financial Aid Administrators. In 2014, Dr. Perna was named a Fellow of the American Educational Research Association, a Penn Fellow, and the inaugural James S. Riepe Professor at the University of Pennsylvania.

To read more about Dr. Perna and her work, visit his website at: <http://scholar.gse.upenn.edu/perna>



Alan Ruby
Senior Fellow
Senior Scholar, Penn AHEAD

Areas of Expertise

- Education reform at all levels of the education system
- Taking education reform and innovation to scale
- Educational programs and finance strategies to support less advantaged groups
- Globalization, international student mobility, and international education

Professional Biography

Alan Ruby has a substantial career in government, business, philanthropy, and education. His experience includes being a classroom teacher, the Australian Deputy Secretary of Education, and chair of the Organisation for Economic Co-operation and Development's (OECD) education committee. At the University of Pennsylvania, Mr. Ruby is a senior scholar in the Alliance for Higher Education and Democracy (AHEAD) and focuses on the effects of globalization on universities and education around the world. A highly regarded teacher, he leads graduate seminars on "Globalization and the University." He received Penn GSE's Excellence in Teaching Award in 2006.

He currently serves as a consultant to the World Bank, an adviser to the Nazarbayev Intellectual Schools, the Nazarbayev University in Kazakhstan, the Head Foundation in Singapore, and the American Institutes of Research. In 2015 he was made a member of the Order of Australia for significant service to international education through global reform initiatives and his work with philanthropic organizations.

Mr. Ruby was a senior executive of one of the world's premier grant-making groups, The Atlantic Philanthropies, and served as director of the Human Development Sector for the East Asia Region of the World Bank. He led the World Bank's programs in education, health, and social insurance in twelve countries, including China, Vietnam, and Indonesia.

Mr. Ruby served for over six years as Australia's Deputy Secretary of Employment, Education, Training, and Youth Affairs, where he was responsible for primary and secondary education, higher education, and vocational education and training. He chaired the education programs of the OECD, spearheading the development of education metrics comparing school results across member countries, including the development of a new assessment regime (PISA). He was also a member of the Scientific Advisory Group that created the framework for the flagship OECD publication Education at a Glance. Early in his career, he was a teacher and an official in the state government of New South Wales.

To read more about Mr. Ruby and his work, visit his website at: <https://scholar.gse.upenn.edu/ruby>



Robert Zemsky

Professor

Chair, the Learning Alliance for Higher Education

Senior Scholar, Penn AHEAD

Professional Biography

Robert Zemsky currently serves as chair of The Learning Alliance, a broad coalition of experts assisting institutions of higher learning in striking the balance between market success and public mission.

At Penn, Prof. Zemsky has been the university's chief planning officer, and served as master of Hill College House. For 20 years, he served as the founding director of the university's Institute for Research on Higher Education, one of the country's major public policy centers specializing in educational research and analysis. In his research, Prof. Zemsky pioneered the use of market analyses for higher education.

Prof. Zemsky has served as co-director of the National Center on the Educational Quality of the Workforce, as a senior scholar with the National Center for Postsecondary Improvement, as chair and convener of the Pew Higher Education Roundtable, and as senior editor for Policy Perspectives, a publication of the Pew Higher Education Research Program. He served as a founding member of the National Advisory Board for the National Survey of Student Engagement (NSSE). In 2008 he retired from the Board of Trustees of Franklin and Marshall College after 25 years of service.

Prof. Zemsky is the author of *The Structure of College Choice* (1982), *Structure and Coherence, Measuring the Undergraduate Curriculum* (1989), *Higher Education as Competitive Enterprise: When Markets Matter* (2001), *Thwarted Innovation: What Happened to e-learning and Why* with William Massy (2004), and *Remaking the American University: Market Smart and Mission Centered* with Gregory Wegner and William Massy (2005). His most recent book, *Making Reform Work: The Case for Transforming American Higher Education* (2009) has sparked a major discussion of the need for curricular re-engineering across American higher education.

In 1998 he received a Doctor of Humane Letters (Hon.) from Towson University and in 2008 a Doctor of Humane Letters (Hon.) from Franklin and Marshall College. He holds a B.A. from Whittier College, and an M.A. and Ph.D. from Yale University.

To read more about Dr. Zemsky and his work, visit his website at: <https://scholar.gse.upenn.edu/zemsky>

Other Faculty Members: Affiliates of Penn GSE Higher Education



Peter Garland, Ph.D.
Lecturer
Executive Vice Chancellor,
Pennsylvania's State System of Higher Education



Frank Roth, J.D.
Lecturer
General Counsel,
Lehigh University



Ann Tiao, Ph.D.
Lecturer
Interim Chief, Student Affairs Office,
Penn Graduate School of Education

Higher Education Division Graduates: Where Are They Now?

2017 Graduates

- ◆ *Area Coordinator*, Oberlin College
- ◆ *Assistant Director for Leadership and Retention*, Creighton University
- ◆ *Assistant Director of Admissions and College Counseling*, Woodberry Forest School
- ◆ *Assistant Director of Diversity Programs*, Worcester Polytechnic Institute
- ◆ *Assistant Director of Fraternity and Sorority Affairs*, University of Rochester
- ◆ *Assistant Director of the Center for Community Engagement*, Gonzaga University
- ◆ *Graduate Program Coordinator*, American University
- ◆ *Program Coordinator*, Princeton University

2016 Graduates

- ◆ *Assistant Principal*, New York City Department of Education
- ◆ *Associate*, Isaacson Miller
- ◆ *Clinical Compliance Coordinator*, Drexel University
- ◆ *Higher Education Analyst*, Huron Consulting Group
- ◆ *Placement Officer*, Institute of International Education
- ◆ *PhD Student*, The University of Texas at Austin
- ◆ *Undergraduate Programs Coordinator*, University of Maryland, College Park
- ◆ *Website and Strategic Communications Specialist*, University of Pennsylvania

2015 Graduates

- ◆ *Academic Advisor*, The George Washington University
- ◆ *Admissions Counselor*, Vanderbilt University
- ◆ *College Connection Coach*, Delaware Valley Community College
- ◆ *Financial Aid Advisor*, University of California, Santa Barbara
- ◆ *MPP Candidate*, The University of Chicago
- ◆ *Resident Director*, Mount Saint Mary's College
- ◆ *Senior Research Associate*, Hanover Research
- ◆ *Student Engagement Coordinator*, George Mason University

2014 Graduates

- ◆ *Area Coordinator*, Prescott House at Hampshire College
- ◆ *Assistant Director of Greek Life*, Elon University
- ◆ *Assistant Director of Tutoring & Operations*, New York Institute of Technology
- ◆ *Graduate Admissions Coordinator*, USC Viterbi School of Engineering
- ◆ *PhD Student*, University of California, Berkeley
- ◆ *Recruiting Specialist*, The Advisory Board Company
- ◆ *Residence Hall Director*, Long Island University
- ◆ *Retention & Events/Programs Specialist*, Colorado State University

2013 Graduates

- ◆ *Admissions Counselor*, Sarah Lawrence College
- ◆ *Assistant Director of Intercultural Advancement & Student Programs*, Moravian College
- ◆ *Assistant Director of Leadership*, Tennessee State University
- ◆ *Associate Director of Equality and Access*, University of Pennsylvania
- ◆ *Development Operations Coordinator*, Harvard Graduate School of Education
- ◆ *International Admissions Manager*, Philadelphia University
- ◆ *Learning Strategies Instructor/Coordinator*, Oberlin College
- ◆ *Study Abroad Advisor*, Colgate University

2012 Graduates

- ◆ *Admissions Counselor*, Ursinus College
- ◆ *Assistant Director of Civic Engagement*, Davidson College
- ◆ *Assistant Director of Policy Research*, Advisory Committee on Student Financial Assistance
- ◆ *Assistant Director of Student Activities*, Salve Regina University
- ◆ *Director of the Pace Program*, Princeton University
- ◆ *PhD Student*, University of Maryland, College Park
- ◆ *Research Analyst*, Simmons College
- ◆ *Senior Associate Director of Admissions*, University of Richmond

2011 Graduates

- ◆ *Admissions Counselor*, Columbia University
- ◆ *Assistant Director of Admissions*, Oberlin College
- ◆ *Assistant Director of Annual Giving*, University of Pennsylvania Law School
- ◆ *Associate Director of Development*, Georgetown University
- ◆ *Director of Admissions & Financial Aid*, University of Pennsylvania GSE
- ◆ *Director of Student Retention*, Neumann University
- ◆ *Field Coordinator*, New York University
- ◆ *Visiting Assistant Professor*, Suffolk University

Frequently Asked Questions

Applying to Penn GSE

What materials are required?

- Completed application.
- Personal statement (maximum of 750 words). It should address the factors that have encouraged you to seek an education from Penn GSE. You may also wish to describe your background, significant personal and professional experiences related to your program of study, important aspects of your academic record, and your professional goals upon completion of your desired program.
- Resume.
- GRE scores and TOEFL for international students reported directly from the agencies. (Institutional code for test reporting is 2943).
- Official transcripts from all postsecondary institutions.
- 3 letters of recommendation (originals only).
- International students should read this information:
https://www.gse.upenn.edu/admissions_financial/instructions#international
- **Complete application Instructions can be found on this website:**
https://www.gse.upenn.edu/admissions_financial/instructions
- **The online application system supports the electronic submission of the statement of purpose, resume, and the three letters of recommendation.**

What is the most important component of the application?

The committee looks at each application as a whole, therefore all components are important. The personal statement, transcripts, GRE scores and letters are all considered heavily. For Ph.D.: Strong academics.

How are GRE scores reviewed?

HED looks at scores from the Verbal and Quantitative sections; HOWEVER, an applicant's application will be considered INCOMPLETE if he/she has not taken the written or analytical section. GSE will accept GRE scores within the past five years – this is ETS policy. **There is no required minimum GRE score for admission.**

Why did students decide to go to Penn?

- Assistantship opportunities
- Opportunity to work with and take classes from the faculty
- Length of program (1 year vs. 2 year)
- Reputation of school/program
- Location
- Curriculum

When should applicants submit their applications?

Applications are accepted for Fall admission only. The priority deadline for master's applicants to be considered for merit scholarships is February 15, 2018. Applications will be accepted on a rolling basis after February 15, 2018. Ph.D. applicants must submit applications by December 3, 2017. Ed.D. applicants must submit applications by December 3, 2017 for the Fall 2018 semester. Please visit http://www.gse.upenn.edu/admissions_financial to apply or for more information.

How soon can applicants find out if they were accepted?

Decisions on Ph.D. applicants will be made in February or early March, decisions for Ed.D. applicants will be made in March, and decisions for Master's students will be rolling until the cohort is considered full. It usually takes the admissions committee up to four weeks to make a decision.

How long do applicants have to make a decision about their acceptance?

Until April 15, 2018, if you need more time to make a decision please contact program.

Your Time at Penn

What types of work opportunities are available for full-time doctoral students?

Doctoral students can work as Research Assistants (RAs) where they work closely with a faculty member. Ph.D. students are also given Teaching Assistant (TA) opportunities.

Are there any assistantships for Master's students?

Graduate Assistantships (GASHips) are available for full-time Master's students but are not guaranteed. In 2016-17 we offered over 40 GASHips including in student affairs, career services, study abroad, and admissions. There are also opportunities to participate in research GASHips through Penn AHEAD, the Center for MSI's and IRHE. Most GASHips are at the University of Pennsylvania (including the Schools of Engineering, Law, Nursing, and others) but others occur at nearby institutions such as Haverford College, Drexel University, and The University of the Sciences. New assistantships opportunities are continually being developed to match the interests of MEd students.

How large are the classes?

On average, Higher Education classes have between 20-40 students. Class sizes vary depending on interest.

Are professors accessible?

Yes. The size of the division allows faculty to devote time to meet with students outside of class and participate in community-building events.

What type of housing is available for graduate students?

Apartment-style graduate student housing is available in Sansom Place East. Additionally, graduate students have the opportunity to be Graduate Associates in undergraduate dorms where they receive free room and board. Many graduate students live off-campus in the surrounding Philadelphia neighborhoods.

On and off-campus housing information can be found on this website:

<http://www.upenn.edu/services/student.php#residential>

What is a Graduate Associate?

Graduate Associates are residential advisors in the undergraduate dorms. They mentor residents and lead academic programs. Graduate Associates receive free room and board for the entire academic year. Graduate Associate applications are accepted on a rolling basis until all vacancies are filled. You can apply to be a Graduate Associate before you are accepted to a program, but your offer will be contingent upon enrollment in a graduate degree program.

Check <http://www.collegehouses.upenn.edu/raga/index.asp> for more information.

What do graduate students do for medical insurance?

All Penn students are required to have health insurance. Graduate students can get insurance through Penn (please visit <http://www.vpul.upenn.edu/shs/index.php> for more information) or use their own insurance and submit a waiver form to student health services.

Degree and Course Information

What are the required courses for the Master's program?

- A minimum of ten course units is required for the master's degree: 6 Higher Education courses, 3 electives, and 1 distribution. More information on page 4.
- Students must pass a comprehensive exam.

What are the required courses for the Ed.D. program?

- A minimum of 20 course units is required for the Ed.D. Degree.
- Five core courses: Proseminar in Research and Analytics, Research Topics, Higher Education Finance, two methods courses.
- 15 electives (transfer credit is available for doctoral students who have completed some graduate level academic work. Up to eight courses of prior work can be applied toward the course unit requirement.)

More information on page 4.

What are the required courses for the Ph.D. program?

- Typically, a minimum of 18 units is required for the Ph.D. degree.
- Students must fulfill two methods courses.
- Students must fulfill a cognate in another discipline that involves work with their faculty advisor.
- Elective courses (transfer credit is available for doctoral students who have completed some graduate level academic work. Up to eight courses of prior work can be applied toward the course unit requirement).
- Requirements are reviewed and approved by the student's faculty academic advisor.

More information can be found on page 5.

Can students take electives?

Students can take classes in any of the graduate schools on Penn's campus as long as they are a 500 or above level course with their advisor's approval.

Can you earn a dual degree, such as an MBA and M.S.Ed. in Higher Education?

A dual degree is possible upon approval from both Schools (example: Wharton for MBA and GSE for M.S.Ed). The applicant must apply to both programs separately. The fundamental question asked of applicants is why they want to pursue this option.

Who are the faculty members and what are their research interests?

Ross Aikins - Student health, student veterans, admissions and college access

Peter Eckel - Leadership and management, higher education governance and trusteeship, change management; academic program discontinuance

Ioni Finney - State governance and public finance

Marybeth Gasman - Philanthropy and minority serving institutions

Manuel González Canché - Tracking educational data through quasi-experimental design

David Grossman - Administration of student life, university-community partnerships

Eric Kaplan - Access and choice, volunteer engagement, board leadership

Laura Perna - Access and equity, federal involvement

Alan Ruby - Educational reform, international education, globalization

Robert Zemsky - Markets of higher education

Tuition, Financial Aid, and the Assistantship

What is the tuition?

* Please refer to pages 4-5 for the required number of c.u.s. * Master's students may not be registered for more than 5.0 courses per semester. * Doctoral students may not be registered for more than 4.0 course units per semester. ** Master's Registration is for those master's students who have completed coursework, but would not otherwise be registered for the semester in which they wish to graduate. *** Tuition for the semester following a successful final dissertation defense will be waived one time only. Please visit http://www.gse.upenn.edu/admissions_financial/tuition for more information.

M.S.Ed., M.S., M.Phil.Ed., Ed.D. Programs

Number of Course Units per Semester	Tuition	General Fee	Clinical Fee
0.5	\$3,137	\$186	\$0
1.0	\$6,274	\$372	\$0
1.5	\$9,411	\$558	\$0
2.0	\$12,548	\$744	\$0
2.5	\$15,685	\$930	\$0
3.0	\$18,822	\$1,492	\$273
3.5	\$21,959	\$1,492	\$273
4.0	\$25,096	\$1,492	\$273
4.5	\$28,233	\$1,492	\$273
5.0 (Master's students only)	\$31,370	\$1,492	\$273

Master's Registration

Tuition	\$934
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Dissertation Status (Ed.D. students only)

First 10 semesters	\$4,154
Additional semesters	\$934

Can I get financial aid?

- Ph.D. Students: are guaranteed funding for four years.
- Part-time Ed.D. students: do not receive financial aid.
- Full-time Master's students: scholarships are merit-based and may be available, with this year's awards ranging from 5,000 - \$13,500. Students may also receive an assistantship, with this year's compensation ranging from \$8,000-\$13,400.
- Part-time Master's students: do not receive financial aid.

What is an assistantship?

Graduate assistants receive a partial tuition scholarship, which is taxable, in exchange for providing academically relevant service such as supervised participation in faculty research projects, teaching support, outreach activities, admissions recruiting, student affairs and other activities at Penn GSE and other campus and non-campus offices.

Full-time Master's Students are offered assistantships. Assistantships are 15- 20 hours per week and the pay range can be from \$0 to \$13,400. The assistantship catalog is available in the spring after applicants have been accepted. *Note: Some assistantships may not be paid.*

Are there any benefits offered for Penn employees?

You are eligible for tuition benefits for yourself immediately upon hire. The tuition benefit for faculty and staff covers 100% of the tuition and certain fees for up to six course units per academic year; it can be used for undergraduate or graduate coursework at Penn.

Resources and Contact Information

Resources

GSE Higher Education Website:

<https://www.gse.upenn.edu/hed>

Admissions and Financial Aid:

https://www.gse.upenn.edu/admissions_financial

Housing:

<http://www.upenn.edu/services/student.php#residential>

Graduate Associates (GAs) and Residential Advising:

<http://www.collegehouses.upenn.edu/raga/index.asp>

Health Insurance:

<http://www.vpul.upenn.edu/shs/index.php>

International Students:

<http://global.upenn.edu/iss>

Campus Visits:

https://www.gse.upenn.edu/admissions_financial/visiting

Contact Information

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