Welcome from the HALE Program Director

This issue of HALE Happenings illustrates our rich and dynamic learning community. You will enjoy reading about the recent visit of our Ph.D. policy class to Washington, D.C. as well as HALE learning expeditions this past summer to South Africa. In this issue you will also learn about the variety of speakers who visit us over the course of the year to complement the learning experiences that go on in our classrooms and in the field. This is truly an exciting time in HALE as we design new program initiatives to extend HALE’s reach beyond the boundaries of East Lansing—from a summer course that will take students on a study tour of England to opportunities for students to pursue internships from the HALE Center, across the nation and internationally.

Our ultimate goal is to understand postsecondary education more fully in a time of rapid change and prepare educators and scholars to work in an increasingly global context. This issue also highlights the activities and achievements of our students and faculty, including a wide variety of publications, awards, and outreach activities.

Reading through these pages leaves little doubt that members of the HALE community are productively engaged and receiving recognition for their professional contributions. The same is true for our alumni and we encourage all HALE alumni to reconnect by joining our new Facebook group.

~Roger Baldwin

HALE Professor, EAD Chair, Receives ASHE Mentoring Award

Dr. Marilyn Amey, HALE Professor and Educational Administration Chair, has been selected to receive the Association for the Study of Higher Education’s first Mentoring Award. She will be awarded this honor at the ASHE annual conference in Vancouver.

This award honors an individual who has shown through their mentoring activities, a tireless dedication to the future of ASHE and the higher education profession. As an outstanding mentor, Dr. Amey has been willing to share her knowledge to enhance the scholarly, professional, and personal development of others in ASHE.

Dr. Amey has made extraordinary and sustained contributions throughout her academic tenure to the professional and scholarly development of emerging scholars in ASHE and in the field of higher education.

The selection committee emphasized that Dr. Amey embodies what a strong mentor to both students and colleagues should be.

She received numerous letters of support from a multitude of people who expressed how instrumental she was in influencing their career path. As many students commented, she often believed in students before they believed in themselves.

Congratulations from the entire HALE community!
In May 2009, a team of H.A.L.E scholars including three faculty members and nine graduate students traveled to Nelson Mandela Metropolitan University (NMMU) located in Port Elizabeth, South Africa to engage in a professional collaborative experience for two weeks. One team collaborated with NMMU on Student Affairs practice [Katie Stolz, Reg Motley, Danielle Masuda, Ashleigh Heck, Christopher Remley, Jessica Young] led by Dr. Matthew Wawrzynski and Dr. Korine Wawrzynski. The second team [Pamela Roy, Alex Akulli, and Chris Glass] led by Dr. Ann Austin collaborated around issues related to the Scholarship of Teaching and Learning and Scholarship of Engagement.

The overall program in South Africa was developed to provide graduate students with opportunities to: (a) link theory and practice, (b) learn and experience organizational and cultural analysis, (c) develop content knowledge, (d) engage in teaching and group process, and (e) develop as a professional.

Both teams provided workshops for NMMU colleagues including the following topics:

- Scholarship of Teaching and Learning and Scholarship of Engagement
- Developing and Assessing Student Learning Outcomes
- Exploring the Role of Social Identities in an Academic Classroom: An Authentic Dialogue Among Colleagues
- The Learning Paradigm: Designing Academic Programs for Student Success
- First-Year Experience Transitions and Experience
- Living-Learning Communities
- Student Evaluation of Teaching: Implications for Academic Freedom and Academic Integrity
- Fostering Learning Communities in Residence Halls
- Student Development Theory

Additionally, the program provided opportunities to expand the “community of scholars” through engagement with NMMU colleagues, building relationships among graduate student peers, and strengthening relationships with coordinating faculty. Participants enjoyed excursions to historical and cultural sites and encounters with South African wildlife! The experience was mutually beneficial in an emerging partnership between H.A.L.E and NMMU.
Selected Recent Faculty Publications


HALE Center Offers Funding for Internships

The HALE Center Intern Program is designed to support graduate students in the Higher, Adult, and Lifelong Education (HALE) program who seek hands-on international or domestic policy-related experiences in the field of higher education.

The program allows students to take advantage of opportunities to apply the skills and knowledge that they have acquired through their graduate work and gain valuable first-hand experience in a policy organization.

Past interns have worked at a variety of institutions and organizations both nationally and internationally, including:

- the Association of Governing Boards, the American Association of Colleges and Universities, the Pell Institute, and Quingdao University.

All HALE students may apply for funding, which is on a rolling basis. For details please visit the Center’s website at: [http://halecenter.wiki.educ.msu.edu/Center+Internships](http://halecenter.wiki.educ.msu.edu/Center+Internships).
**HALE Professor Receives NSF Grant**

Dr. Ann Austin, Director of the MSU Global Institute for Higher Education, with co-investigator, Dr. Sandra Larsen from the University of Colorado-Boulder, were recently awarded an NSF grant to examine the question: **How do organizational change strategies support the success of women scholars in STEM fields?**

The proposal notes that women scholars in science, technology, engineering and mathematics (STEM) produce scholarly knowledge needed to address national and global issues and foster future female scholars. The researchers hope to address the need to understand how universities can most effectively create institutional environments that support the success of women scholars.

The researchers will leverage the significant work done at institutions that have implemented Institutional Transformation (IT) projects under the National Science Foundation’s ADVANCE program. Individual institutions have assessed and chronicled their own goals, strategies, and processes.

The study takes a cross-institutional, analytical and synthetic approach to extract the lessons, best practices, and organizational strategies that support the success of women scholars in STEM fields.

The study addresses the question: What has been learned about the effectiveness and long-term viability of organizational change efforts to create institutional environments that are conducive to the success of women scholars, particularly in STEM fields?

For more information please visit the MSU Global Institute for Higher Education’s website at: http://gihe.msu.edu/?p=693

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**2009 Raines Colloquium**

We are pleased to welcome back Dr. Anna Ortiz, Professor of Student Development in Higher Education at Cal State - Long Beach, as the 2009 Raines Colloquium speaker.

**Thursday, November 12th, 2009**

1:30 pm, Erickson Hall Room 252

Dr. Ortiz was Assistant Professor for HALE at Michigan State from 1997 - 2002 and has been a student development leader in higher education for more than 20 years, beginning as an administrator in student services and then as a professor. Since completing her Ph.D. at UCLA in higher education and organizational change, her research interests have centered on college student development, **primarily in the areas of ethnic identity development, multicultural education and professional issues in student affairs**. Her book, *Ethnicity in College: Advancing Theory and Improving Diversity Practices on Campus*, was recently published by Stylus Publishing.

Dr. Anna Ortiz

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**HALE Happenings**
Policy Class Visits Washington D.C.

For the second year Professor MaryLee Davis and the HALE second-year cohort of doctoral students spent three days in Washington, D.C. as part of the course plan for the capstone core course: Policy Development and Analysis in Postsecondary Education.

This year, the entire cohort of 20 students visited Washington D.C. where they met and discussed current public policy issues confronting colleges and universities with the MSU Federal Relations associate vice presidential team and with other public policy experts from the major national higher education associations. Those associations included: American Council on Education, Association of American Universities, Association of Public and Land-grant Universities, National Science Foundation, and a panel on International Education and Development which included the Partnership to Reduce Poverty and Hunger in Africa and APLU Global CRSP.

This year, Dr. Davis invited Professor Roger Baldwin to accompany the class on the trip. Each year students in the policy course function as a think tank or consulting firm, and design and publish a major policy case report as their capstone project. This year their project focuses on Effectiveness in Governance in Higher Education: Positioning Governing Boards for Success in the 21st Century.

Therefore a major highlight of day two was meeting with leaders at the Association of Governing Boards of Colleges and Universities (AGB). Vice President and Director of the Center for Public Trusteeship and Governance, Dr. Richard Novak who received his masters in our unit, and Director of Research, Dr. Merrill Schwartz, and their staff provided a wonderful orientation about AGB. Dr. Davis and the AGB leaders had distributed an article prior to the trip so the class would have a better grounding in some of the complexities that states are experiencing currently in terms of governance and structure. Their openness and helpfulness was tremendously appreciated.

The remainder of that day was open for scheduling according to individual interests. Some students remained an extra day while others had arrived a day early to be able to schedule visits with those most compatible with their interests. Additionally, students had the opportunity to set up individual appointments on the Hill, at NASPA, EduCause, NAFSA, the Association of International Educators, and with several foundations including the Young Entrepreneur Foundation, with the objective of developing and nurturing relationships, securing internships, policy research partnerships and funding and exploring employment opportunities for analyst positions and other options in the future.

Students stated that they were extremely appreciative to have had this opportunity to blend policy theory and practice, as well as to make important contacts and maintain continuing associations at the Federal and Association levels. They said the trip: demystified the field of policy research and analysis in higher education, connected theory and practice, informed possible research questions, helped identify opportunities for possible involvement and career consideration and allowed for making a connection with larger issues with real implications for American higher education.
HALE Program Information Day a Success

HALE hosted its 9th Annual Program Information Day (PID) on Friday, October 2, 2009. Despite cold and wet weather, over 55 prospective Master’s and Doctoral students traveled from around the country to interact with HALE students and faculty and learn more about the Student Affairs Administration (SAA), HALE M.A., and HALE Ph.D. programs.

This year’s PID covered both the “nuts and bolts” of applying and succeeding in the programs, and the great and varied opportunities our program can offer students who seek co-curricular learning opportunities. In addition to the dynamism and enthusiasm of our faculty and their research, prospective students interacted with over thirty current students from throughout the department, each of whom shared their own unique experience as a student and member of HALE’s “Community of Scholars.”

PID’s afternoon session featured panels of current students speaking on their off campus learning and professional development opportunities. Ranging from internships with national organizations in Washington D.C., to study abroad coursework in England, to professional development at Nelson Mandela University in South Africa, opportunities abound for all HALE students who seek to enhance their curricular experience with off-campus learning opportunities, both domestic and international. One trait that sets this program apart is the diversity of opportunities available to students and the support the program provides in helping students chart the path that is right for them, a theme that resounded throughout the day’s presentations and discussions.

As they head into application season, prospective students were “energized” by the “approachable style” of PID, which helped them focus on “big picture issues” and details about what it takes to be successful in HALE at MSU.

HALE thanks the entire community for their participation in helping make the 2009 PID a success! For more information about PID, or to offer comments or suggestions, please contact Julie Rojewski at rojewsj@msu.edu.

Upcoming HALE Fall Brown Bags

HALE Comprehensive Exam Panel Discussion

Join past HALE Doctoral students as they discuss their experiences in preparing for and taking Comprehensive Exams.

Tuesday, November 10th, 2009
2-3pm, Erickson Hall, Room 452

“Women’s Higher Education Worldwide: Lessons from Single-Sex institutions in Four Nations”

Join Dr. Kristen Renn who will discuss her recent sabbatical research and experience traveling around the world researching single-sex institutions.

Thursday, November 19th, 2009
12-1pm, Erickson Hall, Room 116-H
New EAD Course: Comparative Higher Education

The Center for Higher and Adult Education announces a new, international model of instruction for the HALE program at Michigan State University. As a direct result of a conference of scholars supported by the Center last spring, a new course EAD 991b, Comparative Higher Education, will be co-taught by scholars during Spring Semester 2010 from the European Union, the United States, and China.

The class will meet Wednesdays from 4-7pm. This unique format will provide students with multiple perspectives on emerging global issues and solutions in higher educational policy. Instructors: Dr. Jim Fairweather, Dr. Wanhua Ma (China), and Dr. Seppo Höltä (Finland). If you are interested in enrolling for this course, please email Dr. Fairweather (fairwea4@msu.edu).

EAD 972 International and Comparative Experiences in Higher and Adult Education

For the past five years, the HALE program has been sponsoring an exciting international opportunity during the summer terms for graduate and lifelong education students. EAD 972 represents a three-credit, graduate level experience in which students focus on a comparative analysis of policy and practice of higher and adult education within the United Kingdom and the United States.

The course relies on a set of blended learning experiences, including several face-to-face seminars, online learning, and self-directed learning. The core of this international opportunity, however, consists of a 10-day study tour in mid-summer, in which MSU students visit higher and adult education institutions in Southwest England, Oxford, and Cambridge.

During the tour, students can talk with administrators, faculty, and students from a variety of educational institutions, including primary and secondary schools, colleges of further education (FE), universities, and other educational institutions, such as correctional education programs. Participating students are also able to tailor a significant portion of the study tour experience to address their particular interests. Our visits exemplify a wide diversity of educational structures and practices, ranging from the “inner city schools” of Plymouth, to FE colleges that represent a key access point for returning adult learners, to the tutorial systems on Oxford and Cambridge.

In addition to its academic components, the study tour also provides experiences that contribute to a deeper appreciation of British culture and customs that make the country and its educational practices distinctive.

This international experience is open to masters and doctoral students in HALE and other graduate programs, as well as lifelong education students who are seeking a stimulating professional development experience. Our groups have represented a diverse set of backgrounds, experiences, and interests.

Enrollment will be limited to 15 participants. Reservations will be on a first-come, first-serve basis. A deposit will be required to insure space in the course. If you wish to sign up now, contact Linda Driscoll at driscol2@msu.edu.

Watch for more information in the coming months on this international opportunity for graduate study regarding specifics of the program, registration, and costs.
Alumni Spotlight: HALE Ph.D. Graduate ’02, Dr. Pamela Eddy

What is your current job?
Currently, I am an Associate Professor in Educational Policy, Planning, and Leadership at the College of William and Mary. My area of focus for teaching is in policy, finance, and leadership.

How did the PhD program prepare you for this job?
When first starting in the HALE PhD program, I had no inkling that I would end up a faculty member. I began my program with the utilitarian task of acquiring a credential so that I could advance in my administrative career. My orientation quickly shifted in my very first semester when I took a leadership class with Marilyn Amey. I was hooked on the learning! The day after each class I would corner people at my work in the copy room to relate all my new found knowledge and explain how this shed new light on the inner workings of our department. Soon, people took to doing their copying at other times during the day!

HALE did a number of things to prepare me for my current faculty job. First, the solid academic preparation I received always made me feel prepared for the work I faced. I felt I could hold my own in any intellectual conversation or debate. The various theorist became like old friends and before I knew it I could cite author’s works to support points—something I thought impossible when preparing for comps!

Second, HALE provided a network of scholars to tap regarding collaborations, questions, or links for my own students. Both the current faculty, but also my HALE cohort colleagues provide me with a rich base of expertise to draw upon. I contact individuals on a regular basis with questions and always know I’ll get a speedy and insightful response.

I think of HALE as an extended family. It is through Ann Austin that I got to meet and work with Mary Deane Sorcinelli and David Chapman, Marilyn Amey introduced me to Sharon McDade and Joanne Cooper, Roger Baldwin provided introductions to Dot Finnegan and David Leslie, Jim Fairweather introduced me to the world of policy and a host of policy makers, and MaryLee Davis provided key connections to Michigan’s ACE Network of Women Leaders in Higher Education. I carry John Dirka’s voice into my work with adult learners and am reminded of what is required to create an environment for the opportunity for transformative learning to occur. Kris Renn modeled student centered learning and provided advice as I sought my first faculty job. This past spring, I was a Fulbright Scholar in Dublin, Ireland. Ann Austin did a Fulbright in South Africa and provided an amazing role model of what an experience like this could mean both professionally and personally. Her experience encouraged me to seek out a Fulbright as well and she was helpful in providing a strong letter of reference for my own application.

Finally, HALE taught me the valuable lessons of what it means to be a faculty member and a good researcher. From my years in HALE, I took lessons on questioning my assumptions to avoid limiting my own learning and to obtain a clearer understanding of multiple perspectives regarding an issue; I learned to value good research methods and the time it takes to do research right; I came away with the ideal that what really matters is how we best support student learning; I learned the importance of being a continuous learner; and I learned of my obligation to give back service to the professional associations that nurture us as individuals and to support our field of study.

I strive to recreate the type of nurturing, learning environment I found in HALE for my own students. Truly, the greatest joy is seeing student successes since that is the true lasting mark a faculty can leave in the world.