HALE Faculty Biographies

Marilyn Amey, professor and chairperson of the Department of Educational Administration, studies educational partnerships, particularly those of community colleges, leadership, including how leaders learn, post-secondary governance and administration, and faculty concerns, including interdisciplinary academic work.

William Arnold, assistant professor and HALE MA coordinator, grounds his work from 14 years as a practitioner in a variety of student affairs functional areas at small private colleges, a mid-size public university, and an independent law school. His interests include leadership, organizational development and culture, first generation students, and teaching and learning.

Ann E. Austin, professor, focuses on faculty careers and professional development, teaching and learning in higher education, the academic workplace, organizational change, and doctoral education, and organizational change strategies that support the success of women scholars in STEM fields.

Roger Baldwin, professor, interests include instructional strategies and curriculum planning, faculty career development, conditions in the academic workplace, and transformation in higher education systems. His work focuses on changing faculty appointment patterns, contingent faculty, faculty in the later stages of academic life, and evolving faculty roles and professional activities.

Ginny Boss, assistant professor, interests include the scholarship of teaching and learning, scholarship engagement and critical discourse among higher education and student affairs faculty and administrators; graduate student learning and development; and women and gender in higher education.

Brendan Cantwell, assistant professor, interests are in the political economy of higher education and addresses topics including organization and governance, policy, and academic labor. Much of his work takes an international and comparative perspective.

John M. Dirkx, professor, focuses on teaching and learning in higher and adult education contexts and short-term, faculty-led education abroad programs for graduate students; professional development for higher education teachers in developing countries; the role of higher education capacity building in international development; and the spiritual and transformative dimensions of adult, work-related learning.

Leslie Gonzales, assistant professor, examines the academic profession by asking questions related to: (1) legitimization within academia; (2) relations of power concerning the production of knowledge, and (3) the agency-structure dilemma that faculty face in the current cultural and political-economic moment.

Donghin Kim, associate professor focuses on issues of equity and social justice in the field of higher education. This focus is applied to three interrelated topical areas: (1) financial aid policy; (2) college access and diversity; and (3) international and comparative higher education issues.

Patricia Marin, assistant professor, focuses on higher education policy and issues of inclusion and equity for underrepresented students. Her work examines issues of diversity, affirmative action, and college access. She is studying the changing nature of Hispanic Serving Institutions and research use within the law.

Christa Porter, assistant professor and Student Affairs Administration MA program coordinator, worked administratively in various student affairs functional areas at multiple institutional types. Her interests consist of the socialization processes, achievement, and identity development of Blacks throughout the P-16 educational pipeline.

Kristen Renn, professor and associate dean of undergraduate studies/director for student success initiatives centers her research on college student learning, development, and success in higher education, with projects focusing on low-income, first-generation students and lesbian, gay, bisexual, and transgender college students. Other interests include college student identity development, student affairs administration, and women’s higher education in international contexts.

Riyad A. Shahjahan, assistant professor, has expertise in globalization and higher education, teaching and learning in higher education (focusing on anti-oppressive and embodied pedagogy), equity and social justice, and anti/postcolonial theory. His work focuses on (a) the role of international organizations (IOs) in globalizing higher education policy and (b) rethinking the traditional objects of study/practice in higher education from global and non-western critical perspectives.

Matthew Wawrzynski, associate professor and HALE program coordinator, explores non-cognitive measures and the collegiate environment with college student outcomes. Current projects include student engagement and learning in South Africa, learning outcomes for peer educators, and the effects of psychosocial interventions on college student success and persistence.

Steven Weiland, professor, interests are in the intersections of the humanities and the social and behavioral sciences in the subjects of adult and career development, technology and higher education, biography and other forms of narrative inquiry, and in research methods, rhetoric, and writing.
Schedule of Events

8:30-8:50 am    Check in, Continental Breakfast, Erickson Lobby
9:00-9:20 am    Welcome and Introductions with HALE Faculty, Erickson Lobby
9:30-11:30 am   Graduate Research Colloquium, Erickson 222, 224, 226, 228, 252
11:40-12:30 pm  Individual Program Sessions, Erickson
                 HALE PhD: 133F
                 HALE MA: 133E
                 SAA MA: 252
12:40-1:30 pm   Lunch Erickson 222, 224, 226, 228

(Poster Presentations (located in the 2nd floor hallway)

- Black Women Faculty in Predominantly White Spaces: An Analysis from Critical Race Theory and Black Feminist Thought Perspectives, Aliya Beavers (HALE PhD)
- Religious Student Organizations As Agents of Spiritual and Moral Development Among South African Undergraduates, Nate Cradit (HALE PhD)
- Navigating Rough Waters: Reflection and Resilience of Returning and Adult Learners, Michael Della Fave, Addison Keegan-Harris, Ani Binishi (SAA)
- Tracking Migrant Students’ Experiences: The Tractor Identity Development Model, Cristian Lambaren Sanchez (SAA)
- White Students Ability to Develop Racial Consciousness Through Collegiate Involvement, Blakely Calhoun, William Alexander (SAA)
- A Model of Native and Indigenous Student Development, Sera Radovich (SAA)
- Intercepted: The Role of Student-Athlete Identity on Racial Development, Janaye Coleman, Jalesa Lewis (SAA)

2017 GRC Coordinating Committee
Levi Shanks (HALE PhD)  Kayon Hall (HALE PhD)
Stephanie Aguilar-Smith (HALE PhD)  Hannah Brodhead (HALE MA)
Rachael Vettese (SAA)  Michael Della Fave (SAA)
Erin Carter (HALE PhD)  GRC Volunteers

Presentation Codes (located at the end of each abstract)
I - Independent Study Project  C - Course Project  RA - Research Asst.  S - Received Funding  D - Dissertation  O - Other Project  QL - Qualitative  QN - Quantitative  M - Mixed Methods

Room 228: Teaching and Learning

Moderator: Rachael Vettese

- Developing Science Communication Skills in Summer Undergraduate Research Experiences, Margo Cousins (HALE MA): Undergraduate engineering programs across the country are developing their student’s communication skills through novel approaches. We examined the effectiveness of a unique communication intervention, which aimed to improve engineering presentation skills through deliberate practice. In a National Science Foundation funded study, we examined 11 first-year students who gave a video-recorded presentation of their summer research project. Participants watched video recordings of their presentations and evaluated themselves on several dimensions of communication effectiveness. Student self-evaluation scores showed significant improvement over the course of the program. (M, S)
- Constructing Competency in Student Affairs Graduate Preparation, Graham Hunter (HALE PhD): Graduate preparation serves as a critical juncture in preparing skilled educators for dynamic and complex student affairs work. However, scholars have not fully explored how graduate students build professional competencies and the environments most conducive to competency building. This paper presents findings from a study of students enrolled in a graduate preparation program at a Midwest university. Findings detail how students describe their process of building professional competencies and the specific practices that support or hinder this process. (I, QL, S)
- Ten Years of Studying Peer Educators: Trends and Insights, Jacob Lemon (HALE PhD), Joelle Brown, Emily Pearson (SAA): How do we effectively track the learning and development of our students? For over 10 years, the National Peer Educator Survey has collected data on peer educator learning, demographics, motivations, and training. After integrating research into a Ten Year Trends Report, members of the NFES research team will review trends that have occurred with peer educators and suggest insights into tracking the growth and development of these students; Session participants will learn about key findings and recommendations gleaned from over 10 years of studying peer educators. (O, QN)

Room 222: Student Advising

Moderator: Michael Della Fave

- Working the Advising Table: The Political Process of Helping Students Choose a Major, Marc Hansaker, Rob Hill (HALE PhD), Rachel Marias (HALE MA): In this presentation, we will draw upon original research that describes why undergraduate students change/choose a major. We use Cervo and Wilson’s (1994, 1998) planning theory to highlight how students’ major choice is a “political” process influenced by stakeholders (e.g., parents, students, advisors) who often hold conflicting interests within asymmetric power relations. We focus on how conscientious academic and career advisors strategically promote student development and nurture a more equitable planning process by both “acting in” and “acting on” asymmetric power relations when advising students. (C, QL)
- Understanding Career Development of Students with Autism Spectrum Disorder, Christine Roman (HALE MA): The Organization for Autism Research (OAR) estimates 700,000 to 800,000 teenagers with autism will transition into adulthood in the near future. Autism Spectrum Disorder (ASD) is a lifelong diagnosis and because the spectrum includes multiple disorders, those diagnosed with autism have a wide range of abilities. As a society, we need to think creatively about how we help this population find satisfying, sustainable work. This presentation is a summary of an independent study of career development for those diagnosed with ASD. (I, QL)
- Benefits of One-on-One Resume Advising for Undergraduate Engineering Students, Candyce Hill (SAA): To support students in creating strong resumes, a one-on-one advising opportunity was offered to a select group of undergraduates participating in a 10 week engineering summer research program. All students had the opportunity to partake in a 90-minute professional development seminar focused on creating effective academic resumes. Following the seminar, students were asked to submit a copy of their newly revised resumes. Resumes from students who engaged in individual advising and the seminar were compared with resumes from those who only attended the professional development seminar. (O, M)
A Closer Look at College Student and Sleep, Annabelle Estera (HALE PhD): This quantitative study on college students and sleep was part of a larger study of MSU’s Neighborhood Student Success Collaborative. The research questions were: (1) To what degree do students feel they are sleeping enough?, (2) How much sleep on average are students getting on nights before classes on average?, and (3) Are perceptions of enough sleep and amount of sleep related to first-semester GPA? 4) Do answers to perception of enough sleep and amount of sleep differ by race and/or gender? Results suggest sleep quantity and quality are issues for MSU students, with possible correlations with GPA, race, and gender. (Q, C)

Bridging the Gap: A Comprehensive Support Program Case Study, Alyia Beavers (HALE PhD): More students from underrepresented populations are coming to colleges in the United States yet, these students are graduating at lesser rates than their majority counterparts. Research shows that cohorts can help students academically and socially. One such cohort intervention is the Posse Program, which has a 90% graduation rate. Utilizing Harper’s anti-deficit achievement framework and Siddle’s non-cognitive variables in admission and retention in higher education, this study gathered qualitative data on the experience of students who participated in the Posse Program. (L, QL, S)

First Year Student Persistence: Evaluating the Role of Self-Efficacy, Institutional Commitment, and Goal Attainment, Alex Gardiner (HALE PhD): Postsecondary institutions operate in an environment with more demands for accountability from parents, students, policymakers, funding sources, and the economy at large. Thus, it is imperative for institutions to identify predictors and factors that influence student success and first year persistence. While student retention has improved slightly over the past decade, four-year public institutions have an average attrition rate of approximately 64% from first to second year (ACT, 2015). This study uses a goal setting theoretical framework to examine the impact of self-efficacy, institutional commitment, and commitment to goal (i.e., degree) on first year student persistence. (C, QN)

The United States Colonization of Mexican Higher Education, Gaudalupe Saldivar (SA): During a 10-day trip, I had the opportunity to visit five different higher education institutions in Mexico City, Mexico. Through personal reflection and written analyses, I developed a deeper level of understanding on how local, national, and global forces are shaping Mexico’s higher education landscape. I share my insights on the following: (1) mediascapes, (2) language, (3) accommodation, and (4) rankings as forces influencing Mexican higher education. (C)

The Influence of Participation in Co-Curricular Activities on Sense of Belonging of Black Women in STEM, Yeukai Miombo (HALE PhD): Black women remain marginalized in science, engineering, and technology (SET) fields in South Africa. This study examines the relationship between student participation in co-curricular activities and sense of belonging among Black female students in SET disciplines at one South African university. Results indicate that while co-curricular participation is less likely to predict sense of belonging, student sex, being African/Black, and an engineering student in particular predicts sense of belonging. (L, QL, S)

Opening the Black Box: Experiences of Chinese Graduate Students in Visiting Scholars Programs, Sara Bano (HALE PhD): Since China’s reopening to the world in the late 1970s, the numbers of Chinese students and scholars has increased many folds on U.S. campuses. This study explores how Chinese visiting scholars make sense of U.S. exchange experiences and how these experiences impact their lives and their host and home institutions. The focus of this study is to examine the experiences of Chinese graduate students at American universities. The participants included 12 scholars and one faculty leader from a regional Chinese University. Participants saw this program primarily as an opportunity to obtain an international credential that will further their own personal and career goals. (O, QL)

Build Me Up: A Study of Sexual Identity Navigation in College Context, Matthew Phister, Britttagne Daugherty, Christopher Hamlan (SA): Our research analyzed and compared the transitional and supportive experiences of members of the LGB+ community in a collegiate environment. Utilizing an initial survey to gather participants and a semi-structured interview method, we studied the experiences of 9 students. Based on their interview responses, we created a reverse pyramid model with 6 levels of transition and support: Individual Identity Formation, Identity Education & Exploration on Campus, Discovering Resources and Support in Community, and Advocacy & Activism. We designed the model’s framework utilizing existing student development theories of LGB+ identity development, including Dillon et al., D’Angelli, and Baxter Magolda. (C, M)

SLGB Identity Development at Religiously Affiliated Institutions, Matthew Kujfa (SA): While there is an ample body of student affairs literature documenting the experience of LGB students on college campuses, limited literature studying the effects of attending a religiously affiliated institution on LGB identity development exist. Developed from a literature review of this issue, this presentation reviews theories of LGB sexual identity development and examine research on the experiences and development of LGB individuals at RAI. Based on this research, this session outlines challenges and barriers to LGB identity development at RAI and suggests best practices for student affairs professionals serving at RAI to support students sexual and religious identities. (C)

Advancing a Queer Phenomenology of the Performing Arts, Rob Hill (HALE PhD): The performing arts are important, if not integral, to human lives. In the college setting, performing artists can grow as multidisciplinary learners. Additionally, the performing arts as a field help students build a wide range of essential skills. Yet little higher education research focuses on the performing arts. In this presentation, I share theoretical work and initial findings from an ongoing phenomenological study of the performing arts. I show how Sara Ahmed queer phenomenology can guide scholarship and practice in the performing arts and suggest some preliminary implications for higher education scholars and practitioners. (C, QL)

Culture Competencies and Identity Development: An Autoethnographic Perspective of Black Doctoral Students’ Study Abroad Experience, Chasity Gaither, Alyia Beavers, Terrance Range (HALE PhD): There is a sparse amount of literature documenting Black graduate students’ study abroad experiences. This gap in the literature is filled in this presentation. By using an initial survey to gather participants and some preliminary interviews we were able to identify some preliminary barriers and challenges to LGB identity development for Black students. (O, QL)

Student Stories: An Analysis of Pakistani Student Identity Development, Shytance Wren, Karimah Shabazz, Michael Carroll, Rachael Vettese (SA): There is limited research on international Pakistani students experiences within American institutions, both on the undergraduate and graduate level. This is important to create an informal identity development model, which specifically addresses Pakistani student identity. Interviewing MSU graduate students, and utilizing current student affairs research on college student identity development, allowed us to formulate a student identity model entitled the Michigan State University Pakistani Student Identity Development Model. (C, QL)

Exploring the Socialization Experiences of International Doctoral Students, Jennifer Marcy (HALE PhD): This research study explores the socialization experiences of international professionals who are receiving scholarships under a US federal government participant training program to attend US universities for their advanced degree completion. This study aims to gain a better understanding of how international students socialize within their doctoral programs. Further, the study looks at the ways in which policies of the students’ USAID-funded scholarship program are impacting their experiences in the US. Despite the benefits to the participants, little is actually known about the socialization experiences of these international graduate students while they are obtaining their degrees in the US. (D, QL, S)
### Room 226: Student Support & Advocacy

**Moderator:** John Vasquez

- Supporting Student Veterans Career Development, Krystle Forbes (SAI): Since 2005 the population of veteran students in higher education has dramatically risen. Despite this increase, the services offered for the veteran population has not kept pace meeting the student demands. In 2008, less than 25% of institutions reported having adequate services to meet veteran needs. In 2016 a team of three individuals collaborated to create a targeted curriculum to support the student veterans’ career development process. This session focuses on the information learned through the intervention and shares the outcomes to better serve veteran on our campuses.

- What Does it Mean to be an Advocate? A Phenomenological Examination of Sexual Assault Advocacy, Tom Fritz (HALE PhD): In recent years, the issue of sexual assault response on college campuses has become more prevalent. Current literature focuses primarily on prevention and policy implications. This study uses phenomenological methodology to determine the lived experience of two student sexual assault advocates. Based on interviews, these advocates discuss pressure to effectively aid survivors, differences between trainings and advocacy in practice, and internal monologues during survivor interactions. Implications for future research and practice include exploring survivor’s concepts of interactions with advocates and differences in lived experience of varied types of advocacy.

### Room 228: Organizational Perspectives

**Moderator:** Sarah Owocki

- The Construction of a Safer Place: A History of Women's Safety at Michigan State University (1970 - 1999), Sapna Naik (HALE PhD): An analysis of the complex history of women’s safety at Michigan State University from 1970 to 1999 helps uncover the relationship between the institution and societal change. I argue that changes to women’s safety at Michigan State University reflect concrete and attitudinal changes in society. During the period of 1970 to 1999, three major themes of women’s safety at the university emerge: sex discrimination, sexual harassment, and domestic violence. The history of MSU and women’s safety can help create a more nuanced picture about higher education, society, and change, and in turn, inform MSU’s present efforts to address campus sexual violence.

- It Will Never Happen Here: How Organizations Learn from Active Shooters, Levi Shanks (HALE PhD): Given that over 90% of active shooters on university campuses exhibit violent or maladjusted behaviors, this research seeks to understand what actions colleges and universities take to recognize, organize, and learn from mass shootings. Despite the prevalence of gun violence in the media and the rise of domestic terror, little is empirically known about how institutions alter their policies and procedures to present gun violence on-campus. Moreover, even less literature addresses how colleges and universities evaluate their policies when mass shootings occur at different campuses.

- Pursuing Legitimacy Through Accreditation: The Case of Nonprofit Education programs, Eniko Blalock (HALE PhD): For many, legitimacy is a signifier of certain levels of status and prestige within the academy. Therefore, many in professional education programs seek to establish or improve levels of legitimacy for their field. This presentation is a case study of how one professional education program, nonprofit management education, pursues academic and field legitimacy through the process of accreditation. Using an organizational theory framework, three strategies to achieve field legitimacy are presented: changing the paradigm, establishing threats, and protecting the space.

### Room 252: Teaching and Learning

**Moderator:** Hannah Brodhead

- Feeling About Thinking: Conceptualizing the Role of Emotions in Transformative Learning, Ben Espinosa (HALE PhD): While emotional intelligence has become a hot topic in a variety of disparate fields, what scholars mean by “emotions” varies widely. The field of transformative learning (TL) provides a rich context for probing the various meanings and usages of emotions. This presentation describes the ways in which the TL literature has interacted with the topic of emotions while proposing a way forward that engages emotions in formal learning contexts. Based on a critical review of the literature, this presentation introduces a taxonomy by which to understand and interrogate the role of emotions in TL.

- Education Abroad and Curriculum Integration, Joelle Brown, Lauren Adams, Lee Xiong, Sam Waters (SAI): Curriculum integration helps students to embrace education abroad as a normative part of college, and therefore improves the accessibility of education abroad experiences. If students see an education abroad opportunity mapped into their college major, they likely will see the opportunity less as an extra experience, but instead as a foundational component of their educational career. Based on a thorough literature review, a study of peer institutions’ curriculum integration efforts and meetings with academic departments and the Office of Study Abroad at MSU, a list of best practices for curriculum integration was compiled.

- Finding the Golden Mean: Critical Realism as an Alternative Research Paradigm, Marc Hunsaker, Ben Espinosa (HALE PhD): Research paradigms have significantly proliferated over the past 30 years in educational research. This presentation describes Critical Realism (CR) as a novel and refreshing perspective into the old positivist-interpretivist academic debates. CR has been called a “golden mean epistemology” (Naugle, 2002) because it acknowledges a real and knowable world while also acknowledging human subjectivity and researcher bias. As a paradigm for educational research, CR could appeal to critical scholars whose research focuses on justice, and for researchers who otherwise assume a realist perspective of the world.

### Room 252: Faculty Issues

**Moderator:** Makena Schultz

- Are We Buying Our Safety? Faculty Work-Life Narratives During Texas Campus-Carry Policy Enactment, Nate Cradit (HALE PhD): In August 2016, Texas became the eighth state in the U.S. to allow concealed firearms on college and university campuses (or “campus carry” in the popular lexicon), despite significant, sustained, but unsuccessful protest from many in academia. Building upon notions of the sensemaking process after difficult experiences (Weick, Sutcliff, & Obstfeld, 2005), this narrative study provided an opportunity to re-surface the voices of faculty, now in real time, as they grappled with a compulsory transition to a potentially violent institutional work environment.

- Tenuring Teachers in Higher Education, Steven Schlegel (HALE PhD): At a time when full time tenure track appointments are becoming more prevalent, public attention on student learning and the value of a degree has greatly increased. Despite this attention, the tenure review process continues to focus almost exclusively on research. This study looks at the creation and implementation of a professor of teaching position at the University of British Columbia. Such a position may provide the possibility for higher education to meet the learning needs of students without relying on adjunct faculty as well as to avoid the fraught task of fundamentally altering the tenure review process.

- Community Engaged Scholars and the Pursuit of Tenure, Trina Van Schyndel (HALE PhD): Although national trends show increases in non-tenure track faculty hires, tenure track concerns still remain a barrier to community engaged scholarship. Therefore, critiques and recommendations regarding the reappointment, promotion, and tenure (RPT) process are necessary. This qualitative research examined community engaged scholarship through content analysis of the essay portion of 16 reappointment, promotion, and tenure review forms from successfully tenured. Findings have implications for how institutions can support community engaged faculty throughout the RPT process and how they can prepare graduate students for community engaged careers.