Graduate Research Colloquium

February 13, 2016
Higher, Adult, and Lifelong Education
Michigan State University

Building a Community of Scholars

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 Kiva*

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 224, 226, 228 (newly admitted students, please check your nametag
                        for your lunch room assignment)*

Poster Presentations
(located in the 2nd floor hallway)

- Paving the Way: Understanding the College Experience of Migrant Students in the College Assistance Migrant Program, *Amanda Beardall and Joelle Brown (SAA MA)*
- Visions of the Future: The Lens of Female ROTC Cadets at Michigan State University, *Krystle Forbes, Morgan Bauman and Adriana Diaz (SAA MA)*
- Lighting the Path: A Model of Japanese International Student Development, *Sam Kilgour, Emily Pearson and Lee Xiong (SAA MA)*
- First Generation College Student Stories: A Model of College Student Development, *John Denny and Jacob Jones (SAA MA)*
- Crossing the Threshold: Entering Spaces as Queer Students of Color, *Lauren Adams and Nicole Bravo (SAA MA)*
- Adult Learners at Lansing Community College, *Guadalupe Saldivar and Candyce Hill (SAA MA)*
- Non-Binary & Trans Identity Development: A Kaleidoscope Model, *Alex Sylvester and Sam Waters (SAA MA)*
- Going Green: A Model for Collegiate Faith Development, *Braden Foreman, Jordan McWilliams and Michelle Newgent (SAA MA)*

2016 GRC Coordinating Committee
GRC Volunteers
Meg Akehi (HALE PhD)
Karla Bellingar (Administrative Assistant)
John Vasquez (HALE PhD)
James West (HALE PhD)
Matthew Wawrzynski, PhD (Associate Professor and HALE Program Coordinator)

Presentation Codes
(located at the end of each abstract)

**I - Independent Study Project   C - Course Project   RA - Research Asst. $ - Received Funding
D - Dissertation   O – Other Project
QL – Qualitative   QN – Quantitative   M - Mixed Methods**

9:30 am to 10:20 am

Room 222: Administration and Governance   *Moderator: Manuel Rivera*

- **Pipelines, Pathways, and Institutional Leadership: An Update on the Status of Women in Higher Education,** *Heather Johnson (HALE PhD)***:** This presentation will provide an update on the status of women in higher education through the report of key statistics from the National Center of Education Statistics, the American Council on Education, and the Association of Governing Boards.   It will provide a brief historical background and focus on the current efforts being promoted to increase the number of women leaders by national organizations. Information about writing for a policy audience and the process of shepherding this work though the marketing and production process to become an infographic brief for public release by a national organization will also be shared. **(I, QN, $)**

- **Student Safety, Higher Education Institutions, and the State: Cases of the United States, Australia, and Mexico,** *Sapna Naik (HALE PhD)***:** Student safety has become a salient topic in United States higher education conversations, particularly around sexual assault on college campuses. Student safety comes up as a topic of discussion around the world, whether it is around gender violence, xenophobic and racist attacks, denial of access, or killings of students. The relationship between students, higher education institutions, and the state are not stable across time or consistent around the world. I use cases of contemporary crises in three countries to illuminate the changing relationship between students, higher education institutions, and the state. **(C)**

- **Debunking the Model Minority Myth: Recognizing the Challenges of Asian American Professional Identity Development in Student Affairs' Administrators,** *Marcella Wong (SAA MA)***:** The purpose of this session is to review Asian American professional identity development in student affairs administrators. The presentation reviews (1) personal, historic, and theoretical context; (2) intersectionality between professional identity development, gender identity, and racial identity; (3) data analysis from a case study; (4) how to support the needs and achievements of Asian American administrators; and (5) how to utilize the case study to create change to increase the voice and visibility of Asian American administrators. **(I, QL)**

Room 224: Graduate Student Identity   *Moderator: Emiko Blalock*

- **"I Wouldn't Want to Put That on My Bar Application:" Understanding the Lived Experiences of Law Students with Mental Disorders,** *Michael McCue (HALE PhD)***:** The stigma associated with mental illness permeates American society. This stigma carries through many different environments, including law school. Law school can be a challenging environment and even more challenging for law students with mental disorders. Asking law students to share their stories and understandings of their lived experiences in law school can help to shape the educational environment for all law students. This presentation shares some of the preliminary dissertation findings gathered from a series of interviews with 13 law students with mental disorders from across the United States. **(D, QL)**

- **Studying Abroad During the PhD: What I Learned Through the Ghana Study Abroad in Education,** *Qiana Green (HALE PhD)***:** In having studied abroad, I learned how culturally relevant pedagogy, African indigenous knowledges and methodology, and spirituality are essential to understanding myself and my experiences, my past, and my future. Dillard (2006) writes it is through transnational experiences that one gains a broader critical consciousness and situates one's self in relation to others on a global scale. Studying abroad and experiencing ways of living and being beyond US borders confirms there are multiple ways of seeing and understanding the world. This autoethnographic research examines a recent study abroad experience to Ghana, West Africa. **(I, QL, $)**

- **The Intersection of Racism, Sexism, and Identity Development: A Critical Autoethnographic Perspective of Black Women Doctoral Students at a Predominately White Institution,** *Aliya Beavers and Chastity Gaither (HALE PhD)***:** While there is a wealth of research conducted on women of color in the academy, there is a sparse amount of literature that reflects Black female students' experiences in doctoral programs, specifically at predominantly white institutions (PWIs). This gap in the literature has left a void in understanding what implications this experience has on their matriculation into the academy. Black women are confronted with political and institutional barriers, racism, and discrimination which can impede persistence to graduation. Using autoethnography, this presentation examines the first year experiences of two African American women pursuing doctoral degrees at a PWI. **(C, QL)**

Room 226: Faculty Work

Moderator: Dani Rossman

- **Being and Becoming Professionally Other: Understanding How Organizational Conditions Shape Trans* Faculty Experiences,** *Erich Pitcher (HALE PhD)***:** Despite a robust body of research about gender equity for faculty, and faculty diversity more broadly, trans* faculty voices have yet to be included explicitly within current higher education literature. Drawing on institutional logics, inequality regimes, and critical trans* politics, through this study I sought to understand the ways in which higher education organizations shape trans* academics experiences. Drawing on interview data from 39 participants from diverse geographical locations, institutional types, personal identities, and fields of study, I share the ways in which trans* academics experience being and becoming professionally other within their organizational contexts. **(D, QN, $)**

- **Voices from the Periphery: Effects of Dominant Publication Conventions on Literary-Academic Presence in Global Authorship,** *Jay Larson (HALE PhD)***:** Academic publication has evolved into an international phenomenon, annually involving thousands of scholars, publishers, and academic institutions worldwide. Despite authorship spanning Asia, Africa, Europe, and the Americas, a relatively small region shapes discourse through the most influential publications. In a critical examination of literature grounded in world systems theory, discourse analysis, and post-colonial studies, editorial and professional conventions produced in global centers of intellectual influence lead authors to reposition their literary-academic presences. In response to conventions, authors textually reposition their voices from their local contexts to dominant vantage points. As a result, authors' local contexts become rendered as objectified representations of a cultural Other. **(I, QL)**

- **The Underrepresentation of Women of Color in Science and Engineering in South Africa and the United States: A Historical Comparative Analysis,** *Yeukai Mlambo (HALE PhD)***:** The underrepresentation of women of Color in STEM fields is a global problem. Western countries such as the U.S. are often looked to as exemplars for development with solutions to the underrepresentation of women in STEM emerging from these places. Although racism and sexism impact the intersecting identities of WOC in all parts of the world, the social mechanisms of enactment differ contextually and historically. Thus U.S.-centric solutions cannot simply be transferred to the South Africa contexts. Comparing the U.S. and South Africa, I illuminate the unique ways in which racism and sexism have historically deterred WOC from pursuing STEM academic careers in both countries. **(C)**

Room 228: Economics and Finance

Moderator: Kevin Miller

- **Aligning Labor Market Needs with Postsecondary Educational Pathways: The Impact of Supportive Student Learning and Goal Setting on Degree Attainment,** *Alexander Gardner (HALE PhD)***:** The traditional model of the university is challenged by demands for greater accountability among students, policymakers, government, funding sources, and businesses to enroll more students and produce successful graduates with employable skills. This theoretical paper examines America's need for college educated workers and argues that more structured educational pathways at four year institutions connecting student learning to labor market needs will increase the likelihood of degree completion and labor market satisfaction. **(C, $)**

- **More Education, More Rational?: Exploring Doctoral Student Financial Behaviors,** *David Nguyen (HALE PhD)***:** This multi-site, qualitative study explores how doctoral student financial behaviors affect their experiences. Drawing upon 35 semi-structured interviews employing the behavioral economics concept of framing effects, findings concentrate on the influential role financial behaviors play in constraining or facilitating student learning, faculty-student interaction, and departmental involvement. This study illuminates the complexity of financing doctoral education and begins to provide nuanced insight into previous monolithic understandings of doctoral education. **(QL, $)**

- **Performance Funding and Underrepresented Student Enrollment: A 15 Year Panel Analysis,** *Renata Opoczynski (HALE PhD)***:** As of July 2015, 32 states have performance funding policies, and five more are in the process of transitioning. Limited research has explored how higher education institutions are balancing the competing needs of demonstrating efficient economic outcomes via performance funding while maintaining access and success for all students. This study examines the effect of performance funding policies on the enrollment of underrepresented students, specifically underrepresented students of color and Pell Grant recipients, through a 15 year panel analysis. **(QN, $)**

9:30 am to 10:20 am

Room 252: Remote Session Presentations *Moderator: James West*

- **Adult Learners and Digital Technology: Navigating the Community College Experience,** *Blue Brazelton (HALE PhD):* Adult learners are a significant population in American higher education, and may experience technology much differently than traditional aged college students. Using community college contexts, this study examined how adult learners navigated and experienced the various technological systems, requirements, and expectations as students. Thirty-two interviews from 24 participants across two research sites provide insight into the ways in which technology can cause adult learners to feel marginalized and undervalued at community colleges. **(D, QL, $)**

- **Mentor Training Practices of NSF Funded Research Experiences for Undergraduates (REU) Sites,** *Margo Cousins (HALE MA Online)***:** The quality of mentorship is a critical factor impacting undergraduate research students' experiences. The purpose of this study is to investigate the rate at which NSF-funded Research Experiences for Undergraduates (REU) sites in engineering disciplines include procedures for training the faculty, graduate students, or other personnel who mentor the REU students; reasons why some programs do not incorporate mentor training into their REU site procedures; and which tools and curricula for mentor training are most commonly adopted by engineering REU sites. **(O, QL, $)**

- **The Firing of a UVA President and Thereafter!** *Anup Gupta (HALE MA Hybrid)***:** This work is a response to the set of events that took place in June 2012, when the Board of Visitors of the University of Virginia attempted to fire President Sullivan. What followed is now history from which many lessons need to be learned. An analysis of this saga shows that that those who do not learn from history are condemned to repeat it. **(C)**

10:30 am to 11:30 am

Room 252: Reflections from Teaching EAD 315 *Moderator: Trina Van Schyndel*

- **Behind the Closed Doors of EAD 315,** *Elba Mandujano and Amanda Mouser (SAA MA)***:** We discuss our experience as co-facilitators of the EAD 315 course with specific focus as women with intersecting identities (i.e., full-time students, facilitators/instructors, and graduate assistants) and our approach to create an inclusive, challenging, and supportive environment for our students. The presentation addresses challenges of facilitating EAD 315, some useful tips for a meaningful experience, and ways to balance all the roles as a graduate student. **(C)**

- **Best Practices Makes Better, Not Perfect,** *Greg Steele (HALE PhD)***:** I taught a section of EAD 315 last fall, and kept a reflection journal as part of my independent study that eventually became a 30,000 word, 70-page document. Much of what I wrote about was my struggle between best practices and practices that happened to work best. Having taught before, I held on tightly to my perception of the former, doing what I was doing simply because it had worked before. It took the better part of the semester to embrace the latter, and to find distinction and solace between the two. **(C, QL)**

- **EAD 315: Leadership - Integration of Digital Technology,** *Andrew Hua and Matthew Schultz (SAA MA)***:** Today, technology is a part of everyday life and it will continue to change life. As technology progresses and permeates into campus learning environments, higher education educators need to begin adjusting their practices to meet students where they are and strengthen their competency in the use of technology. We decided to integrate the use of social media (e.g. Pinterest, YouTube, Instagram) in the student-learning environment to assist students in their development. Using digital resources and technologies, student affairs administrators can advance students' learning, development, and success (NASPA & ACPA, 2015). **(C, M)**

- **The Challenges and Successes of Facilitating EAD 315 as Minority Women,** *Dantya Jennings (HALE MA) and Carol Huang (SAA MA)***:** This presentation focuses on the experiences of two women of color, an Asian American woman and an African American woman, who co-facilitated a leadership course. An analysis and reflection of facilitation goals, challenges, and successes will be presented in the session. This presentation will share individual experiences and shared experiences between the facilitators and their impact on the classroom environment. We discuss identity, leadership, perception, and awareness in relation to the classroom culture between the facilitators and students. **(C)**

Room 226: Teaching   *Moderator: Nate Smith-Tyge*

- **National Peer Educator Study: Trends and Insights from Ten Years of Data,** *Dawn Branham (HALE PhD), Leslie Armell and Andrew Hua (SAA MA)***:** College and university administrators have recognized the pivotal role that peers play in a student's growth and development while in college and, as a result, have utilized peer educators to enhance the lives of undergraduate students. The National Peer Educator Study (NPES) was designed to provide evidence-based research outcomes associated with being a peer educator on a college or university campus. Now in its 11th year, 10 years of data from this study are explored to identify trends and insights about the development of peer educators on college campuses across the nation. **(O, RA, QN, $)**

- **The Operation and Impact of a Multi-Institutional STEM Reform Network: A Case Study of CIRTL,** *Lucas Hill (HALE PhD)***:** A network-based approach to undergraduate STEM education reform has become commonplace. Yet, limited empirical research has explored the impact of higher education STEM reform networks. To address this limitation, we used a qualitative case study to investigate the operation and impact of a multi-institutional STEM reform network, namely, the Center for the Integration of Research, Teaching, and Learning (CIRTL). Conceptualizing CIRTL as a community of practice, we found that effective community functioning impacted member institutions through network products, network learning, and network capital, which were filtered through each institution's unique organizational context. We conclude with a propeller metaphor for effective multi-institutional community of practice functioning and impact. **(RA, QL)**

- **What Would You Do? An Analysis of Case Studies in Student Affairs Professional Preparation Programs,** *Heather Shea Gasser and Tom Fritz (HALE PhD)***:** Student affairs, a field largely based on practical application of theoretical concepts, has long sought to bridge theory and practice (Stage & Hubbard, 2012). Case studies are one link between in-class and out-of-class learning experiences. However, the effectiveness of the case study approach in achieving specific learning outcomes is unknown. In this research paper, we analyzed the case study approach as a pedagogical tool and provide results from a summative content analysis of two case study texts. **(C, QL)**

Room 224: Undergraduate Student Development   *Moderator: Voula Erfourth*

- **A Model of Self-Authorship Among Grieving Undergraduate Students,** *Nate Cradit (HALE PhD):* This presentation includes a modified theoretical model for self-authorship that takes into account the unique differences for undergraduate students who have experienced the death of a parent. There exists clear and consistent evidence that a parent's death impacts a young adult's relationships, work, education, and daily life (Umberson, 2003; Hurst, 2009), that such an event is experienced differently by gender (Parker, 2006), and that it can be harnessed as a force for positive growth in one's personal development (Wong, Cavanaugh, MacLearny, Sorjourner-Nelson, & Koopman, 2009). A modified theory of self-authorship that is inclusive of these young adults' experiences provides the very framework needed to support this population as they make meaning of the loss in an effort to become fully integrated adults. **(C, $)**

- **Rethinking Academic Probation Interventions with Constructive-Developmental Theory,** *Graham Hunter (HALE PhD)***:** Students on academic probation are at a critical juncture in their collegiate careers, with limited time to make significant academic gains. Educators who support such students must develop interventions that meet students' unique capacities. This presentation offers constructive-developmental theories as a framework for considering probationary students' needs and designing effective intervention strategies. Using data from Michigan State University, we explore the developmental trajectories of probationary students, how these students engage in campus resources, and how educators may support academic success. **(C, QL)**

Returning Adult Learners at a Community College, *Lupe Saldivar and Candyce Hill (SAA MA)***:** Given the uniqueness of returning adult learners, it is important for student affairs professionals to explore and attempt to understand better their experiences with the college environment. We interviewed six returning adult students in a community college setting and connected student development theory to individual stories in order to create a new informal model of returning adult learner development. This model used a bouncing ball to represent three major themes associated with the students' college experiences, including encounters with new ways of teaching and learning, opportunities to develop a sense of mattering, and mentorship. **(C, QL)**

Room 228: International Issues

- **From Brain Drain to Reverse Brain Drain: Implications for South Asia and the United States of America,** *Sara Bano (HALE PhD)*: A reverse brain drain trend has resulted in a significant shift in the mobility of highly skilled workers from the Western countries to Asian countries. This paper explores the brain drain to reverse brain drain situation in South Asia and highlights the implications for South Asia and the United States of America through an extensive literature review. The effects of reverse brain drain for South Asia and the USA can be crucial, and special policies and governmental programs are required to manage the trend in South Asia and fill the void of professional workers in the USA. **(C, QL)**

- **Lighting the Path: A Model of Japanese International Student Development,** *Emily Pearson, Sam Kilgour and Lee Xiong (SAA MA)*: This presentation explores the identity development of nine Japanese international students. Three key themes emerged from our interviews: participants believed something was different about themselves when compared to students who stayed in Japan, as they strayed from the path of normalcy by studying in America; the participants acted differently depending on cultural context, but felt confident in their Japanese identities; and participants expressed interest in sharing their culture with others. Based on these themes, and grounded in Bronfenbrenner's Developmental Ecology (1993), Chickering's Seven Vectors (1969), and Perry's Cognitive Development Theory (1968), a model of Japanese international student development was created. **(C, QL)**

- **The Images of Chinese International Students on Popular Media,** *Jianyang Mei (HALE PhD)*: The Chinese international student population has been growing fast in U.S. higher education in recent years. The online news and articles about criminal cases related to Chinese international students are also increasing, and have become a hot issue that raise people's attention about the behavior and life of Chinese international students. This presentation will use online news and reports to analyze two themes: (a) Popular media represents Chinese international students with certain images, and (b) The meaning in circulation is changing based on the content in different cultural contexts. **(C, QL)**

Room 222: Marginalized Undergraduate Populations

- **Unpacking the Data: Gender Disparity in Underserved Populations in STEM**, *Angie Belin (HALE PhD)*: Gender disparities in STEM disciplines are persistent, particularly for underserved populations. However, the data about STEM participation, such as that from NSF, is aggregated frequently by gender or by race/ethnicity, rather than the intersection of race/ethnicity and gender. Data on institutional characteristics, such as climate, are disconnected from the data on individuals. This presentation addresses the issues with aggregated uncoupled data, what is known from the literature, what is missing, and a study design to find some of the missing pieces. **(C, M)**

- **From Underdog to Overcomer: Counter-Stories of Academic Resilience from Black, First Generation College Students from Low-Income Backgrounds, Studying at a Predominantly White Institution,** *Jasmine Lee (HALE PhD)*: From lack of resources to challenges with racialized oppression at predominantly White institutions (PWI), Black, first generation, low-income college students continue to face a series of pre-college and college matriculation challenges. Although this particular population is often associated with risk factors, the current study uses an anti-deficit approach to explore the intersection of their identities, and how that intersection contributes to their academic resilience. Using a qualitative critical race methodology, this study explores the variety of sources from which underserved students garner the strength, courage, and motivation necessary to remain resilient in the face of challenges during their PWI matriculation. **(D, QL, $)**

- **The Sense of Belonging of Black Gay Men at Predominantly White Institutions,** *Claire Gonyo (HALE PhD)*: This presentation will review a qualitative grounded theory study about the sense of belonging of Black gay men at three predominantly White institutions in the Midwest. Despite being students with multiple minoritized identities immersed in campus climates that are, according literature, chilly for gay and Black students, the 16 Black gay male participants in this study were able to feel a sense a belonging within their institutions. The sense of belonging model developed from this study and implications for research and practice are discussed. **(D, QL, $)**

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 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.

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 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

Ginny Jones, 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.

Dongbin 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 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.