



Higher, Adult, and Lifelong Education
Teaching, Learning, and Leading across Boundaries

Graduate Research Colloquium

February 21, 2015
Higher, Adult, and Lifelong Education
Michigan State University



Building a Community of Scholars

MICHIGAN STATE
UNIVERSITY

College of Education
Department of Educational Administration

Schedule of Events

8:30-9:00 am Check in, Continental Breakfast, *Erickson Lobby*

9:00-9:30 am Welcome and Introductions with HALE Faculty, *Erickson Kiva*

9:30-11:30 am Graduate Research Colloquium, *Erickson 222, 224, 226, 228, 252*

11:30-12:30 pm Individual Program Sessions, *Erickson*

HALE PhD: 133F

HALE MA: 133E

SAA MA: 252

12:30-1:15 pm Lunch, *Erickson 224, 226, 228 (newly admitted students, please check your nametag for your lunch room assignment)*

1:30-2:30 pm Current Student Panels, *Erickson*

HALE PhD: 133D

HALE MA: 133E

2:30-3:30 pm Campus Tours

Poster Presentations

(located in the 2nd floor hallway)

- The Development of Academic Integrity at Michigan State University, *Lindsay Codispot (HALE MA)*
- Latter-Day Saints and Higher Education, *Brandon Flores (SAA MA)*
- Understanding the Black Student Experience in the 1980s and 1990s, *Steven Johnson (SAA MA)*
- Implementing SEVIS: Terrorism, National Policy, and OISS Response, *Mandie Maxwell and Michelle Trimpe (SAA MA)*

2015 GRC Coordinating Committee

GRC Volunteers

Meg Akehi (HALE PhD)

Karla Bellingar (Administrative Assistant)

Katie Buell (SAA MA)

Nabih Haddad (HALE PhD)

Terrance Range (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
QL - Qualitative QN - Quantitative M - Mixed Methods**

9:30 am to 10:25 am

Room 222: Teaching and Learning

Moderator: Charles Jackson

- **Adult Learning from the Fraternity and Sorority Perspective, Aliya Beavers (HALE PhD):** There are varying opinions about who is classified as an adult learner in college. In Western culture, one is considered an adult at the age of 18, but in higher education, adult learners are typically those outside of the traditional 18-22 age range. This study focuses on the specialized population of members of Greek organizations to explore why some students may not be viewed as adult learners despite the traditional definition. Student development theory, adult learning theory, and survey data are used to explore why there is a lack of connection between viewing students as 'learners' versus 'adult learners'. (C)
- **Beyond the Classroom: Academic Advisors as Teachers Using the Pratt Teaching Model, Gayle Roubos and Kristy Dumont (HALE PhD):** Academic advising is rarely seen as an essential component to a student's learning process at the collegiate level. While advisors are often the first step in assisting students in determining the direction of their studies, and frequently are one of the only constant student-faculty relationships maintained throughout the undergraduate experience, professional advisors are seen as separate from teachers both by students and within the academic community. This presentation illustrates how academic advisors are teachers and illuminates this notion using Pratt's General Model of Teaching as a framework for understanding advisors as teachers. (C)
- **Learning through Experience: Using Experiential Learning Methods to Teach Leadership Skills, Jessica Mansbach (HALE PhD):** Over the last several years, there has been increased attention to how instructors in higher education settings can use innovative teaching approaches to design their courses. Among the more popular teaching approaches is experiential learning. This approach is used to teach college students leadership skills. This presentation will focus on how graduate student instructors of an undergraduate course at MSU, Introduction to Student Leadership Training, use experiential learning approaches to teach leadership theory and practice. The presenter will provide examples of how instructors incorporate experiential learning approaches into the design of the course.

Room 224: International Students

Moderator: Heather Johnson

- **Adaptation of First-year Chinese International Undergraduate Students at Michigan State University, Jianyang Mei (HALE PhD):** Chinese undergraduate students, the largest population of international students in the U.S., have unique challenges. This case study focused on the adaptation of Chinese international first-year students at Michigan State University. A model of Chinese international first year student adaptation based on Tinto's longitudinal model of institutional departure is proposed. (C, QL)
- **Revision of Tinto's Model: International Graduate Student's Persistence and Success at Foreign Universities, Sara Bano (HALE PhD):** This theoretical study analyzes literature on international graduate students and highlights the common characteristics of this diverse and rapidly increasing student population. The author addresses the limitations of Tinto's model for representing this particular student population, arguing that international graduate students' retention and success is based on their involvement at the department level, not at the institutional level, and that their social interaction and involvement with their host culture does not affect their academic performance. The success of international graduate students is linked with their personal goals and commitments, and with departmental goals. (C, QL)
- **U.S. Higher Education and Soft Power: Implications for Policy, Practice and International Engagement, James West (HALE PhD):** Higher education is a major soft power of the U.S. The concept of soft power and its relation to higher education, including the problems and opportunities intrinsic in this relationship is examined. As campuses internationalize at home (e.g., increasing enrollments of international students) and become global actors (e.g., establishing branch campuses), each institution's role in the societies it touches should be (re)considered. When working globally, institutions are not autonomous actors, but are part of systems and associations. Therefore, the actions of institutions and individual scholars can have positive or negative repercussions on a global scale. (\$)

9:30 am to 10:25 am

Room 226: Student Development

Moderator: Erich Pitcher

- **Activism at This Stage?!, Dalinda Martinez (HALE PhD):** Latino students arrive to universities across the country and often experience social-cultural isolation. This presentation discusses to the need for activism in order to address this isolation at the doctoral level and to empower Latino doctoral students to promote scholarship and culture. My *testimonio* speaks to my academic journey to create *familia* in order to build support networks to complete my degree program. In it, I describe the development of *Rueda Latin@*, a formally recognized Latino graduate group within the College of Education at Michigan State University, the need for such an organization, the personal journey, as well as the challenges and positive aspects of providing a space for Latino graduate students within the university.
- **Locked and Coded: Making Meaning of Black Student Identity Development Through Space and Motivation Deficiency, Thaddeus Stegall, Tanesha Dixon, and Cherrish Robinson (SAA MA):** This presentation explores Black student identity development of nine participants at Michigan State University who identify as Black/African American through three lenses: familial influence, peer influence, and mentorship. Themes emerged in three areas: self-identification (being identified as Black versus African-American); motivation, creating a pseudo-family provided stronger sources of motivation; and campus spaces that validate or marginalize Black identity. A model of Black student identity development using Cross' (1991) Nigrescence model and Jones and McEwen's (2007) reconceptualization of the Model of Multiple Dimensions of Identity is presented. (C, QL)
- **Modeling the Developmental Ecology of First-Generation Graduate Students, Stacey Fenton (HALE PhD):** This presentation includes a conceptual model, based on Bronfenbrenner's human development ecology, for outlining persistence factors for first-generation graduate students. Educators are responsible for understanding how the unique characteristics and needs of first-generation graduate students affect their persistence and success; elements of a stage model were created using multiracial college student identity development and environmental factors. The model was compared to other racial identity development models in order to contextualize the findings within existing literature. (C)

Room 228: Assessment

Moderator: Voula Erfourth

- **Quantifying the Future of the State: The Creation of a Performance Funding Policy, Renata Opoczynski (HALE PhD):** This presentation is a qualitative analysis of how one state implemented a performance funding policy and the subsequent short term impacts and reactions to the new policy by higher education institutions. Results show that at current funding levels the policy did not incentivize institutions enough to alter their behavior to meet the goals outlined by the state, but did entice most institutions to comply with the basics of the policy. Best practices for implementation and areas of concern will be discussed. (I, QL, \$)
- **Great Expectations: A Longitudinal Study of New University Trustees, Michael Zeig and Kathy Wilbur (HALE PhD):** Controversial events at institutions such as the University of Virginia and the University of Texas have elevated the issue of how trustees can fulfill their responsibilities without micromanaging their institutions. It is also important to understand how trustees learn about their roles and responsibilities and what influences their decision-making processes. This 2-year study of newly appointed public university trustees provides insights on the expectations and experiences of an important but understudied group within higher education. Major findings include trustees' desire to engage more deeply on major strategic issues and the need for improving initial and ongoing trustee orientation efforts. (QL, \$)
- **Teaching What We Know: The Role of Faculty in Determining a Curricular Approach for Nonprofit Management of Education, Emiko Blalock (HALE PhD):** In professional education settings, an effort to cover a variety of theoretical and practical subject matter often results in a mix of faculty types, which is especially true in nonprofit management education involving graduate programs designed to educate future professionals for leadership and management positions. An ongoing debate about which approach to emphasize – theoretical or practical - in the curriculum persists. This debate neglects to address who is teaching in these programs and how faculty interpret and influence how subjects are taught. This session provides an overview of professional education, examines the role of faculty in professional education, and proposes areas of future research for nonprofit management education. (C)

9:30 am to 10:25 am

Room 252: Student Leadership

Moderator: Lauren Irwin

- **Development of Socially Responsible Leadership Through Living-Learning Communities: An Exploratory Study, Heather Shea Gasser (HALE PhD):** While much has been written about how living-learning communities (LLCs) contribute to retention, persistence, and academic success (Borst, 2011; Nesheim et al., 2007; Wawrzynski, Jessup-Anger, Stolz, Helman, & Beaulieu, 2009) less is known about how individual college students grow, change, and develop through participation in a LLC during college. One possible way students may develop is through their perception of themselves as leaders within the context of the LLC environment. In this presentation, I review the literature related to LLCs and socially responsible leadership and propose a study related to leadership learning and development outcomes. (C, M)
- **Instructional Methods: Utilizing Co-generative Dialogues in Undergraduate Leadership Education, Lauren Koppel and Dan Fotoples (SAA MA):** Co-generative dialogues are a method of instruction and assessment which allow students to be co-creators of their learning community. Students provide observations and feedback at the end of each class for implementation into lesson planning, instruction, and assignments. The presentation will provide a brief overview of research on the use of co-generative dialogues in instruction. The presenters will provide their own reflections on their implementation of co-generative dialogues in the EAD 315 undergraduate leadership course. The presentation will include implications and application for future practice. (C)
- **Lessons Learned: Facilitating Social Justice Dialogues as Women of Color, Nadeeka Karunaratne and Chee Ia Yang (SAA MA):** Using "Practicing Liberatory Pedagogy: Women of Color in College Classrooms" (Rodriquez et al., 2012) as a guiding framework, the presenters will discuss their experiences facilitating an undergraduate leadership course as two Women of Color. The presentation will focus on the facilitators' challenges, strategies, and lessons learned regarding teaching concepts of social change, equity, privilege, and oppression in a predominantly White classroom using a co-constructed learning philosophy. (C)

Room 252: Student Involvement

Moderator: Kristy Dumont

- **Student Involvement: A Community College Retrospect, Chastity Gaither (HALE PhD):** While a majority of community colleges provides a variety of campus and student life activities, student participation remains extremely low. Human and financial resources are being spent on programs to promote involvement; however, community colleges are not seeing a return on their investment. This research provides a framework using theories associated with student involvement and the American community college system and highlights the barriers that impede student involvement. Additionally, this proposal aims to provide the groundwork for the design of a new assessment tool and recommendations for further research. (C)
- **Creating Leaders for Social Change: College Student Leadership and Social Justice Competency Development, Lauren Irwin (SAA MA):** This presentation explores the intersection of college student leadership and social justice competency development and summarizes qualitative research related to students' understandings of leadership and social justice development. Research findings highlight the importance of intra- and interpersonal development, civic engagement and social responsibility, and cultural understanding to students' development as leaders for social change. Implications and recommendations for integrated leadership and social justice competency development in higher education programs are discussed. (C, QL)
- **The National Peer Educator Study: National Results from 2014, Lauren Irwin, Lauren Koppel, Phil Mannella, and Jordan Weiner (SAA MA):** This presentation highlights results from the latest administration of The National Peer Educator Study. This survey, distributed to over 40 institutions, was designed to provide evidence-based research outcomes associated with being a peer educator on a college or university campus. The findings are grouped in six specific learning domains that are consistent with *Learning Reconsidered 2* (2006) and the Council for the Advancement of Standards (2009). Implications for peer education practice will be discussed. (I, RA, S, QN)

10:35 am to 11:30 am

Room 226: Administration and Policy

Moderator: Brianna Becker

- **Undocumented Students and the California Dream Act, James West, Nabih Haddad, Yeukai Mlambo, and Sapna Naik (HALE PhD):** The California Dream Act remains a highly contested policy. Some Americans argue that it promotes illegal immigration, while those in favor view the policy as a way to further integrate undocumented students into American life, maintain an investment in the students we have already supported through grades K-12, and cultivate a workforce that will contribute to the financial stability of the U.S. economy (Educators for Fair Consideration, n.d). We examine the California Dream Act in terms of four higher education sectors represented within the state of California: community colleges, research-one universities, Hispanic-serving institutions, and Jesuit, Catholic institutions. (C)
- **Critical Policy Analysis: The Role of the OECD in Shaping Pedagogy, Sara Bano and Nabih Haddad (HALE PhD):** This presentation examines the recent trends of The Organization for Economic Cooperation and Development (OECD) in shaping teaching, learning, and curriculum outcomes within higher education. Our presentation will explore two policy documents produced by the OECD: *Education at a Glance (2013)* and *The Path to Quality Teaching in Higher Education (2013)*. Based on our analysis, two reoccurring trends emerge within the texts: (1) homogeneity in how teaching and curricular frameworks are defined; and (2) an increasing trend toward the commodification of curriculum within the classroom. Our findings conclude that the OECD influences teaching, learning, and curriculum by producing and framing knowledge in a particular way.
- **Leaders, Risk, and Decision Making, Dalinda Martinez (HALE PhD):** Decision-making is a course of action taken among several scenarios. When adding the caveat of risk analysis, there is the acknowledgement of potential loss or liability that each leader must consider (English & Bolton, 2008). Combining these two aspects in the context of higher education while maintaining the organization mission creates complexity (Tufano, 2011). Leaders who make decisions on innovative initiatives are presumed to have the ability to grapple with the complexity of risks in their decision-making (Snowden & Boone, 2007). This small qualitative study exposes identity and values, decision-making strategies, and relationship building as skills when making decisions for innovative programs. (C, QL)

Room 224: Research, Outcomes, and Evaluation

Moderator: Renata Opoczynski

- **What Your Methods Class Didn't Teach You: Technology Tools for Collaborative Research, Graham Hunter and Michelle Allmendinger (HALE PhD):** Methods courses provide a strong foundation in conducting research. However, executing research in the real world is often more complicated, requiring attention to logistics, constant problem-solving, and collaboration. As members of a national research team, we have learned some 'tricks of the trade' that make collaboration a much easier process. In this fiercely practical presentation, we share insights gleaned from our project's work and discuss the role of essential technology tools (i.e., DropBox, Mendeley, Zoom, and Teamwork) that have allowed researchers at four universities across the country to share common resources, communicate efficiently, delegate responsibilities effectively, and improve research efforts. (RA, \$)
- **Learning from the College Ambition Program (CAP) – High School Student Social Networks and College Going Expectations, Heather Johnson (HALE PhD):** The College Ambition Program (CAP), a quasi-experimental research study funded by the National Science Foundation and the Michigan Department of Education, is designed to promote postsecondary school attendance and completion by implementing a series of research-based interventions. Using data from CAP, this project uses social network analysis to explore the relationship between students' high school social (friend) networks and their college going expectations. The presentation will focus on key variables, data visualization, and the formal model proposed to leverage social network information to decrease academic undermatch and increase the college going culture in high school. (C, RA, QN)
- **Bias in College Admission Processes, Aliya Beavers (HALE PhD):** Since the mid 1900s, higher education institutions have engaged in debates about diversity within the student population. At times, biases (based on race, socioeconomic status, gender, etc.) and other influences can present themselves when admission officers are reviewing applications. This study explores research and scholarship as it relates to the topic of bias and the admission process at higher education institutions in the United States. The research is specific to small institutions, such as liberal arts colleges, where admission processes tend to be more comprehensive. (C)

10:35 am to 11:30 am

Room 228: Student Experiences

Moderator: Sapna Naik

- **Study Abroad Program Leadership through a Student Affairs Lens, Jessica Mestre (SAA MA):** Study abroad program leaders support their students through a wide array of challenges, including transition and adjustment, belonging, identity, conduct, and personal growth. This presentation uses student affairs administration as a lens through which to approach study abroad program leadership. The first portion provides an overview of student development theory and research related to community standards, community building, awareness of social identities, approaches to learning, meaning making, and assessment. These themes are then contextualized with qualitative data (first-person field observations and student interviews). The final section offers practical recommendations intended for leaders to implement during future study abroad programs. (I, M)
- **Study Abroad and Black Students: Exploring the Benefits of a 4-Week Study Abroad Experience to South Africa on Black Undergraduates, Qiana Green and Jasmine Lee (HALE PhD):** Higher education scholars argue that studying abroad results in multiple positive outcomes for undergraduate students. However, Black students continue to be underrepresented as study abroad participants. Using analytic Afrocentricity as the theoretical framework, case study methodology, and semi-structured interviews, this paper furthers higher education research by exploring the influences of study abroad experience in South Africa on Black undergraduate students. Preliminary findings indicate positive impacts on racial identity development and academic self-efficacy. (I, QL, S)
- **Being Black, First and Poor: Two Students' Experiences with Help Seeking During Their First Year, Jasmine Lee (HALE PhD):** Some of the most vulnerable populations within U.S. universities are students who are impacted by more than one risk factor; for example, students who are of Color, poor or working class, and first-generation. These students are likely to experience double disadvantages, intersecting oppressions and multiple barriers at entry and throughout their college experience. Research suggests that these students are least likely to seek help. This qualitative pilot study explored the help-seeking behaviors of two Black, first-generation, low-income first-year students during their transition attending a large predominantly White university. (C, QL)

Room 222: Student Success and Inclusion

Moderator: Michelle Kruszewski

- **There's Stuff That Comes With Being an Unexpected Guest: Voices and Experiences of Trans-Academics, Erich Pitcher (HALE PhD):** Trans* people represent an under-researched population who face intense workplace discrimination. Offering a unique perspective about the ways that gender is operationalized within higher education institutions, the ten trans* faculty who participated in this pilot study shared their experiences within a variety of academic workplaces. Using narrative inquiry, I develop three themes guided by concepts of organizational belonging: macro- and microaggressions, administering gender, and departmental and institutional contexts. Using Critical Trans Politics as a framework, I develop recommendations for colleges and universities to unsettle current notions of gender in ways that are supportive of trans* people. (I, QL, S)
- **Early Entry for Young Women in the STEM Pipeline: Critical Mindsets of Young Women in Math and Science in the 6th and 8th Grades, Kari Schueller (HALE PhD):** Research suggests a number of key factors influence whether women enter the STEM pipeline and persist in that pipeline through graduation. This presentation will focus on one of the factors for early success in STEM education-- that the persistence of women in STEM depends, in part, on their early education in math and science, starting in the 6th grade. Using Carol Dweck's work on Fixed and Growth mindsets as a conceptual framework, this presentation will explore how teachers can help young women in middle school learn to fight stereotypes, gain self-confidence and develop STEM interest early in their STEM education. (C)
- **The Role of Learning Dispositions in the Support Needs of Transfer Students, Sarah Fitzgerald (HALE PhD):** In this presentation I will suggest modifications to a model of learner dispositions developed by Pratt (1988) and adapted by Merriam and Caffarella (1991) to apply to the process of transfer from a community college to a four year institution. The modifications are based on knowledge gained through focus groups with students who experienced transfer. Learners differ in their needs for support during the transfer process. Some students need external direction to help determine their educational goals, while others are already capable of self-direction, but may need procedural help or support from a mentor to boost their confidence. (RA, 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 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.

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. Dirks, 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 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.