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; postsecondary governance and administration, and faculty concerns, including interdisciplinary academic work.

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

Brendan Cantwell, associate professor, studies the political economy of higher education and addresses topics including organizational stratification, social inequality, and international comparative and global higher education.

Kyle Carter, SAA program coordinator, researches the professionalization of student affairs, the role of mid-level student affairs managers in program implementation, socialization of student leaders, and campus implementation inclusion programs.

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 D. Gonzales, associate 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.

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

Patricia Martin, 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 studies the changing nature of Hispanic-Serving Institutions and research use within the law.

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.

Gabriel Serna, assistant professor, interests focus on the economics and finance of higher education, student price-response, college and university fiscal and budget administration, undocumented students, and enrollment management. His research aims to take up these issues from a social justice and equity perspective.

Riyad A. Shahjahan, associate professor, has expertise in globalization and higher education, teaching and learning in higher education with a focus on anti-oppressive and embodied pedagogy, equity and social justice, and anti/postcolonial theory. His work focuses on the role of international organizations in globalizing higher education policy and rethinking the traditional objects of study and 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.

Steven Welland, professor, researches 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. He also studies research methods, rhetoric, and writing.
**Schedule of Events**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30–9:00 am</td>
<td>Welcome and Introductions with HALE Faculty, Erickson Kiva</td>
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<tr>
<td>9:00–10:00 am</td>
<td>Individual Program Sessions, Erickson</td>
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<tr>
<td>11:40–12:30 pm</td>
<td>Lunch Erickson 222, 224, 226, &amp; 228 (Please check your nametag for your lunchroom.)</td>
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**Poster Presentations**

*(located in the 2nd floor hallway)*

- Michigan State College & the Case of James Zarichny
  - Matthew Phister (SAA)
  - History of U.S. Higher Education Rankings (1870–present)
- Sohyeon Bae (HALE PhD)
  - Filtering Cycle of External and Internal Influences for Student with Disabilities
- Jackie Heymann & Frankie Reeto (SAA)
  - International Student Spouses and the English Language
- Adam Grimm & Dana Kanhai (HALE PhD)

**PRESENTATION CODES**

*(located at the end of each abstract)*

- I = Independent Study Project
- C = Course Project
- $ = Received Funding
- D = Dissertation
- QL = Qualitative
- QN = Quantitative
- M = Mixed Methods

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**Room 228: New Directions in Higher Education**

**Moderator: Tom Fritz**

- **The Use of History in Higher Education**
  - Steven Schlegel (HALE PhD): At first glance, history seems to not play a large role in many of the conversations had in the higher education community. Indeed, few higher education journals publish historical work and history often fails to enter the discourse in our classrooms. When history is dealt with in scholarly literature, it is kept apart and considered only at the beginning and perhaps at the end. Unfortunately, the way the history of higher education is conceptualized may be the biggest barrier to this type of integration. This presentation redefines our understanding of the uses of history to better affect the incorporation of historical thought within the social science framework of higher education and thus make more effectively illuminate present problems. (I)

- **Present and Accounted For: Instructors’ Perspectives on their Presence in Online Courses**
  - Joy Milano (HALE PhD): Though the number of online courses offered at the postsecondary level has consistently increased, instructors teaching these courses may be unaware of what creates a teaching presence in technologically mediated courses. Though instrumental in driving learning, faculty may lack knowledge of the elements of teaching presence or how to establish them. Using the Community of Inquiry framework and a case study methodology, this presentation gives the findings of a study analyzing instructor intention, practices, and reflection on the creation and administration of their asynchronous online course. (D, QL)

- **Transformative Global Learning: A Model for Internationalizing the Curriculum**
  - Jacob Lemon, & Adam Grimm (HALE PhD): Scholars and practitioners in higher education recognize the call to prepare students for a diverse global society. In this session, we advance the concept and model of transformative global learning (TGL), which contextualizes how a learner experiences a process of critical reflection, diverse collaboration, and reflective action aimed at global issues, resulting in a profound shift of global meaning-making perspectives. We advance the concept of TGL and connect it to practical discussions around the internationalization of higher education and the classroom environment. Participants are encouraged to think about globalization as it relates to students’ learning process and discover new ways of internationalizing their curriculum. (C)

**Room 222: Chicano and Latinx Student Experiences**

**Moderator: Kayon Hall**

- **Educational Success among Migrant Students in Texas**
  - Amanda Flores (HALE PhD): Migrant students come with a varied set of lived experiences in and outside the classroom. With a lifestyle of constant mobility, they often find establishing firm and supportive social relationships beneficial in navigating different educational systems across states difficult. Additionally, state financial policies impact the educational attainment of migrant students. The state of Texas is home to about 22,000 migrant students in the K-12 sector making it critically important to recognize the factors influencing their success. In this presentation, I share findings from a literature review on migrant students with particular attention to migrant students in Texas. (C, QL)

- **Calladita Te Ves Mas Bonita: Religious and Spiritual Identity Development of Chicanas in Higher Education**
  - Jazmin Murguia (SAA): For many Mexican-American students, religion may be a factor student affairs practitioners may not account for when thinking about students’ holistic development. Identity development for Latinx students is often observed and researched through a racial and ethnic lens and rarely through a religious or spiritual one. Identity development for Mexican-American or Chicana college students is intersectional, accounting for the varying power dynamics and traditions in their families. This presentation explores how religion and spirituality form part of Mexican-American women’s identity development as they navigate familial expectations with their college or university experience. (C, QL)

- **Chicano/Latino Hustle Collaboration between the Writing Center and Migrant Student Services**
  - Cristian Lambaras (SAA): Collaborations are not easy to manage as they require strong commitment, hard work, and a lot of patience. In 2017, the Writing Center Ambassador project began a collaboration with Migrant Student Services targeting tutoring to this group’s needs. This presentation elaborates on the College Assistance Migrant Program, and how various non-cognitive variables inform programmatic student learning outcomes. I also share findings from the project, the assessment tools, results, and critical personal reflections. (C)
Room 226: International Student Experiences
Moderator: Emiko Blalock
You are (not) Welcome Here: Migration Experiences of International Students in the United States
Sadey Mohammed (HALE PhD): Given the enormous financial benefits, international students are often warmly welcomed on U.S. college campuses. However, the scenario often changes once these students seek employment in the U.S. labor market. This presentation analyzes the migration experiences of international students following their stay in the U.S. I present my findings under the different stages of international student migration, starting with the decision to study abroad and concluding with the path toward permanent migration. (QL, C)

You are RECESSED! Experiences of First-Year Chinese International Students
Jiangyong Mei (HALE PhD): As the largest international student population in the U.S., Chinese international students face unique challenges in their college life, especially in their academic learning. Some Chinese international students are recessed due to low GPA during their first year. Using the real stories told by those recessed Chinese freshmen, this presentation discusses what happened to them when they are recessed, how it affects their career paths, supports needed, and lessons learned from their experiences. Additionally, I provide recommendations to prevent Chinese international students being recessed and to support those who are recessed. (I, M, D, S)

International Student Success Examined Through Socialization and Transnational Spaces
Jennifer Maryc (HALE PhD): Higher education institutions in the United States experienced an 85% increase in international student enrollments within the last decade ago. Despite the increasing presence of international students on many U.S. campuses, little is known about the socialization processes of these students, especially doctoral students from Sub-Saharan Africa. This qualitative research study explores the socialization of 15 African doctoral students attending land-grant institutions in the U.S. Results indicated students formed meaningful relationships with their advisors and relied on the diaspora community for support, leading to increased student success. The presentation illuminates ways participants were affected by regulations implemented by the entity sponsoring the education of the students. (D, QL)

Room 224: Higher Education Administration
Moderator: Kevin Pajaro
Innovation, Imagination, and Intentionality: Creating an Organizational Chart
Marie Harrro, Ashleen Ashton, Dillon Frenchen, & Jose Rivera (SAA): Different higher education institutions hold various organizational structures to ensure success in meeting and exceeding institutional goals and mission statements. The organizational structure of units, subunits, vertical and horizontal leadership as well as which departments, deans, assistants, and chairs are included in organizational charts, vary greatly. The ability to utilize the history of organizational leadership in higher education to restructure a particular subunit, unit, department, or division is crucial for student affairs professionals. With guidance from Bolman and Deal’s Reframing Organizations and Birnbaum’s How Colleges Work we offer an innovative and modern organizational chart for an academic affairs unit. (C)

Ethics and Decision-Making by Athletics and Student Affairs Administrators
Michelle Almenningar (HALE PhD): Higher education administrators have been entrusted to make decisions for a daily barrage of situations that protect their students and institutions. Once the decisions are made, their outcomes play out on campuses or in the news. However, we typically know little about the thinking behind such decisions. We judge outcomes but are left to speculate about how administrators arrive at their decisions. In this presentation, I discuss the results of interviews with college administrators and the eight categories of influential factors that emerged. (D, QL, S)

Internationalization and the Roles of Professional Staff: A View via International Offices
Brent Say, & Sara Bano (HALE PhD): In response to globalization, the internationalization of higher education has become a phenomenon in which the roles of international offices, their staff, and services have become significantly more important in recent decades. The roles of professional staff working within these offices, however, remains unclear and under-discussed in the literature. Through an exploratory case study, we examine three international offices within higher education institutions in the United States, the United Kingdom, and Australia over five years. In this discussion, we find our findings from an analysis of the role of professional staff in internationalization efforts via the theoretical lens of institutional theory. (C, QL)

Room 222: Student Development Models
Moderator: Nick Palmer
Filtering Cycle of External and Internal Influences for Students with Disabilities
Jackie Heymann & Frankie Resto (SAA): This presentation examines the internal and external influences on the development of students with disabilities. We conducted interviews with students from three Predominately White Institutions in the Midwest who self-identify as having a disability(ies). Through the participants’ narratives, we identified internal and external influences influencing their self-conception. This presentation explores a conceptual model, similar to the water cycle model, to demonstrate the ways in which students with disabilities take in, filter, and make sense of varying influences. (C)

The Lemonade Model
Kendall Wright, Dominique Overman & Morgan Goodwin (SAA): First-year, senior, and graduate Black women attending five different Predominately White Institutions across the United States participated in interviews regarding their identity development and experiences. In Beyoncé’s album Lemonade (2016), she outlines the ingredients and steps of her grandmother’s famous lemonade recipe. We designed a linear-progression model that aligns Black women’s identity development with each step of the lemonade making process—being Unwell, Unところで, and Unapologetic. Findings include first-year student’s ability to articulate and integrate their presence with other marginalized identities into university spaces. (C)

A Model of LGBTQ+ Middle Eastern College Student Experiences
William Alexander (SAA): With high populations of Arab/Middle Eastern communities, many postsecondary institutions in Michigan and California serve large Middle Eastern students. Despite this relatively large population, most institutions lack access to data to serve queer and trans* Middle Eastern students. Given their unique needs and cultural backgrounds, more research is needed to understand how queer and trans* Middle Eastern students experience higher education in a U.S. context and more importantly feel supported by their universities. This presentation discusses findings collected from semi-structured interviews studying the coming out experience and other challenging experiences of these students at four public institutions in Michigan and California. (C)

Room 224: Student Support Service
Moderator: Addison Keegan-Harris
Communicating with Early-Middle College Students
Rachel Vettese, Cristian Lambaren, & Michael Carroll (SAA): This presentation presents findings from a collaboration with the Office of Admissions at Michigan State University. Our partners challenged us to determine the best communication method for prospective students with Early-Middle College students from diverse backgrounds. These programs are designed to integrate high school with early postsecondary experiences through partnerships between high schools and local higher education institutions. In this presentation, we identify what information active Early-Middle College students might find useful as they think about or start applying to MSU. We also determine how these students are classified by the university administration and advisors and conclude with the necessary information deemed most useful to include on an Early-Middle College website. (C)

Addressing Financial Literacy Concerns
Lake Jeffery (SA): Global financial literacy trends suggest a larger societal issue currently influencing how college students understand personal finance information. Many institutions across Canada and North America face growing concerns surrounding the effects of financial illiteracy on student mental health and academic progress. This session explores how one university in Ontario responded to their campus’s financial literacy needs by reviewing best and emerging practices; evaluating new and existing campus partnerships; assessing student needs; and creating a 4-year strategic plan to guide ongoing efforts. (C)

LGBTQ+ Resource Centers: Spaces of In/Exclusion
Chelsea Noble (HALE PhD): This presentation explores the development of LGBTQ+ resource centers as spaces dedicated to serving students holding marginalized sexual and gender identities. As these relatively young units in student affairs continue to establish and expand across campuses, tensions arise around their mission and some student experiences of exclusion, especially transgender students and students of color. Suggestions for future research include further exploration of in-group dynamics, institutional support for LGBTQ+ resource centers, and the application of theory in LGBTQ+ resource centers. (C)
Room 226: Student Socialization

Moderator: Matthew Phister

**A Model on Mixed-Race Students’ Sense of Belonging**

Audhrie Asho, & Anthony Hutton (SAA): College student development theories guide the practice of student affairs professionals in student interaction and policy development. Racial identity theories, however, surrounding mixed-race students are lacking in the literature. Based on interviews with mixed-race undergraduate students from a multitude of racial identities at Michigan State University, this presentation outlines a model of mixed-race students’ sense of belonging on college campuses. Synthesizing our research with classic development theories, we develop a model that illustrates the interaction between identity development, environment, and peer influence among mixed-race college students. (C, QL)

**How do Latinas Experience and Navigate Academia?**

Brittnie Daugherty, Mike Della Fave, (D): Throughout the tool, how it was utilized in the interviews, and how it helped participants answer my questions. This presentation explores Latinas’ student experience and navigate academia based on previous literature. Exploring the diverse experiences of Latina doctoral students can uncover the systems of oppression hindering their success. (C)

**Hands-on, Minds-in: Using a Hands-on Tool to Encourage Discussion and Reflection**

Michelle Allmendinger (HALE PhD): Research suggests getting participants to recall details of past decisions to consider what is important to them during decision-making, and to describe their personal ethics and the role those ethics play in their decision-making can be a tricky undertaking. However, this is exactly what I did during my dissertation. Using a hands-on tool, I created, my participants recalled details about factors influencing their decision-making, reflected on the impact of those factors, and considered the interactions and conflicts between factors. In my session, I describe the process of creating the tool, how it was utilized in the interviews, and how it helped participants answer my questions. (D, QL, S)

**Implementation and Faculty Perceptions of ePortfolios**

Brittnie Daugherty, Mike Della Fave, & Sera Radovich (SAA): ePortfolios are but one of the tools the field of higher education utilizes to stimulate student learning in a technological society. ePortfolios provide opportunities for critical reflection, creative engagement, and assessment. In this presentation, we discuss recommendations and strategies for successful implementation of an ePortfolio system in James Madison College, a residential college at Michigan State University. (QI, C)

**Preparing Doctoral Students as Effective Teachers**

Jessica Schein (HALE PhD): This presentation investigates the impact of teaching development programs on career preparation for science, technology, engineering, and mathematics doctoral students. We examine the experiences of students participating in programs offered by the Center for the Integration of Research, Teaching, and Learning, a national organization of 46 universities focused on preparing the next generation of STEM faculty. Using survey and interview data, we examine the influence of program participation on doctoral students’ teaching behaviors, confidence in their teaching abilities, and career aspirations. (I, QL, S)

Room 252: Student Socialization

Moderator: Taylor Phister

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