



**HIGHER, ADULT, AND LIFELONG EDUCATION**  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
MICHIGAN STATE UNIVERSITY



# GRADUATE RESEARCH COLLOQUIUM

FEBRUARY 12, 2022

HIGHER, ADULT, AND LIFELONG EDUCATION  
MICHIGAN STATE UNIVERSITY



BUILDING A COMMUNITY OF SCHOLARS

**MICHIGAN STATE**  
UNIVERSITY

College of Education  
Department of Educational Administration



**@HALEatMSU**  
**#GRC2022**

# **SCHEDULE OF EVENTS**

**9:15–9:30 am** Welcome & Introductions

**9:30–10:30 am** Paper Presentations Session 1

**10:30–10:45 am** Break

**10:45–11:35 am** Paper Presentations Session 2

**11:35 –11:45 am** Closing

## **2022 GRC COORDINATING COMMITTEE**

Dr. Brendan Cantwell,  
HALE Unit Coordinator & Associate Professor

Alyssa Stefanese Yates, Doctoral Candidate

Maryann Orawczyk, Doctoral Student

Kenneth Russell, Doctoral Student

Carrie Hauser Pyeatt, Doctoral Student

Sanfeng Miao, Doctoral Student

Emily Abrams, Doctoral Student

Countless GRC Volunteers !

## **PRESENTATION CODES**

***Located at the end of each abstract***

C - Course Related D - Dissertation Work I - Independent Research  
QL - Qualitative QN - Quantitative M - Mixed Methods

**Breakout Room 1: "Re"conceptualizing Student Development**

*Moderator: Maryann Orawczyk, HALE PhD Student*

**Sense of Belonging of First-Generation Students****Christine Choi, Kirstin Pianalto, & Jeanie Maidona (SAA MA Students)**

There is an increasing number of first-generation students (FGSs) entering higher education. The purpose of our study was to explore how involvement in co-curricular activities influence sense of belonging for FGSs and continuing-generation students (CGSs). First, we conducted a literature review comparing FGS and CGS sense of belonging, as well as the influences of co-curricular involvement on college students. Then, we assessed data collected from current undergraduates to assess if FGSs and CGSs differ in sense of belonging based on their involvement in co-curricular activities. To analyze our data we used the non-cognitive variables: successfully handling the system, availability of a strong support person, and community involvement. We did not find a statistically significant difference between FGSs' and CGSs' sense of belonging. However, the average score for FGSs was lower than CGSs on every variable. Our study contributes to the literature on involvement and sense of belonging for FGSs. *(C, QN)*

**The Funnel of Knowledge:****A First-Generation College Student Development Model****Catherine Latham, Reva Durr, & Jonathan Washington (SAA MA Students)**

This presentation focuses on a model based on first-generation college student knowledge development, created from the findings from interviews with 10 first-generation undergraduate college students from four different universities. This model explains the stages first-generation college students experience during their knowledge development and highlights how attending higher education can increase their awareness of identities, barriers, and expectations leading to promising outcomes and the sharing of information. Our presentation seeks to explain our research process, give an in-depth overview of our model, and compare our model to other prevalent development models used in higher education. Our audience will gain a greater understanding of the first-generation college student identity. *(C, QL)*

**Negotiating Identity: Developing and Applying a Veteran Student Identity Model****Kinsley McNulty & Nathan Bublitz (SAA MA Students)**

In absence of a more established theory specific to student veterans, we sought to learn more about how to better serve these students and suggest a development identity model. For the purposes of this project, we defined student veterans to be an individual that has served or is currently serving in any branch of the military with an active or reserve classification and is attending a higher education institution. To conduct our research, we interviewed eight student veterans at Michigan State University. Drawing inspiration from Schlossberg's Transition Model (Schlossberg et al., 1995), Marcia's (1995) Ego Identity Statuses, and Bronfenbrenner's (1979, 1993, 2005) Developmental Ecology Model, we used our student interviews to create a student development theory model focused on identity salience for student veterans. Finally, we developed recommendations for future actions MSU and other colleges can take to improve the experiences of student veterans on campus. *(C, QL)*

**International College Student Development Model****Annabel Leonova (SAA MA Student), Keith Tindall (SAA MA Student),****& Aybige Kocas (HALE PhD Student)**

The focus of this project is to determine some of the factors that influence international student development. During the conducted interviews, we asked open-ended and scale questions using Chickering's seven vectors as the base to create questions related to different aspects of the students' holistic development. Upon completing these interviews, we came together to discuss the most salient aspects of the students' responses. The main factors identified were language proficiency, community involvement, financial considerations, resource availability, and COVID-19. Based on these shared factors, the International Student Development Model was created to show connections between the students, the identified factors, and how living on or off-campus can influence these areas. *(C)*

**Breakout Room 2: Student Activism & Advocacy***Moderator: Kenneth Russell, HALE PhD Student***Armbands, Petitions, a Hunger Strike, and an American Flag:****Protests at one University from 1965 to 1970****Catie Kocian (SAA MA Student)**

In this presentation, I will summarize select protests or activist actions which occurred at Ohio Wesleyan University, a small liberal arts college, from 1965 to 1970. Though thousands of students protested from 1965 to 1970, this presentation will highlight a few protests which not only reflect the spirit of Ohio Wesleyan's student body at the time but also reflect larger trends in higher education, including a push for racial equity and civil rights and a movement away from in loco parentis administrative tactics. This presentation will use primary sources including letters, newspaper articles, photos, and other documents from the Ohio Wesleyan Archives to illustrate the protests. (C)

**Black Student Activists as Adaptable and Resilient Change Makers:****A Literature Review****Raven Baugh (SAA MA Student)**

Student activists are key change makers; they play a vital role in influencing institutional policies, finances, and cultures. From the height of the Civil Rights movement to the ongoing influences of the Black Lives Matter movement, Black student activists have been pivotal in protesting injustices on college campuses. The ways Black student activists make change does not follow a prescribed path. Student affairs professionals must be able to adapt, interpret, and understand the changing needs of these students as well as contend with the activist student identity. To better understand Black student activists, this presentation provides a literature review addressing the following information: Black student activists' demands and reasonings, protesting methods and types, and their perceptions of higher education institutions. Additionally, the presentation provides recommendations for how to forward both literature about and developmental understanding of Black student activists as a critical student development identity. (C)

**Supporting the Rise in Emotional Support Animals:****A Rising Concern in Student Affairs****Anna Hoesley (SAA MA Student)**

Following a reinterpretation of the Fair Housing Act (FHA) regarding allowing animals in campus housing, colleges and universities have seen a large increase in requests for emotional support animals (ESAs). This phenomenon has spurred debate amongst people in higher education institutions regarding whether colleges and universities are truly prepared to handle the increase in requests and the additional accommodations needed to support these requests. In this presentation, I will explore both sides of the debate and determine which side is stronger. Then, I will dive into the implications this debate will have on student affairs educators along with recommendations to address these implications. (C)

**Handling Title IX Reports for Individuals with Reporting Obligations****Lauren Shackelford (HALE PhD Student)**

Sexual assault happens everywhere and affects women and men of all ages, races, and ethnicities; unfortunately, it is prevalent on college campuses. In this presentation, I will explore how higher education institutions handle reporting around sexual and gender-based misconduct, and how or where to report. I will review and apply multiple perspectives to better understand the organizational problem. I will begin by examining organizational behavior or human relations through Jennifer Freyd's concept of institutional betrayal. Then, I will look at scientific management through Sara Ahmed's framework around strategic inefficiency. I'll end by discussing organizational culture through psychological safety. These theories are critical in examining institutional accountability when handling sexual and gender-based misconduct on college campuses, as they provide literature that recognizes the complexity of studying and researching issues around campus sexual violence. Lastly, I discuss recommendations for higher education institutions to change the toxic culture around campus sexual violence. (C)

**Breakout Room 3: Student Support Practices & Practitioners****Moderator: Brandi Schroeder, SAA MA Student****The Missing Link: Community College Support Staff****Jill Thomas-Little (HALE PhD Student)**

Community colleges represent a unique segment of the United States postsecondary education system, providing broad access to students who may not otherwise pursue education beyond high school. While faculty create a foundation of support for students in the classroom, staff outside of the classroom impact students as well. This literature review illuminates the lack of research about non-instructional staff in higher education. When layering on institutional type, there is even less literature in the community college sector. There is, however, foundational research based in Australia and the United Kingdom that could be emulated in the United States. This presentation provides a review of the themes across the literature, identifying opportunities for further research and exploration into the inner workings of community colleges. (C)

**Black Men Student Affairs Practitioner Experiences at a Predominantly White Institution****Darius Adams (SAA MA Student)**

This independent study explores the professional experiences of Black men student affairs practitioners at a Predominantly White Institution (PWI). While current bodies of research exist for Black men faculty members at PWIs, there is little to no research on Black men who work in student affairs. Thus, this study reveals the challenges, needs, and opportunities that currently exist for Black men navigating the field of student affairs. Findings reflect and center the voices and recommendations of interview participants to guide future institutional practices and add additional insight to current bodies of literature on the lived experiences of Black men in student affairs. (I, QL)

**Wheelchair Ramps and Digital Screen Readers in Academic Libraries:****A Literature Review****Salomón Rodezno & Jessica Wagner (HALE PhD Students)**

The National Center for Education Statistics (2021) reports that 19.4% of undergraduates and 11.9% of post-baccalaureate students in the United States have a disability. Therefore, there is a need for a robust accessibility and inclusion plan in all areas of society, but especially higher education, to help include all individuals and facilitate their right to learn. Research describes how academic libraries assist student learning in profound ways. These places occupy a physical and digital space in academic learning and education. We generated an overview of the current outlook regarding the intersection of assistive technology (AT) and academic libraries through a scan of academic literature compiled from several peer-reviewed journals. This presentation raises awareness about the integration of AT in academic libraries, specifically physical wheelchair ramps and digital screen readers. We show that wheelchair ramps and screen readers continue to be areas requiring additional focus in academic libraries around the world. (C)

**Bridging Research to Practice: Assessing a Division of Student Affairs****Brandon Smith & Jesenia Rosales (HALE PhD Students)**

The book *One Size Does Not Fit All* (Manning et al., 2014) offers an overview of Student Affairs (SA) divisional models. We employed this resource to assess the current functions of a SA division with the intention of reimagining its future. Our approach resulted in common language and shared understanding among stakeholders about how one specific model cannot meet institutional priorities and student needs, and direction about how a reimagined model of SA could look. Integrating research into practice, the presenters will share how this tool was used through stakeholder engagement. Attendees will leave with: (1) Strategies to effectively bridge research to practice when assessing a SA division, (2) Considerations when integrating research with practice in student affairs work, and (3) Critiques of this research for future iterations of what models of SA should consider. (I, QL)

**Breakout Room 4: Critical Perspectives in Postsecondary Education**

*Moderator: Sanfeng Miao, HALE PhD Student*

**(De)coloniality and Doctoral Socialization in Higher Education Studies**

**Kyle Farris (HALE PhD Student)**

Formal education has long been tied to the ongoing process of colonial oppression. In this dissertation proposal, I make the case that doctoral study is an important, but understudied, part of the colonial project. Using Quijano's theory of coloniality, I argue that doctoral socialization in Higher Education Studies (HES) reinforces Eurocentric restrictions on knowledge legitimacy and production. While some prior studies have examined doctoral socialization through the use of Critical Theory, none have specifically studied the topic using theories of (de)coloniality in the field of HES. I propose the use of conversational, dialogic interviews with a small group of HES doctoral students that will prompt reflection on our educational experiences. Such a methodology breaks down colonial notions of Self and Other that permeate modern research dynamics, with the aim of moving HES into a more just space. *(D, QL)*

**Graduate Admissions Cut-Offs: Barriers for Marginalized Communities**

**Carrie Hauser Pyeatt (HALE PhD Student)**

Universities across the United States are working to recruit increasingly diverse graduate student cohorts. Yet, many schools still have admissions criteria that create barriers for marginalized communities (Posselt, 2014). For graduate admissions, programs assess their applicants in numerous ways, including the Graduate Records Examination (GRE) and undergraduate grade point average (GPA). This presentation focuses on graduate admissions processes that require the GRE and have specific GPA cut-offs, and it examines how those processes impact applicants from marginalized communities. The presentation provides an overview of the literature around this topic and encouragement for future research. It is imperative that admissions professionals understand the barriers that their criteria create and how said criteria can decrease the amount of diversity amongst students. *(C)*

**Whiteness as World-Class Education?****Internalization Depicted by Western International Branch Campuses in China**

**Zhenyang Xu (HALE PhD Student)**

I use case study methodology to understand how certain Western international branch campuses in China represent themselves through publicity materials. By looking at the case of Wenzhou-Kean University and drawing on the framework of Whiteness of futurity, I find that Whiteness has been reproduced through the representation of world-class education and internationalization. This presentation will bring awareness to this concern and its potential impact. *(I)*

**From Facebook to Broadway: Exploring Consumerism in Higher Education using Social Media and Arts-Based Research**

**Justin St. Charles & Naseeb Bhangal (HALE PhD Students)**

Due to the rising personal financial costs of higher education, parents and families are becoming more involved (Carney-Hall, 2008; Sparks, 2019) and universities have had to facilitate a consumer/customer relationship between student, parent/family, and the institution (McMillan, 2020), including operating within digital spaces such as social media (i.e., Facebook). This presentation will explore 60-hours of social media fieldwork (data collection and analysis) conducted during Spring 2021 and the subsequent translation of that data into an ethnodrama, which is a "written play script consisting of dramatized, significant selections of narrative" (Saldaña, 2011). This project discusses the role that consumerism plays in both the university authoring a consumer subjectivity as well as how parents reproduce this subjectivity amongst themselves; furthermore, this project goes on to explore the tensions that exist between administration, practitioners, and families through the ethnodrama, "Re(Tension)". *(C)*

**Breakout Room 1: Contemporary Considerations in Student Affairs**

*Moderator: Carrie Hauser Pyeatt, HALE PhD Student*

**What "Just in Time" Grants Can Do for Low-Income Students**

**Brandon Smith (HALE PhD Student)**

As postsecondary institutions seek ways to retain and graduate low-income students, retention and completion grants have become part of a strategy of "just in time" financial support sometimes called "emergency aid" (Anderson & Steele, 2016; Goldrick-Rab et al., 2021; Kruger et al., 2016; Van Duser & Tanabe, 2018). Retention grants are designed to be just that: financial grants that keep students in school when an outstanding balance would cause disenrollment. Completion grants are typically awarded when students have made significant progress toward their degree (Goldrick-Rab et al., 2021). This research suggests that whether through policy, engagement, or administration, financial access and student success interact, and can influence a student's opportunity to succeed. This presentation outlines findings resulting from (i) qualitative semi-structured interviews (n=23), and (ii) quantitative analysis examining outcomes of receiving financial aid through a randomized control trial (n=643). (M)

**Disabled and in College During COVID-19: Exploring the Phenomenon**

**Emily Abrams (HALE PhD Student)**

As higher education continues in the quest to "return to normal" despite the ongoing state of the pandemic, disabled students face increasing access barriers as the flexibility that was granted to all continues to be retracted. Grounded in the key tenets of Crip Theory (McRuer, 2006), the purpose of this study is to better understand the lived experiences of disabled college students enrolled during the Covid-19 pandemic. Using interpretive phenomenology, I explore the academic, emotional, and social experiences of 10 participants through semi-structured interviews and arts-based methods. This session will highlight key themes that arise from the data and pose questions that can guide student affairs practitioners' practice as they navigate the ever-shifting context of Covid so they may better serve their disabled students. (I, QL)

**First-Year College Students Placement in Living Learning Communities and****Positive Outcomes: Literature Review**

**Annabel Leonova (SAA MA Student)**

Living Learning Communities (LLCs) placement among first-year college students residing on college or university campuses is becoming increasingly common. Institutions are experimenting with different types of LLCs—varying in structure, curriculum, and co-curricular involvements—to enhance student experience factors. These factors include a sense of belonging, stronger and more supportive relationships with faculty, and better academic habits, all leading to fulfilling the goal of increased student retention. This literature review analyzes the history of LLCs, identifies the most common positive outcomes among first-year students, and proposes areas of further exploration. (C)



**Breakout Room 2: Historical Perspectives in Postsecondary Education**

*Moderator: Jesenia Rosales, HALE PhD Student*

**History of Indigenous Lands and the Pow Wow of Love at Michigan State University**

**Brandi Schroeder (SAA MA Student)**

This presentation discusses the historical foundations of Michigan State University (MSU) on the lands of the Anishinaabeg Three Fires Confederacy, which came from the cessation of land in the 1819 Treaty of Saginaw. The audience will leave this presentation with a better understanding of the foundations of MSU on stolen Indigenous lands, and how student members of the North American Indigenous Student Organization (NAISO) have worked to maintain Indigenous traditions on campus through the annual Pow Wow of Love for the past 40 years. This presentation highlights the history of the Pow Wow of Love, its importance for supporting Indigenous students at MSU, as well as its significance for the wider Native community in and around the Great Lakes area. (I)

**Arab Involvement in Higher Education**

**Nadir Fouani (SAA MA Student)**

The role of Arab students, faculty, and staff is under-researched in the United States higher education system. Using data collected from higher education institutions' archival databases, I studied Arab involvement in higher education. In this presentation, I will give a brief overview of the time leading up to Arabs immigrating and getting acclimated to higher education, specifically in the state of Michigan. Then, I explore what access, discrimination, and involvement looked like for Arabs in Michigan higher education. Lastly, I describe what Arabs' involvement in Michigan higher education looks like today. I argue that figuring out how to best support Arab populations is an important and necessary step that many universities must take for their Arab students, faculty, and staff to succeed. (C, QL)

**Early History of International Students at Michigan State University**

**Seyoung Hong (HALE PhD Student)**

The expansion of Michigan State University (MSU) toward internationalization was not an overnight process. The process involved numerous historical backgrounds, people, and events, dating back to the mid-to-late 1800s. The purpose of this paper is to reflect on the early history of international students at MSU from the mid-1800s when the first international students enrolled at MSU, which was at the time known as the Michigan Agricultural College (M.A.C.), through MSU's internationalization process that took place for a century since the 1870s. In this paper, I first provide a historical overview of early international students in U.S. higher education. Then, I examine the history of early international students at MSU focusing on their backgrounds, experiences, and institutional support. Finally, I conclude with critical reflection and suggestions. (C)

