



# INTRODUCTION

The ever-increasing diversification of higher education necessitates a greater understanding of factors that support the changing needs of students and faculty. As educational leaders in graduate programs preparing and developing others for work in postsecondary education, we are optimally situated to explore these issues with colleagues and students. Whether we are re-examining the way we teach leadership to undergraduates, exploring issues of success for students with minoritized identities, or examining conditions in which faculty can thrive at various stages of their career, our work must involve a bridge between the conceptual and practical.

The **Center for Higher and Adult Education Report** contains a brief narrative about the scholarship of several of the Higher, Adult, and Lifelong Education (HALE) faculty. Most narratives were written by the Center's doctoral students. These narratives provide a snapshot of our faculty's strivings toward excellence in learning and development on college campuses. We attempt to further personalize their work by providing background about why they are engaging in these projects at this point in time and the ways in which their work will contribute to our collective understanding of the lives of students and faculty. We hope these narratives inspire you in your own striving and pique your interests in delving into these topics more deeply.

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# REIMAGINING THE WAY WE TEACH LEADERSHIP

BY

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DOCTORAL STUDENT

Assistant professor William Arnold and doctoral graduate assistant Trina Van Schyndel are redeveloping the curriculum and instructional model for EAD 315, an undergraduate leadership course offered at Michigan State University. Approximately 450 to 500 students from various majors enroll in sections of the course throughout the fall, spring, and summer each year. Each section is either facilitated by a doctoral student or co-facilitated by two master's-level graduate students in the Higher, Adult, and Lifelong Education program. The course is rooted in the belief that becoming an effective leader is an ongoing process that requires practice and experience. Arnold's primary goal of the revision is to more intentionally and fully situate learners in that ongoing process, while introducing and allowing space for them to experiment with concepts, principles, and skills associated with leadership.

Arnold envisions the revised course as a space for students to develop a sense of their own leadership identity. In addition to Baxter Magolda's (2001) theory of self-authorship, Arnold and Van Schyndel are using a guiding framework that includes Komives, Longenbeam, Owen, Maihella, and Osteen's (2006) leadership identity development model alongside other well-known leadership theories.

Another significant change in the course involves moving away from the use of a particular text. This change was prompted by the suggestion of Kouzes and Posner (2012) who argued, "All the techniques and all the tools that fill the pages of the management and leadership books are not substitutes for who and what you are" (p. 39). Arnold wants the new focus to be on engaging students in exploration of self and their leadership capacity, drawing upon Kolb's theory of experiential learning (1984) and Mezirow's (2000) theory of transformational learning.

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**WILLIAM ARNOLD**  
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William Arnold's academic work is grounded in both the study and practice of higher education administration, including 14 years as a practitioner in a variety of student affairs functional areas at a range of institutions, including small private colleges, a mid-size public university and an independent law school. His teaching and research interests include leadership, organizational development and culture, first-generation students and teaching and learning.

In recent years, the development of organizations designed to provide retired higher education faculty with a place to continue to learn and grow has been on the rise (Baldwin & Zeig, 2013). Retired faculty organizations (RFOs) and emeritus colleges, two common examples of these organizations, have begun to appear in universities and colleges throughout the United States as a way to provide personal and professional services for retired faculty (Baldwin & Zeig, 2012, 2013). This relatively new trend provides an opportunity for colleges and universities to foster meaningful, productive relationships with a group of their most experienced and dedicated employees. For Professor Roger Baldwin, this trend presents an opportunity to continue a career-long commitment to the study of topics surrounding faculty development.

Baldwin's interest in retired faculty organizations builds upon his previous research on emerging emeritus colleges throughout the United States. While working on this project, he was surprised to find that these organizations were not only a relatively new occurrence, but also largely unstudied and hidden from the public eye. Closer analysis uncovered that these unique, multi-focused organizations existed both within and peripheral to their respective institutions.

Largely volunteer-based and occasionally joined by retired university staff, these organizations have become prevalent in U.S. higher education environments. With missions as unique as those of their respective institutions, these organizations focus broadly on activities ranging from university service to academic research. And while they may differ in structure and vision, the organizations seem to share a common understanding that faculty who choose to work beyond the traditional retirement age of 65 are motivated by personal growth and community engagement and less by financial concerns.

For the members of these organizations, teaching, research, and academic service have been a lifelong endeavor to which they are still willing and able to contribute. In this motivation, Baldwin sees potential for higher education institutions to form a unique and mutually beneficial relationship with their retired faculty base. Successful collaboration among RFOs and their institutions, however, is dependent on a better understanding of what organizational models exist, which can best serve the needs of faculty and university administrators.

In researching how retired faculty organizations effectively operate within and outside of university environments, Baldwin hopes to create a guiding framework through which these organizations can enjoy continued growth and success. In doing so, he sees great potential for a growing number of senior and retired faculty members to provide valuable contributions for the organizations and academic communities in which they live.

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**ROGER BALDWIN**  
PROFESSOR

Roger Baldwin is a professor of Higher, Adult, and Lifelong Education and the Mildred B. Erickson Distinguished Chair. His professional interests include instructional strategies and curriculum planning, faculty career development, conditions in the academic workplace, and transformation in higher education systems. His current research explores key dimensions of higher education's response to changing environmental conditions and society's increased demand for educational services. His most recent work focuses on changing faculty appointment patterns, contingent faculty, faculty in the later stages of academic life, and evolving faculty roles and professional activities.

# THE ROLE OF RETIRED FACULTY ORGANIZATIONS AND EMERITUS COLLEGES IN HIGHER EDUCATION

BY  
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DOCTORAL STUDENT





# USING COGENERATIVE DIALOGUES IN GRADUATE EDUCATION

BY  
**GINNY M. JONES**  
ASSISTANT PROFESSOR

Assistant professor Ginny M. Jones employs cogenerative dialogues (cogen) in her graduate teaching. Cogen involves small group discussions in which students and faculty reflect on the learning processes and make appropriate modifications during the semester, thus “co-generating” the classroom experience (Bondi, 2011; Jones & Linder, 2016). Jones’s first experience with cogenerative dialogues (cogen) was as a doctoral student, when she co-taught a master’s-level course with Professor Chris Linder.

Jones and Linder designed and facilitated a course that used cogen as a means to guide students into taking ownership over their learning. As a part of that course, students were required to read an article describing the use of cogen in graduate education (Bondi, 2013), participate in two one-hour sessions of cogen outside of class time, and write a reflection paper about their cogen experiences. Students were randomly assigned to groups of four. Each cogen session started with one of the instructors asking a broad question

such as, “What did you notice in class this week?” and progressed from there.

Jones believes cogen is a useful pedagogical tool for illuminating issues of power in the classroom. In particular, she believes it to be extremely helpful in naming power dynamics that occur within

and outside of the classroom, such as programmatic influences and cohort dynamics. She notes that:

*Although the focus of cogen was on our particular course, the experience engaging it highlighted for me the particular usefulness of using this pedagogical practice in cohort-based student affairs programs. The unique structure of these programs, in which students take the bulk of their courses with one another throughout their degree program, lends itself to a greater understanding of how student insights in cogen transcend the specific class in which they engage it.*

She continues to use cogen in her work at MSU and recently used it in the Introduction to Student Affairs course. In describing that experience, she says, “Not surprisingly, I am observing similar themes as those I observed previously, namely students’ expressions on the interplay of power and meaning-making and programmatic influences on their learning experience.”

What she has found is, through the process of cogen, students feel more comfortable offering ideas to improve the learning environment and articulating dynamics that hinder their learning. She asserts that cogen brings to light the external pressures students in cohort-based programs feel because of their peers, perception of faculty, and sense of competition. Cogen provides an avenue for students to connect and strategize with one another and the professor on how to alleviate the pressures of these dynamics. As Jones shared, “Instead of going unaddressed and growing increasingly troublesome, students and I are able to strategize ways to lessen their negative impact through the dialogues.”

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**GINNY M. JONES**  
ASSISTANT PROFESSOR

Ginny M. Jones is an assistant professor of Higher, Adult, and Lifelong Education. Her teaching and research interests include: the scholarship of teaching and learning, scholarship engagement among higher education/student affairs practitioners, partnership and critical discourse among higher education/student affairs faculty and administrators, graduate student learning and development, and women and gender in higher education. She previously worked as an administrator in the areas of counseling, residence life, staff development, and adult education.

Faculty turnover comes at a high cost to colleges and universities, creates discontinuity in programs and research, and forces departments and colleges to spend resources on recruitment, mentoring, and start-up funding for laboratories and other research. While a significant body of literature exists on the issue of faculty turnover, very little of that literature focuses on the turnover of the growing demographic of foreign-born faculty members; most of the literature that does exist focuses on “stay-rates,” or the rate at which foreign-born faculty members stay in the United States versus returning to their home countries.

Associate Professor Dongbin Kim believes, given the growing demographic of foreign-born faculty in the U.S., studying mobility rates from a broader perspective than “stay-rates” is critical. Using the National Science Foundation (NSF) Survey of Doctorate Recipients (SDR) in 2003 and 2010, she focused on two different research questions: (1) What is the mobility rate of foreign-born faculty members within American higher education; and (2) What is the actual mobility rate of foreign-born faculty members versus those who state their intention to leave?

In her comparison of faculty members who responded to the SDR survey in both 2003 and 2010, Kim discovered various similarities and differences between responders who were foreign-born and responders who were U.S.-born. In terms of similarities, more than 70% of each group were male and married. Also, among both groups, approximately 94% stayed within academia; of those who stayed within academia, approximately 86% stayed at the same institution. However, difference between the two groups existed around the rate at which members of each group moved to administrative positions: approximately 16% of foreign-born faculty members shifted from faculty to administration versus 22% of U.S.-born faculty members.

Kim believes some of this difference may be due to voluntary decisions by foreign-born faculty to avoid administrative positions. Foreign-born faculty members are more productive (in terms of publications) than non-foreign-born faculty, and Etzioni (1964) makes the case that “most successful professionals are not motivated to become administrators” (pp. 83) due to their commitment to professional values and organizations or their belief that they may lack the skills necessary to become successful administrators. At the same time, foreign-born faculty may lack (or be denied) the opportunity to gain experience or to prove their skills in leadership and communication, which are key skills for administrators. Kim asserts that the conflict between voluntary and non-voluntary decisions is key to understanding foreign-born faculty mobility into administrative positions and that the professional experiences foreign-born faculty members have in higher education matter in understanding their mobility rates.

Given her understanding that foreign-born faculty members are both less satisfied with their experiences as faculty members and more productive in terms of publications, Kim finds the lack of difference between the two groups’ mobility rates within and across higher education institutions in the United States surprising. She argues that professional experiences, including autonomy and independence, have an impact on faculty mobility patterns and higher education policy makers who wish to improve faculty retention should focus on improving those experiences for faculty. She concludes that further research is necessary to better understand (1) foreign-born faculty mobility rates and (2) the factors that influence faculty mobility as a whole.

#### Reference

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**DONGBIN KIM**  
ASSOCIATE PROFESSOR

Dongbin Kim is an associate professor of Higher, Adult, and Lifelong Education. Her research 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 (3) international and comparative higher education issues within the U.S. and global contexts. Dr. Kim’s research has been published in *Teachers College Record*, *Harvard Educational Review*, *Journal of Higher Education* and *Research in Higher Education*. Her most recent research examined the intersection of individual, financial, and institutional context that shapes students’ college mobility patterns. She holds an Ed.M. in educational administration from Seoul National University in Korea and a Ph.D. in higher education policy from the University of California, Los Angeles.

# EXPLORING THE MOBILITY RATES OF FOREIGN BORN FACULTY

BY

**KEVIN MILLER**

DOCTORAL STUDENT





# THE ROLE OF RELATIONSHIPS IN THE LIVES OF WOMEN SCHOLARS

BY  
**DANA KANHAI**  
DOCTORAL STUDENT

Assistant professor Leslie Gonzales explores the role that relationships (e.g., academic, personal, or familial) play in the lives of women academics. With Aimee Terosky of St. Joseph's University, she is studying how the relationships women hold inform the work of these women as faculty broadly, and more specifically, how these relationships invigorate the intellectual work of these women.

One of the studies is guided by a qualitative retrospective approach based on interviews with women senior scholars of diverse racial and ethnic backgrounds. Several recruitment methods were employed in order to recruit women senior scholars from the humanities, social science, sciences, and the applied fields. Theoretical insights from feminist theories, including work that addresses women's way of knowing, critical race feminism, and the politics of knowledge ground the study. Women senior scholars were asked to reflect on the course of their academic career and to describe if, and how, relationships have been instrumental to their growth and development as intellectuals.

Gonzales says, "This work is exciting to me because it provides the opportunity to re-imagine the craft of intellectual work." Most people imagine learning as a solitary undertaking, particularly when one thinks of senior scholars, yet feminist scholarship has long described collectivity as a source of learning and knowledge among women. However, this idea has not really been explored in the lives of women scholars.

Her work, Gonzales believes, provides at least three distinct contributions. First, it is poised to present a new narrative concerning modern-day academics; the work investigates how women take epistemological, methodological, and overall intellectual risks in their work. Second, her work assumes the importance of relationships and learning in non-conventional spaces that are potentially far outside academia and other conventional learning spaces. Third, her work foregrounds the experiential and personal sources of knowledge women and women of Color academics carry with them, but which are rarely afforded the space to be understood or articulated in discussions about intellectual work. In sum, her work aims to understand if and how the relationships women hold: (1) enhance their self-efficacy as thinkers, knowers, and theorists of their own right, (2) provide validation for their ideas, but also for their experience as a source of knowledge, and (3) influence them to take intellectual risks.

The focus of this study emerged in findings of a larger study conducted by Gonzales and Terosky (Gonzales & Terosky, 2015; Terosky & Gonzales, 2015a; Terosky & Gonzales, 2015b) where they addressed three questions: (1) How do faculty, employed at different types of institutions, experience their careers; (2) How do faculty learn about norms and expectations about their work; and (3) How do faculty negotiate the organizational expectations if and when they are contradictory to their own aspirations? The results of their study indicated the importance of relationships, particularly collegiality. Gonzales shares, "We found that at community colleges, collegiality propels faculty to engage in learning that centers on scholarly writing, which is not commonly perceived to occur in these settings. At comprehensive and research universities, women and women of Color seemed to use their relationships as spaces for affirmation and validation about their careers, perspectives, and research choices." Moreover, relationships between faculty members developed organically,

often growing out of similar backgrounds and interests rather than formal or institutionalized attempts to foster interaction between faculty members.

With this new study, Gonzales and Terosky are attempting to expand on these insights gleaned from their earlier work, and they hope to better understand the role that relationships play in the lives of women scholars. They are anchoring their attempt "to unearth all that informs one's intellectual craft" in feminist theories, such as those offered by Patricia Hill Collins, Ana Martinez-Alemán, Carol Gilligan, Sandra Harding, and Dorothy Smith. Gonzales believes the implications of their work are numerous. She shares, "Most importantly, and I hope this is true of all of my work, I want to be able to communicate to young aspiring scholars, especially women of Color, their knowledge and the whole of their experience matters, and there is a place for them within the profession."

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**LESLIE GONZALES**  
ASSISTANT PROFESSOR

Leslie Gonzales is an assistant professor of Higher, Adult, and Lifelong Education. Gonzales's research agenda consists of three overarching lines of inquiry: (1) legitimacy within the academic profession and the broader field of higher education; (2) transnational relations of power that govern the recognition of knowledge and knowers, and (3) the possibility of agency among academics to negotiate, remake or resist marginalizing structural and cultural features of academia.

Professor Kristen Renn directs the National Study of Lesbian, Gay, Bisexual, Trans\*, and Queer (LGBTQ+) College Student Success project. This project, which started over three years ago, emerged from a collaborative effort between Renn and Michael Woodford, then an assistant professor of Social Work at the University of Michigan. Together, they launched a project intended to understand how environmental, institutional, and personal factors promote success for sexually minoritized students. Much of the scholarship about LGBTQ+ college students tends to operate from a deficit perspective. Renn and Woodford wanted to use a more appreciative approach to disentangle factors helping queer students succeed in navigating postsecondary education.

The National Study of LGBTQ+ College Student Success has two components. First, in February 2013, Renn and Woodford assembled a multi-institutional, multi-disciplinary set of researchers to collect concurrent mixed-methods quantitative and qualitative data at a regional conference for sexually minoritized and allied students. Emerging from these conference proceedings and a brief data collection window, nearly 1,000 usable responses were collected. In addition to the collected quantitative data, these researchers conducted 60 semi-structured interviews. Data collected during this phase of the project involved understanding participant experiences with high school environments, academic contexts, student engagement (e.g., study abroad, faculty research, living-learning communities), health outcomes (e.g., suicide, alcohol usage), and on-campus resource usage.

The second phase utilizes a longitudinal design to understand the experiences of queer-identified students at Michigan State University. The study began with a cohort of LGBTQ+ students attending their first year at MSU. During each of the last two years of this study phase, Michigan State doctoral students have conducted eight interviews with each study participant. This study offers evidence of how students conceptualize and make strides towards their definitions of personal, social, and academic success. The study also documents the trial and error nature of the collegiate environment, while providing a space for students to discuss different aspects of their multiple social identities. The research team excavates each student's multiple identities through a unique qualitative research approach, pairing multiple qualitative methods involving not only interviews, but also photo elicitation, map drawing, and other identity-centered activities.

These two phases have led to a number of scholarly products. A primary tenet of the National Study of LGBTQ+ College Student Success is enhancing and contributing to the national discourse

on LGBTQ+ issues facing college students. Study results from the two phases have been published in scholarly journals, such as *College Teaching* and *Journal of Homosexuality*. A number of working papers have been presented at academic conferences, such as the *American Educational Research Association*, *Association for the Study of Higher Education*, and the *National Symposium on LGBTQ+ Research*. Finally, the project's commitment to advancing student affairs practice around LGBTQ+ issues has led to practitioner oriented presentations at annual meetings of the *American College Personnel Association* and the *National Association of Student Personnel Administrators*.



**KRISTEN RENN**  
PROFESSOR

Kristen Renn is a professor of Higher, Adult, and Lifelong Education and associate dean of undergraduate studies/director for student success initiatives at Michigan State University. Her research centers on college student learning, development, and success in higher education, with current 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. She is co-PI of the National Study of LGBTQ Student Success ([www.lgbtqsuccess.net](http://www.lgbtqsuccess.net)) and leads the MSU Neighborhoods student success initiative ([www.neighborhoods.msu.edu](http://www.neighborhoods.msu.edu)).

# THE NATIONAL STUDY OF LESBIAN, GAY, BISEXUAL, TRANS\*, AND QUEER (LGBTQ+) COLLEGE STUDENT SUCCESS

BY  
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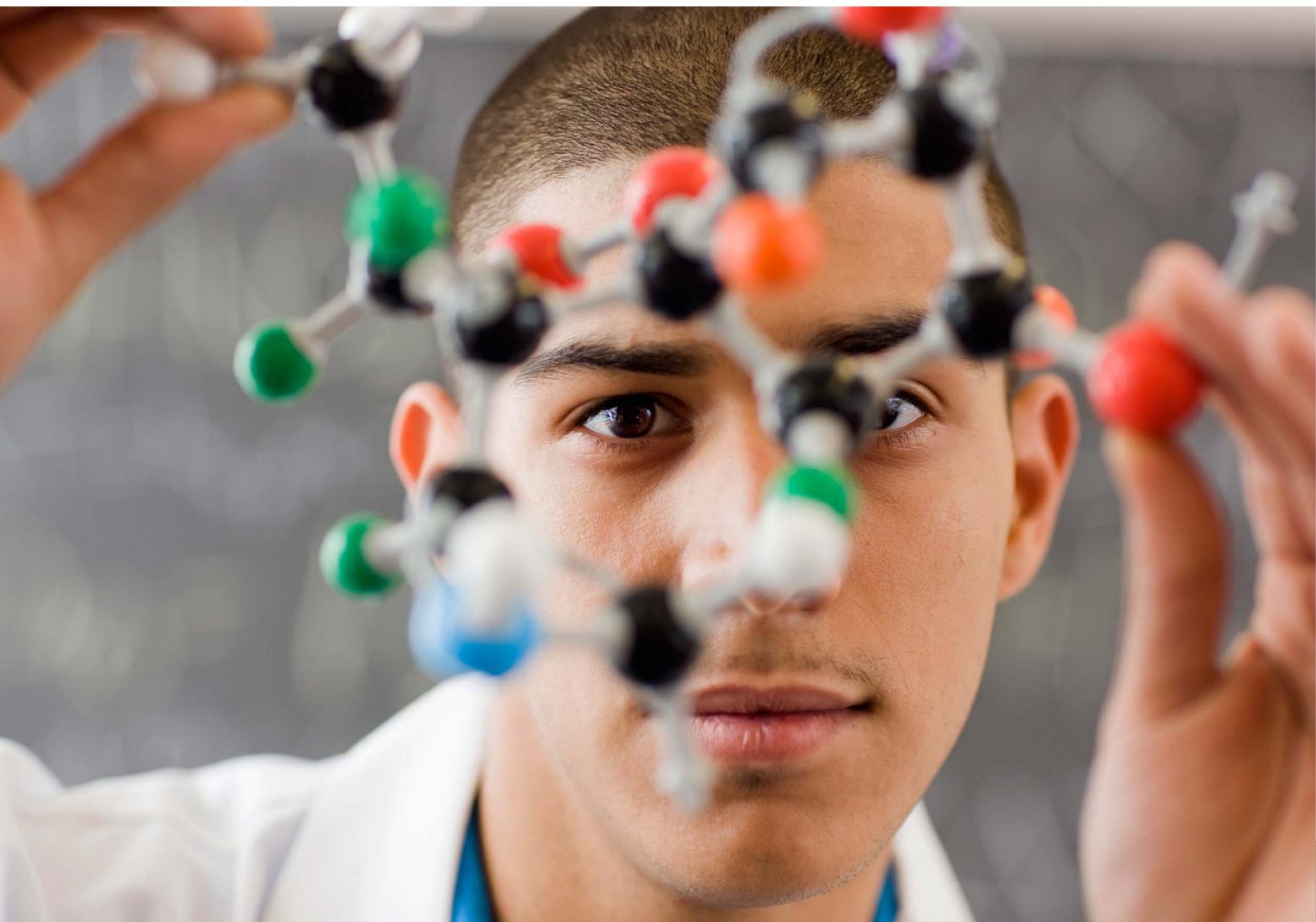


# ASSESSING PATHWAYS TO RETENTION IN UNDERGRADUATE STEM EDUCATION

BY

**YEUKAI MLAMBO**

DOCTORAL STUDENT



For the United States to remain globally competitive, initiatives must be in place to recruit and retain students in the science, technology, engineering, and mathematics (STEM) fields. President Obama's administration has set a goal to have 1 million additional students obtain STEM bachelor's degrees over the next decade, which necessitates institutions of higher education to seek ways to attract and retain STEM students. One approach some institutions have taken involves examining teaching and learning practices in STEM.

As part of a collaborative team, Associate Professor Matthew Wawrzynski provides expertise on student learning and retention for the Collaborative Research in Education, Assessment and Teaching Environments (CREATE) for the fields of Science, Technology, Engineering, and Mathematics (STEM) Institute at Michigan State University. Specifically, Wawrzynski and his colleagues, with a grant from CREATE for STEM, are using a Framework for K-12 Science Education (NRC, 2012) to incorporate more active learning techniques in STEM classrooms with the goal of improving undergraduate STEM education. Although the Framework is targeted at the K-12 audience, helping students learn how to think about and practice science like disciplinary experts is a goal that transcends educational boundaries and parallels that of higher education (NRC, 2000). A key feature of the Framework is the integration of scientific practices, crosscutting concepts, and disciplinary core ideas into "three-dimensional (3D) learning," which shifts the focus of science education reform from how to what we want students to learn.

Given his scholarship and research interests on student learning and retention, Wawrzynski said, "It was an easy decision" to join the team as a co-PI and be involved with such talented colleagues. In the past, he has examined issues related to student success, including investigating the roles of faculty, living-learning communities, participation in co-curricular activities, and the influence of transformative teaching through leadership experiences on student success. "Plus," Wawrzynski added, "the grant helps to recruit and support graduate students such as Yeukai Mlambo, a student in the Higher, Adult, and Lifelong Education program with an interest in STEM issues, to be involved in the project." Wawrzynski also explains that projects such as this one promote collaborative scholarship and provide opportunities for training graduate students as future scholars.

Given the growing importance of STEM education issues in the U.S. and globally, the project is both timely and relevant. Wawrzynski and his colleagues believe the findings from this study could change the way teaching and learning in STEM occurs. Lessons learned about the influence of transformative teaching practices on the persistence of STEM students can help reshape teaching and assessment in ways that will promote student learning. If students have a positive learning experience in their early undergraduate STEM journeys, they may be more likely to remain engaged in their chosen STEM majors, compared to having a negative experience.

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**MATTHEW WAWRZYNSKI**

ASSOCIATE PROFESSOR

Matthew Wawrzynski is coordinator of the Higher, Adult, and Lifelong Education program. His research integrates 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. Other interests include student affairs administration, assessment, and college student learning development. He serves as PI and director of the National Peer Educator Study.

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