2015 Presentations

This year's Scholar-Practitioner Symposium features both Pecha Kucha research presentations and research posters. Presentations will focus on topics in one of the following three tracks: *Creativity, Innovation and Technology*; *Diversity, Cross-Cultural, and Social Justice*; and *Administration, Policy, and Finance.* All presentations will be in the <u>Pecha Kucha</u> style, challenging presenters to capture and communicate their scholarly research in a 20 seconds-per-slide, 20-slide presentation. Attendees will have an opportunity to ask questions at the conclusion of each presentation. Research posters will also be presented at the Symposium and attendees will have the opportunity to interact with poster presenters.

Pecha Kucha Presentations

<u>Diversity, Cross-Cultural, and Social Justice</u>

Presenter: Marvin Boomer, Jr. and Drew Tonissen
Title: Neoliberalism, Markets, and Accountability: How Does Increased Standardized Testing Impact High School Students?
Abstract: In the early 2000s, North Carolina high school students were required to pass five End of Course (EOC) tests to receive a high school diploma. In recent years, North Carolina has greatly increased the number of standardized tests for high school students, with the new North Carolina Final Exams being given in 21 different courses. This study will examine how students at a small high school in Wake County, North Carolina perceive the experience of taking standardized tests.

  The increase of accountability measures reflects a neoliberal philosophy, where business models are implemented in public schools. While many politicians and educators tout the importance of accountability measures, little research has been conducted to demonstrate the effects standardized tests have on students. This study will use the unique Q methodology, which combines both qualitative and quantitative traditions to explore the tastes, preferences, sentiments, motives, and goals of the individuals being studied.

Presenter: Dr. Stephany Dunstan
Title: Educating the Educated: The Role of University-Based Linguistic Diversity Programs
Abstract: Academics provide models for English language use, and are often ascribed authority as gatekeepers and guardians of standard-English language norms in a way that operationalizes intolerance of language diversity. As Dunstan's (2013) study of dialect prejudice at a southern urban university shows, however, attitudes about and behavior towards language diversity—by instructors, staff, and students—are not trivial or incidental; they affect students' attitudes about themselves and others, their sense of belonging, interactions on campus, and academic experiences (e.g. class participation, degree of comfort in class). Notwithstanding the current emphasis on embracing diversity on most university campuses, language diversity is still typically excluded as an explicit topic for consideration in diversity initiatives.

We present an innovative, collaborative program on language diversity currently being implemented at North Carolina State University that targets faculty, staff, and students. The program is interdisciplinary, cuts across administrative levels, and is multimodal in its design, involving the production of audiovisual products, online resources, and accessible activities for both in-class and targeted discussion groups.

Administrative venues for implementation include the Office of Institutional Equity, the Division of Academic and Student Affairs (e.g., campus life, student leadership), and academic programs (e.g. new courses devoted to language diversity, and language diversity units that can be taught within existing courses). Products include the production of a 5-minute documentary on language diversity at the university (including an endorsement of language diversity by the Chancellor and spontaneous comments by students, faculty, and administrators) now incorporated into new student, faculty, and staff orientation, as well as specific presentations targeting language diversity as part of the overarching on-campus diversity initiative. Examples of materials, audiovisual productions, and resources currently available are integrated into the presentation.

Presenter: Tara Hudson
Title: Supporting College Students in Developing and Sustaining Interracial Friendships
Abstract: Intercultural interactions are critical for college students' achievement of diversity-related learning outcomes such as multicultural competence, appreciation for pluralism, and ability to take others' perspectives. Peer interactions are one of the key sites of college students' learning, and friendships are an especially powerful form of interaction, yet we know little about how these friendships develop or how institutions can intentionally facilitate their development. This research study, currently in progress, uses the constructivist grounded theory method of inquiry to develop a theory of the process by which college students develop and sustain interracial friendships and how the institutional environment shapes this process. The resulting theory will aid colleges and universities in creating environments where diverse friendships can develop and thrive, thus maximizing the educational benefits of campus diversity. My presentation will focus on key components of the theory I am generating and its implications for student affairs educational practice.

Presenter: Daniel McGurrin
Title: Towards Understanding the Process of Shared Norm Development Required for Managing Cultural Differences: Exploring the Early Formation of Multicultural Teams
Abstract: The purpose of this study is to expand our understanding of shared norm development in multicultural teams. Research on multicultural teams (MCTs) has indicated that teams typically struggle to establish shared norms and achieve the benefits of divergent thinking. Studies suggest the struggle to establish shared norms could be the result of time and performance pressures, team members from dominant cultures imposing their preferences on others, or a lack of skills in working across cultures. But there is insufficient empirical research on how MCTs develop shared norms to test these theories.

The case study design includes purposive selection criteria for each MCT member, namely, high intercultural sensitivity, to maximize the potential to observe and understand the types of team-based interactions that positively contribute to shared norm formation. The findings of this study also have the potential to contribute to theory development and testing of intercultural sensitivity's value in MCTs.

Presenter: Dr. Barry Olson

Title: Multiculturalism and the Student Affairs Practitioner: Walking the Talk

Abstract: Multiculturalism and multicultural competency among student affairs practitioners has evolved into an expectation in the development of a well-rounded professional. The core elements of student affairs focus on inclusivity and a respect for individual and group differences. These differences lead to spirited discussions, debates, and dialogues on our campuses, yet most student affairs professionals are woefully trained to face and address multiculturalism through an authentic voice. We must also consider the presence of men in leadership, and moreover, the importance of multiple masculinities when considering how men play a critical role in multicultural competence, growth, and leadership on their campuses. Anderson (2009) discusses this concept quite clearly when he lays out that multiple masculinities really pertain to a shift from 'traditional', hegemonic masculinity (laced with themes of dominance, misogyny, and homophobia) towards a more inclusive model of masculinity, where there exists a greater amount of room for 'non-traditional', favoring collaboration and social interaction.

Presenter: Callie Womble
Title: Challenges and Opportunities: The Persistence of Black Students in STEM

Abstract: The phrase "STEM", used to represent science, technology, engineering and mathematics fields, is considered a buzzword in some higher education circles due to its prominence in recent literature, legislation, and practice (Plourde & Corwin, 2014). Data predicts that the number of retirements from science and engineering (S&E) degreed-employees will increase dramatically over the next 20 years, causing the need for younger S&E-degreed employees (National Science Board, 2004). To respond to global competiveness and innovation, a diverse and skilled cadre of STEM workers is needed (Augustine, 2005; Hurtado et al., 2009; Palmer, Davis, Moore, & Hilton, 2010). However, incessant trends demonstrate a lack of diversity in STEM college degree graduates, particularly in terms of race and ethnicity (National Science Foundation, Division of Science Resources Statistics, 2010). The lack of racial and ethnic minorities with STEM degrees can be extremely problematic, hindering diversity of thought and perspective within the STEM industry, and calling into question issues of equity, discrimination, and racism. Moreover, the lack of diversity within the STEM industry ultimately stunts America's ability to compete on a global scale.

To better understand, and subsequently address, the alarming persistence disparities experienced by racial and ethnic minority groups, subgroup analysis is warranted. This research seeks to explore the literature related to the experiences of Black students in STEM undergraduate programs. Using critical race theory (CRT) as a theoretical lens, this presentation will highlight current challenges and opportunities for increasing Black student persistence in STEM. In particular, this presentation will discuss several personal and environmental factors cited in the literature that impact the Black STEM pipeline. Personal factors refer to the pre-collegiate attributes and experiences that Black students acquire throughout their lifetimes and arrive with on their first day of college. The personal factors that will be discussed include academic preparation, family and previous teacher relationships, and noncognitive factors (Maton, Hrabowski, & Schmitt, 2000; Chang, Sharkness, Newman, & Hurtado, 2010; Kotzé & Niemann, 2013). Conversely, environmental factors refer to the elements of social and physical infrastructure of the institution where Black students live and learn. The environmental factors that will be discussed include the "weeding out" nature of gatekeeper courses, institutional programming, and campus climate (Seymour & Hewitt, 1997; Slovacek, Whittinghill, Flenoury, & Wiseman, 2012; Guiffrida, 2005).

This presentation can positively influence the practice of higher education by informing administrators that seek to create or revise their student success strategies related to undergraduate Black students in STEM majors.

Creativity, Innovation, and Technology

Presenter: Amanda Cadran
Title: As We Are: The Ethics of Caring in a Co-Teaching Blended Model
Abstract: It is widely accepted that students with severe academic challenges are more likely to struggle in school and may face challenges trying to graduate on time. While research has traditionally focused on classroom strategies, such as direct instruction, to help students learn and process information, there remains a lack of understanding regarding those teachers working with special education students. This research examines the experiences of teachers working with occupational course of study (OCS) students in a secondary blended learning setting that pairs a highly qualified exceptional children's classroom teacher with a virtual content area teacher, who work together to individualize and personalize instruction for their OCS students. This co-teaching model provides both teachers with a unique opportunity to work together without having to be in the same physical space. Using a phenomenological research design, the comments of three high school content area teachers working with exceptional classroom teachers through a state-run virtual school were analyzed for connections that can pinpoint the essence of their shared teaching experience. Several rounds of coding pointed to shared themes that support a connection to Nel Noddings' Ethics of Care framework. While historically used to define teacher-student relationships, deep levels of analysis demonstrate that the Ethics of Caring framework applies to teacher-teacher working relationships as well, and could provide insight into what type of teaching program lends itself to a supportive environment. Findings point to flexibility, classroom/virtual teacher relationships, support structures, and the teacher's prior experience as key indicators of program success.

Presenter: Justine Hollingshead
Title: #HigherEducation Trending Now
Abstract: A decade has passed since Learning Reconsidered was authored by NASPA and ACPA. Is it possible that the notion of learning still eludes us? Higher education, more importantly our students, are adapting to a rapidly changing world by undergoing transformative changes that impact all facets of what we know as campus life.

The changes we are experiencing in higher education today are moving at a fast pace and coming from all corners. We are questioning the role and value of higher education, now and into the future. Employers are concerned with the real-world readiness of our graduates. There is a constant struggle just to keep education relevant with what is going on around us. With all of these trends we must be vigilant, creative, and innovative.

Presenter: Cole Taylor
Title: The ROI in Assessment: Designing Surveys with Students and Practitioners in Mind
Abstract: Why don't practitioners think about surveys as part of education? Why don't practitioners use the real data they gather? This presentation will review the ways in which surveys can be used to provide education to students through interactive instruments as well as techniques to use the data they're already "collecting in their sleep". Three instruments and techniques will be reviewed in order to to provide students immediate feedback, improve

operational and counseling efforts, and show how practitioners can take the data collected during workshops and turn it into meaningful assessment. Subject areas include: wellness, career planning, and workshops/presentations. Through this presentation, practitioners will learn ways to take nationally recognized instruments and incorporate them into their educational goals and assessment requirements through a seamless process.

Administration, Policy, and Finance

Presenter: Carol Cutler White
Title: State Higher Education Governance and Degree Attainment Policy
Abstract: Two-year institutions of higher education educate nearly one half of all U.S. undergraduates (Baum et al., 2010; J. S. Levin, 2001). The colleges offer access to higher education through an open door policy enabling all citizens to pursue postsecondary education (AACC, 2014; Cohen & Brawer, 2008). State-level higher education governing arrangements influence the emergence of postsecondary policy innovation efforts, the nature of the innovations under consideration, and the political success of innovative proponents and opponents (Glenny, 1983; McLendon & Ness, 2003; Richardson Jr., Bracco, Callan, & Finney, 1999; Richardson, Blocker, & Bender, 1972). Despite the existing and growing importance of two-year institutions of higher education within states, the institutions may be constrained in their ability to innovate by their state's higher education governance structures. This presentation will present a research proposal to examine the association between state-level governance structures and two-year institutions of higher education degree attainment policy.

Presenter: Dr. Tiffany Davis
Title: The Metaphorical World of Supervision
Abstract: This pecha kucha presentation presents the finding of a qualitative study that explored how supervisors in student affairs narrated their experiences of supervising new professionals. Three conceptual metaphors of supervision were interpreted from participants' stories recounting their experiences of supervising new professionals; implications and recommendations will be shared.

Presenter: Alessandra Dinin, Ashley Grantham, Dr. Stephany Dunstan, Tara Hudson, Dr. Audrey Jaeger and Jingjing Zhang
Title: Weathering Academic Purgatory: The Role of and Need for Community Support for Postdocs
Abstract: Many postdoctoral fellows voice dissatisfaction with their experiences due to low pay, low benefits, concerns about advancement (Akerlind, 2005) as well as job insecurity and lack of career path (Scaffidi, 2011). We discuss the results of an explanatory mixed methods study focused on the experiences of postdocs in STEM (Creswell & Plano Clark, 2011). Specifically, we focus on postdocs' need for community support and their challenges in finding it.We connect our findings to implications for practice among institutional postdoc offices and associations to better support the careers of postdocs.

Research Posters

Presenter: Dr. Lisa Beth Bergene, Lauren Creamer, Daniel Flowers, Elinor Landess, and Aneshia Wilson
Title: First Year Student Definitions of Authenticity in Peer Relationships
Abstract: The purpose of our study was to gain an understanding of how first year students define authenticity in relationships. In our experience as staff on a first year campus, we have found that some students lament the lack of depth in their connections with other students. Students expressed concerns over social isolation and inability to find true friends. Initial findings from our study indicate that although first year students have a strong desire to be authentic, the pressure and desire to fit in was a stronger motivator of behavior. Additionally, fear of rejection and of being judged kept some students from being themselves. However, students reported valuing highly those relationships that allowed for more open connections. Our hope was that gaining more insight into how students perceive authenticity will allow us to design more effective programmatic initiatives to create an environment where students can be "more real" with one another.

Presenter: Dawn Culpepper, Dr. Ashley Simons-Rudolph, Dr. Joseph Simons-Rudolph, and Otis McGresham
Title: Why Here? What Motivates Undergraduates Students to Gender Activist Volunteerism
Abstract: College campuses provide diverse opportunities for student volunteering, and collegiate women's centers provide one such place where students may choose to devote their time. With such rich volunteer opportunities available, this poster presentation will examine how undergraduate students envision their role in addressing gender inequality through volunteering efforts at a campus women's center.

Presenter: Elinor Landess, Jessie Stellini, Jordan Hale, and Jeff Nelson
Title: The Resident Feedback Survey: RA Performance and Community Health
Abstract: The Resident Feedback Survey (RFS) is an annual assessment administered at Duke to learn about students' residential experiences in Housing. Feedback from the RFS informs residential life practice, and is an evaluation tool for resident assistants (RAs). Sharing our results from the RFS, an essential part of the assessment cycle, we kept in mind Suskie's (2014) model of assessment that links evidence with betterment and discusses the importance of connecting assessment to relevant communities within higher education. With the RFS evidence, we hope to provide feedback to our RAs, share evidence of our successes and areas for growth with campus partners, and provide a model for other large-scale residential assessments.

Presenter: Charlene Mutamba
Title: Virtual Technology and Organizational Learning: A Review of Literature
Abstract: The concepts of organizational learning and the learning organization have been used to shape Human Resource Development (HRD) interventions for individuals, groups and organizations while technology has transformed workplaces from physical spaces into virtual environments (Chalofsky, 2010). The emerging area of Virtual human resource development (VHRD) involves building learning capacity by integrating technology and traditional HRD techniques and theories (Bennett, 2014). As the focus on VHRD grows this review discusses the literature, the findings, and the implications for research and practice. Technology development impacts HRD practice by adapting technology to support HRD interventions and processes in practice and by applying HRD techniques, processes and models to ensure organizational needs are met strategically during and after design and implementation of new

technology (Bennett, 2014). It is therefore important and necessary to understand the relationship between virtual technology and organizational learning while exploring the role of the HRD practitioner.

Presenter: Brian Peters
Title: Historiography of Higher Education: A Shifting Field
Abstract: The history of higher education is a relatively new field of study for historians. Although colleges have sponsored institutional histories, a narrative of how American higher education was established is a new development compared to other historical fields. After a long history narrative was established by Frederick Rudolph (1962), more topical historiography has been written. Underrepresented populations and institutions ignored in Rudolph's narrative are now being researched. Transitioning from the narrative histories, the historiography of higher education is diversifying and challenging previous assumptions similar to post-modern revisionist historians of the 1960s. Future higher education history research will use a transformative conceptual framework to add minority voices and perspectives to higher education history.

Presenter: Katie Ratterree
Title: For-Profit Demand in North Carolina, A Proposed Study
Abstract: The purpose of this research proposal is to evaluate the impact of state funding and the cost of community college education on student demand of for-profit education in North Carolina. For-profit colleges, also referred to as proprietary schools, are the fastest growing type of postsecondary education available today (Bennett, Lucchesi, & Vedder, 2010) yet a major gap in research surrounding these institutions still exists (Cellini, 2012; Chung, 2012; Cellini, 2010; Bailey, Badway, & Gumport, 2001). I propose using IPEDS data and a supply and demand model where the student is the consumer and higher education is the good consumed to begin closing the research gap on for-profit programs that are two-years or less in the state of North Carolina.

Presenter: Jill Rushing
Title: Portrayal of Disability on the Popular Culture Television Program – Glee
Abstract: In the field of Adult Education, messages from television regarding people with disabilities have not been adequately researched. The purpose of this qualitative study was to describe the portrayal of disability on the television program - Glee. Using a critical theoretical framework and a qualitative research design, the study examined this portrayal. Content analysis revealed that characters embodied messages about disabilities and themes of agency, power, and identity were used to negotiate disabilities among characters on the show. Major conclusions were that people with disabilities were not seen as able to take power and were also seen as either inspirational or pitiable. Another conclusion was that people without disabilities did not recognize their privilege. An implication of the research was that if critical theory is to retain its standing in efforts to create a just society, then theorists must recognize and contemplate the oppression people with disabilities face.

Presenter: David Townsend
Title: Utilizing Narrative Writing to Build Academic Discourse Communities in the Composition Classroom: Exploring Advantages for Invisibly Marginalized Populations

Abstract: Utilizing a Foucaultian theoretical framework in this presentation, I will analyze hierarchical power relations with respect to language, knowledge, and voices privileged in higher education. Specifically, I will hone in on the advantages that narrative writing provides for LBGT learners and students with disabilities, students defined by the literature as being "invisibly marginalized" in an able-bodied, heteronormative society. This presentation will discuss the ways in which the narrative can be particularly advantageous for these students and how it can help cultivate affirming, positive composition discourse communities for all students.

Presenter: Maryann Tyrer
Title: Transformative Learning Theory and the Coming Out Experience of Lesbian Adults
Abstract: Mezirow's theory of Transformative Learning describes how, through reflection and discourse, a person may respond to a disorienting dilemma through a shift in perspective. Those who come out to self and others as non-heterosexual certainly experience such a disorienting dilemma. King's LGBTQ Transformative Learning Model builds on Mezirow's Transformative Learning Theory, and on Wishik's Sexual Identity Model. King's model describes five stages that are repeated through four framing perspectives in a dynamic, iterative way throughout a person's life. While other scholars have applied Transformative Learning Theory to the coming out experience, no empirical study has been published that seeks to determine if King's model aligns with the experience of those who come out in adulthood. This proposal describes a qualitative study to apply King's model to the coming out experience of adults.

The proposed study will use narrative inquiry to ascertain if King's model aligns with the experience of those who come out as adults. Both Transformative Learning Theory and Queer Theory will provide theoretical frameworks, while King's model will provide the conceptual framework. Approximately a dozen subjects who both accepted their lesbian orientation, and came out to several significant persons in their lives, after the age of 25, will be identified. They will be invited to share their coming out story through written narrative, photos, artifacts, or any other methods of their choosing. In-depth interviews with the subjects will be conducted in order to ascertain if King's model aligns with their experience. This study can further contribute to the understanding of the coming out experience of adults, and how adult learning theory, and specifically King's model of LGBTQ Transformative Learning, can assist those newly realizing and coping with a non-heterosexual identity.