

19th ANNUAL

- essential to scholarship
- Scholarship of integration, putting facts into perspective, connecting them
- Scholarship of application, applying knowledge to consequential problems

# Doctoral Research Symposium

Saturday, March 4, 2023 | 8:30 a.m. – 3:30 p.m.

Saint Mary's University Center  
and Zoom



Saint Mary's  
University  
of MINNESOTA

# Welcome

For many years the research symposium has been the signature scholarly event of the doctoral programs in education and business. This is a chance to explore, question, and grow a further appreciation of the work being done by students and guided by faculty.

We are also pleased to offer professional academic workshops by faculty and staff and as a lunchtime keynote, a distinguished panel of alums and current students sharing their stories about the value of the education they have received.

This work crosses fields of leadership and knowledge and highlights the ways in which these programs, enriched by the Catholic Lasallian tradition, are continuing to develop students dedicated to ethical lives of service and leadership.

After several years of maintaining our community of inquiry primarily in an online modality, it is wonderful to also gather once again in person. Take advantage of these networking opportunities to introduce yourself to someone new.

Welcome to the symposium.

**Jack McClure, Ph.D.**

DIRECTOR DOCTOR OF EDUCATION IN LEADERSHIP

**Paul Kotz, Ph.D.**

DIRECTOR OF BUSINESS ADMINISTRATION

# 2023 Schedule

- 8:30 - 9 a.m.** Check-in Registration –Lobby  
Continental Breakfast – Ballroom East
- 9 - 9:30 a.m.** Program Directors Welcome –Ballroom East  
ISTEP Noyce Scholar Award
- 9:30 - 10 a.m.** **WORKSHOPS:**  
Working with the IRB  
Writing Center: Dissertation Strategies  
Comprehensive Exam Ed.D.  
Comprehensive Exam DBA
- 10 - 10:45 a.m.** In-Person Poster Sessions –Ballroom West  
Online Poster Session –Conference Room 201
- 11 - 11:45 p.m.** **BREAKOUT SESSION 1**  
Banquet East  
Banquet West  
Conference Room 201  
Conference Room 202  
Conference Room 203
- Noon- 1:20 p.m.** Lunch - Panel and Q&A
- 1:30 - 2:15 p.m.** **BREAKOUT SESSION 2**  
Banquet East  
Banquet West  
Conference Room 201  
Conference Room 203
- 2:30 - 3:15 p.m.** Faculty Presentations  
Banquet East  
Banquet West
- 3:15 - 3:30 p.m.** Awards and Closing –Ballroom East



Scan  
the QR code  
to view our webpage with  
Zoom links and details.

## **Dr. Paul Kotz and Molly Blake** (Banquet East)

### **Title: Ed.D. Comp Exam Workshop**

This optional workshop is designed to familiarize students primarily with the Ed.D. comprehensive examination process, but is open to all students. This interactive workshop is a learning forum for issues and ideas related to preparing for and taking the Ed.D. comprehensive exam. The session will explain the exam structure, purpose, preparation methods, and grading of the written and oral portions of the Ed. D. exam. Discussion and questions will be encouraged.

## **Dr. Jennifer Schultz - DBA Comp Exam Workshop with Dr. Antar Salim & Dr. Raj Beekie** (Banquet West)

### **Title: Preparing for the DBA Qualifying Exams**

This interactive workshop is a learning forum for issues and ideas related to preparing for and taking the DBA comprehensive exams. The session will explain the exam structure, purpose, preparation methods, and grading of the written and oral portions of the DBA qualifying exams. Discussion and questions will be encouraged.

## **Dr. Lucia Pawlowski** (Conference Room 201)

### **Title: Dissertation Writing Resources from the Writing Center**

The Writing Center offers many dissertation writing resources that can help you at any stage of the writing process. We can help you get started, continue on, or find an editing service for the final stages. Join us for a discussion on writing issues that you are experiencing or anticipate with your dissertation, and, in this panel, Dr. Lucia Pawlowski of the Writing Center will offer resources based on what you express that you need.

## **Emma Erdahl & Dr. Molly O'Connor** (Conference Room 203)

### **Title: Working with IRB**

Learn about the process of submitting your research to the Institutional Review Board and ask questions to IRB staff.

## Arhyel Ngada, DBA Program

### Title: Gender Equality and Mainstreaming

**Abstract:** Gender equality and mainstreaming as a transforming process, which includes, but moves beyond, individual rights for equal treatment, and positive actions to address group disadvantage, and involves identifying how community structures and organizational structures cause indirect discrimination by using culture and longstanding conducts to cause power imbalance and gender inequality.

## Cosley Ichekwai, DBA Program

### Title: Health Disparities Affecting the Immigrant in Minnesota

**Abstract:** This study seeks to determine the policies related to access to health insurance and the barriers hindering the acquisition of health insurance among the immigrant population in Minnesota. The study provides a comprehensive insight into the healthcare system structure in the United States, including the programs and policies regulating its functions. Furthermore, the review explicates the challenges that the immigrant population encounters in accessing health insurance and ways of augmenting access to health insurance among immigrants.

## Uyi Okomhanru, DBA Program

### Title: Food Insecurity Amongst Ethnic Minorities

**Abstract:** Food insecurity rates have soared during the COVID-19 pandemic, doubling, and tripling overall among ethnic minorities and especially households with children. Food insecurity in the United States was already “unusually high” compared to other prosperous democracies prior to the epidemic, and rates have not improved significantly in the subsequent 25 years. What has contributed to the lack of success in eradicating hunger? This article provides an overview of food insecurity in the United States amongst ethnic minorities, including its causes, effects, and consequences. We show that racism is a major driver of food insecurity, both because it contributes to racial income and wealth disparities and because racism is associated with food insecurity regardless of poverty or socioeconomic level. People of color, for example, are more likely to face racial discrimination, which is linked to food insecurity, and to live in jurisdictions where social assistance programs, particularly food assistance programs, are subject to tougher rules and harsher penalties. Is racism the root cause of food insecurity amongst ethnic minorities in the United States?

## Jose Canchaya, DBA Program

### Title: Educational Values Ecosystem Services and Its Impact on Carbon Footprint. A Study in Peru.

**Abstract:** Climate Change is a global problem. According to the United Nations, the target of 55% emissions reductions by 2030, is now corrected to 7.5% by 2030 (UN, 2021). The current climate change policies (such as the carbon market) are attacking pollution, which is the symptom of the problem but not focusing on changing unsustainable habits as a society. Actions against climate change have been taken mainly at a Governmental level, targeting big industries. Nevertheless, according to Dubois et al. (2019), households' consumption is responsible for 72% of global emissions and hasn't been considered in the main climate change policies. On the other hand, some studies concluded that children with frequent access to nature can build more commitment toward nature as adults (Ash et al., 2018, Mocior & Kruse, 2016). But is there a direct relationship between promoting access to nature in children and changing polluting habits in individuals? This research has the purpose of testing, in Peru, if children between 9-12 years that attend programs at school promoting interaction with nature and sustainable lifestyles, develop habits related to fewer carbon emissions than children that don't attend these programs. Is the first study to assess the relationship between children's interaction with nature and carbon emissions.

## Nancy Duong, DBA Program

### Title: The Phenomenological Study of Successful Refugee-owned Ethnic Entrepreneurships by Cambodians in the Twin Cities

**Abstract:** What are the determinants of a successful Cambodian refugee owned ethnic entrepreneurship in the Twin Cities?

## Paul Adejuyigbe, DBA Program

### Title: Financial Impact of Student Loan on Black Borrowers in the United States

**Abstract:** Scholars have long researched how student loans have become a burden rather than a means to a comfortable and secure future. But recent research has looked further into why black people have been the worst impacted by the student loans debt. This research examines why black borrowers are heavily financially affected by student loans debt. The color and race of black loan borrowers has continued to be a critical issue in the USA and the financial impact of this is damaging and there is no end in sight to this systemic predicament. The significance of this research is being able to identify and support the theory that black student loan borrowers face more financial struggle and financial stress, which can be traced to their color and race.

## Ashwak Hassan, Ed.D. Program

### **Title: What is the Experience of BIPOC and Immigrant Parents Raising a Child Diagnosed with Neurodevelopmental and Related Disorders living in Minnesota?**

**Abstract:** Currently, the need for services for children with Neurodevelopmental disabilities in medical and educational settings are growing. The number of children diagnosed with Neurodevelopmental disorders such as Autism, ADHD, and other neurological disorders continues to increase yearly (Centers for Disease Control and Prevention (n.d.).

The purpose of this study is to gain an understanding of how BIPOC and immigrant parents experience raising a child diagnosed with Neurodevelopmental disorder in Minnesota.

This phenomenological study aims to understand and illuminate the meaning of the phenomenon of the lived experiences of BIPOC parents raising a child diagnosed with Neurodevelopmental disabilities. My research will focus on BIPOC and recent immigrants' parents' experiences and how they navigate the complex systems of medical, school, and social service providers. The overarching research question that will be addressed in this study is as follows: What is the experience of BIPOC and immigrants' parents raising a child diagnosed with Neurodevelopmental and related disorders living in Minnesota?

## Roseline Eli-Zafoe, DBA Program

### **Title: Can Entrepreneurship Promote Economic Development? A Case Study of the Entrepreneurial Experience of College Graduates in Ghana.**

**Abstract:** Ghana, a developing country, in West Africa has millions of people living in adverse poverty. High unemployment rate makes it difficult for college graduates to secure jobs post graduation. Entrepreneurship has therefore become the major source of employment for them. With limited access to capital and entrepreneurial skills, the majority of these startups fail within the first five years of operations. Little is known about the barriers and benefits of the entrepreneurial experience in Ghana. The purpose of this study is to explore the factors that contribute to success or failure in the entrepreneurial experience. As a qualitative study, data will be collected from 15-20 entrepreneurs in Ghana to identify common attributes leading to their success or failure. By understanding these factors, a more sustainable model of entrepreneurship can be developed and taught in business schools, think tanks and start-up incubators - to ensure new entrepreneurs are equipped to be successful. The findings of this research, will determine if entrepreneurship can be used as a tool to encourage new economic development and support the poverty alleviation efforts of the country. Lastly, the government and policymakers can implement policies targeted at entrepreneurs to improve job creation and reduce unemployment rates in Ghana.

## Jacques Youakim, Ed.D. program

### Title: The Nakba's Impact on Roman Catholic Palestinians in the U.S.

**Abstract:** The Palestinian people have been without a homeland since the state of Israel was declared. The diaspora that began in the 1940s has impacted over five million Palestinians. The vast majority of Palestinians are Muslim, but there are some that are Christian. A very small number of Palestinians are Roman Catholic. There is very little information on what has become of the Roman Catholic Palestinians after the formation of Israel as a state. This paper investigates what became of Roman Catholic Palestinians who came to the United States of America after the Nakba. The findings of the research indicated that the main themes impacting Roman Catholic Palestinians that came to the United States after the formation of Israel as a State were their history, politics, trauma, identity, religion, education, and economics. Understanding the lived experiences of the Palestinian people can provide insight into the plights of other marginalized groups across the globe.

## Chel Page, Ed.D. Program

### Title: The Experience of Self-care for School Leaders

**Abstract:** Research Question: What is the experience of self-care for the school leader since the onset of the pandemic? This is a Phenomenological study involving learning about the experience of school leaders and using self-care since the onset of the pandemic. There is very little research about using self-care as a strategy for school leaders and this study hopes to learn about the inner workings of that phenomenon. If you are a school leader and interested in participating in this study, I hope that we can connect.

## Milpha Blamo, Ed.D. Program

### Title: A Qualitative Phenomenological Study: The Lived Experience of Liberian Certified Nursing Assistants Working at Nursing Homes in Minnesota

**Abstract:** The growing population of elderly citizens coupled with the vast loss of nurses due to the COVID 19 pandemic has created a high demand for nursing assistants in the State of Minnesota. The Governor has gone to dire recruitment measures to help fill this gap calling on the National Guard and funding training programs for nursing assistants. This gap has reportedly been filled by different immigrant groups across the state of Minnesota. Experiences of Certified Nursing Assistants from different countries and ethnic groups have been studied but absent in the literature is the experiences of Liberian CNA's. There was a huge influx of Liberians into the United States after the civil war. Several Liberians established themselves in the state of Minnesota. Many entered the field of nursing as they strived to create a better life for themselves and their families. The purpose of this qualitative phenomenological study is to explore the experiences of Liberian CNA's working in nursing homes in Minnesota. Their experiences can be used to inform organizational culture and federal legislation related to long-term healthcare.



## Phitz Nantharath, Ed.D. Program

### Title: Ethnographic Research: Perspective of Integrating Traditional Lao Herbal & Supplemental into Science-based Treatment

**Abstract:** This paper presents an ethnographic study on the integration of traditional Lao herbal and supplemental medicine into science-based treatment. The study aims to provide a perspective on the beliefs, practices, and challenges faced by traditional healers and patients in integrating these forms of medicine. Through in-depth interviews and participant observation, the study sheds light on the importance of cultural respect and collaboration between traditional and modern medical practices to improve health outcomes in the Lao community. The findings offer valuable insights into the integration of traditional and modern medicine, and the potential benefits of preserving and incorporating traditional knowledge into contemporary healthcare practices.

## Koamivi Attisso, DBA Program

### Title: Impact of Remittances on West African Economic and Monetary Union Countries

**Abstract:** Remittances are money and goods transferred to relatives back to their homes by people working away from their original communities (Adams, 1991). According to the Statistical Office of the European Communities, & International Monetary Fund (2009), remittance is essentially a household income from foreign economies arising from the temporary or permanent movement of people to those and it is increasing rapidly as the International Monetary Fund reported in its balance sheet from 2001 to 2007 of \$336 billion. Unfortunately, remittances are underestimated because migrants use channels that cannot be traced, for example, hand to hand, through friends when they are visiting their home countries World Bank (as cited in Sulemana et al, 2019).

## George Sawyer, Ed.D. Program

### Title: A Phenomenological Study of the Lived Experience of Contemporary Freemasons in Minnesota

**Abstract:** Freemasonry conjures images of secret handshakes and dark conspiracies. But this study isn't about the myth. Masonry is a global fraternal organization with massive charitable endeavors. It has served as the model for almost all fraternal organizations since its founding in the early 18th century. The aim of this study will be to explore, from an emic perspective, the lived experience of contemporary regular Masons in Minnesota through a phenomenological study of current members of the Fraternity. Studies have been done, mostly from a marketing perspective, focusing on member retention to address declines in membership. Yet, there is a paucity of research asking the more foundational question of what, exactly, does it mean to be a Mason from a Mason's perspective. What makes a Mason a Mason? Understanding this fundamental question will give a more robust ground for solving the existential problem of declining membership and active involvement facing Masonry and will inform similar research in other fraternal orders and membership-based organizations as a whole.

## Elias Getabecha, Ed.D. Program

### Title: The Effects of Inservice ADHD Training on Teachers

**Abstract:** The purpose of this mixed-method study is to test the knowledge of mainstream teachers regarding their understanding of ADHD and how to help their students succeed in their classrooms. A mixed-method approach will be used in this study. The implication and the primary purpose of using a mixed method research methodology is to expand and consequently strengthen the inquiry's conclusion, thus contributing to the already published literature. The first research design to guide the project will be a causal comparative design. The basic concept of a causal comparative design is to identify a difference between groups as a function of an identified dependent variable. A qualitative descriptive research design will be the second research design for this project. The two research questions to be used are; a) To what extent, if any, does the implementation of in-service training contribute to knowledge and understanding of teachers in how to effectively deal with ADHD in the mainstream classroom? and b) What has been the experience of teachers who have received ADHA in-service training in terms of their perceived ability to effectively deal with ADHA in the mainstream classroom? The sample selected is elementary school teachers in a Midwestern state who teach in mainstream classrooms but have students in their classes that have been diagnosed with ADHD. Data will be collected using interviews and surveys. The collected data will be analyzed using thematic method and the Statistical Package for Social Science (SPSS) version 17 software. To maintain confidentiality, names of the respondents will be number coded. The respondent's names and other facts that might point to their identity will not appear in any presentation of the results.

10 - 10:45 a.m. Online Poster Session - Conference room 201

## Mary Bordeaux, Ed.D. Program

### Title: Mitákuye Oyás'ın and a Lakota Leadership Paradigm in the Arts: A Qualitative Study of Lakota women Artists Leading Community

**Abstract:** This dissertation examines the principle of Mitakuye Oyasin and this way of being and applies the concept of being a good relative as a methodological approach to community work centering on the arts.

## Dr. Chelsie Gaspar, Ed.D. Program (Banquet East)

### Breakout Title: Implementing a Universal Design Online Course for College Students with Disabilities

**Abstract:** This paper explores the many strategies that colleges can use to effectively implement a universal design approach in their online courses for students with disabilities. Online courses are becoming more popular and students with disabilities are taking those courses due to numerous issues in the in-person classroom, specifically with accessibility. Some of the benefits that come with building a universal design online course are that it provides more accessibility and flexibility to students, it eliminates some of the barriers and stigma that come with having a disability, and it gives students with disabilities the opportunity to be successful. However, there are some downsides in that accessibility concerns are still present, some instructors are resistant to creating a universal design online course due to numerous factors, and it requires instructor training. Some of the strategies that can be used to build an effective universal design online course include using different technologies to help student learning, making course content more accessible, developing more opportunities for collaboration between the students and the instructor, and providing more flexibility so that students can learn to the best of their abilities.

## Dr. Monica Brown, Ed.D. Program (Banquet West)

### Title: Barriers, Boundaries, and Constellations: A Grounded Theory Study of Attributional Ambiguity and Women in Higher Education Leadership

**Abstract:** Although women earn more than 50% of master's and doctoral degrees awarded each year, fewer than one third of U.S. university and college presidents are women, and only 8% are women of color. Thus, that increasing the number of prepared, qualified women will result in increased numbers of women in leadership positions is a gender-normative pipeline fallacy. Under-preparedness or a lack of education does not provide a plausible explanation for the differences and gaps. This study explored some of the reasons for the disconnect between well-prepared women leaders and the pipeline myth through the eyes of women currently serving in higher education administrative roles. The probing research question was: "How do women leaders in small midwestern liberal arts institutions navigate attributional ambiguity in their leadership journeys?" Qualitative inquiry within a constructivist, postmodernist grounded theory framework was the methodology, based on conversations with 14 BIPOC (Black, Indigenous, and People of Color) and non-BIPOC women leaders holding a position of dean or above. As woven throughout the leaders' narratives, concepts of robust internalized identities, relational and servant leadership, and deeply valuing genuine feedback and support illuminated how each was successful in laying their course toward and within their current leadership role. Particularly conspicuous from the shared stories was the transmutation of attributional ambiguity to attributional surety. There is no longer a question if gender plays a role in the barriers affecting women's leadership journeys; we know it does.

## Keith Anderson & Andrew Rhoades, DBA Program

(Conference Room 202)

### Title: The Journey Toward a Dissertation Topic

**Abstract:** Finishing a doctoral degree is a big deal. Unfortunately, the percentage of doctoral students who actually complete their degree is relatively low. Research has shown that there are a number of factors that may affect an individual's ability to finish the program. A challenge often cited by students is the dissertation process. Being tasked to write a dissertation can be intimidating and overwhelming. For many, the biggest hurdle is the very first step – finding a good topic. While there are many resources available to assist students with their dissertation, guidance regarding the process of finding a topic is often very prescriptive and does not provide the full context of what students may expect to experience. In this session, we will review one person's journey to finding a topic – including all of the twists, turns, and dead ends – followed by a group discussion. All attendees are encouraged to ask questions and share their thoughts and experiences. This session will be helpful for a) first- and second-year doctoral students who are in the early stages, b) ABD students having a hard time finalizing a topic, and c) professors and administrators who support students through the dissertation process. All are welcome.

## Jason Weber, Ed.D. Program (Online and Conference Room 201)

### Title: Efficacy of Servant Leadership on Team Effectiveness

**Abstract:** This study seeks to identify what effect servant leadership training has on a team's effectiveness. Irving and Longbotham (2006) provide a framework of servant leadership themes that, if adhered to, should increase a team's effectiveness. Utilizing Larson and LaFasto's Team Effectiveness Questionnaire (TEQ), perception of effectiveness through pre- and post-questionnaire will be examined. This presentation will provide initial findings and considerations.

**Dr. Lindsay Barnhart** (Conference Room 203)

**Title: Social Skill Development in Preschool Children: A Comparison of Two Curriculum Models**

**Abstract:** This research studied social skill development in preschool children based on the curriculum model used in their preschool experience, as measured by the Social Skills Improvement System – Social and Emotional Learning (SSIS-SEL). The early childhood years are a critical time for development. Children are a part of a variety of preschool experiences with varying viewpoints on what is best for preschool children. Two highly regarded types of curricula used in preschools are guided play-based and Montessori education. Current research indicates advantages and disadvantages of guided play based and Montessori curriculums, however there is a need for further research on how these curriculum models affect social skill development in preschool children. The intention of the study was to see if there is a significant difference between social skill development ratings in preschool children in a guided play-based curriculum and Montessori based curriculum. Preschool children from guided play-based and Montessori instruction preschool classrooms in one midwestern state participated in the study. Findings of this research study indicate both guided play-based and Montessori curriculums support social skill development while Montessori preschoolers who participated in this research study display statistically significant higher social and emotional skills in some areas.

## Valuing Education – What Difference Does it Make? What Difference Can You Make?

A panel of current students and alums talk about the value of their degree and how they are putting their knowledge to work leading ethical lives of service and leadership.



**Dr. Carrie Bowler** is the Operations Administrator for Mayo Clinic's School of Continuous Professional Development. The mission of the School of Professional Development is to produce and provide unparalleled continuing medical education that enables health care professionals to provide superior medical care. In this role, Bowler provides operational oversight for the business services of the school, including data and reporting, delivery platforms, finance, content production, and marketing.



**Jose Canchaya** is a DBA student at Saint Mary's. He holds an MBA from Tulane University - Freeman Business School, is an economist at Pacific University, and was a business manager at Maderacre — the top 5th most sustainable and transparent forestry company in the world, according to the Zoological Society of London. Canchaya is an Advisory Board Member for carbon credits at Amaly Asset Management and a Hawkinson Fund Peace and Justice Award winner in 2022.



**Dr. Nerita Hughes** is the Interim Associate Vice President of Academic Affairs and Workforce Innovation at North Hennepin Community College. She is also the President/Chief Executive Officer of JG Consulting, LLC, where she has a variety of expertise that ranges from the public and private sectors to higher education. She holds a Bachelor of Science from National American University, as well as an MBA and a Doctorate of Education in Leadership from Saint Mary's.



**Dr. Peter Kazeminejad** is a training instructor in the Leadership Development Branch of the Training and Career Development Division in United States Citizenship and Immigration Services. He joined USCIS in 2016 as the Branch Chief of Classification in the Human Resources Operations Center (HROC). Before Dr. Kazeminejad's tenure with USCIS, he worked at the Department of Veteran Affairs, where he gradually rose to the position of Chief of Classification. He received his Doctorate of Education (Ed.D.) in Leadership and holds a Master of Public Administration (MPA) from California State University, Northridge.



**Arhyel Ngada** is a DBA student at Saint Mary's. He has a master's degree in Technology Management from ESIEE Paris in France and a master's degree in Information Systems from the University of Buckingham, UK. He has worked as a Business Intelligence Analyst in the UK and a Strategy and Technology Consultant in Nigeria. While working with a non-profit in Nigeria, Arhyel served as a certified Trainer of Trainers (ToT) Consultant for the United Nations Population Fund (UNFPA) on Gender Equality.



**Andrew Rhodes (Drew)** is currently a director in the Transportation Security Administration at the Minneapolis-St. Paul international airport and a second-year DBA student at Saint Mary's. Prior to joining TSA, he worked at Kraft Foods in Tarrytown, NY and proudly served in the United States Army. Rhoades was the Department of Homeland Security's first representative to the Industrial College of the Armed Forces in 2005, where he graduated with a Master of Science in Resourcing National Strategy. He is a 2020 graduate of Harvard University with a Master of Arts in Management with professional certificates in strategic management and finance.



**Dr. Shawn Williams** is a respected leader in the field of police training and education, serving as the Dean of Police Training and Education at Alexandria Technical and Community College. In this role, he leads the Professional Peace Officer Education program, which is the largest peace officer training program in Minnesota. He holds a degree in Criminal Justice from Winona State University, a master's degree from St. Cloud State University, and a doctorate in Educational Leadership from Saint Mary's.

Jose Canchaya, Uyi Okomhanru, Cosley Ichekwai,  
Sekai Midzi, Arhyel Ngada, Koamivi Attisso,  
DBA Program (Banquet East)

**Title: Educational Values Ecosystem Services and its Impact on Carbon Footprint. A Study in Peru.**

**Abstract:** The purpose of this session will be to explain the Symposium's Carbon footprint neutralization. We will explain what a carbon footprint is, how it is measured (in this case for the Symposium), what can be done to reduce it, and how we neutralize it. In this case, we are neutralizing the carbon footprint with carbon credits that are coming from a project in the Peruvian Amazon Rainforest.

Dr. Ashley Sinnen, Ed.D. Program (Banquet West)

**Title: Use of Knowledge Regarding Adverse Childhood Experiences to Implement a System of Identifying and Supporting Elementary Students Who Experience Trauma**

**Abstract:** The impact that trauma has on children who experience it is profound – physically, emotionally, intellectually, and socially. Brain structures are altered, and behavior norms have been set because of the trauma. While programs exist to support, students are still failing academically, are misunderstood behaviorally, and are dropping out of school - among health struggles. With a system in place to identify students needing support, great mitigation can occur at school. This study took a grounded theory approach to determine how schools are implementing such a system. Through semi-structured interviews, seven principals at Twin City metro area elementary schools with a population of students receiving free and reduced lunch prices over 80% shared their current realities and implementations. From those interviews four main themes emerged: students, societal pressures, conflicting priorities, and lack of knowledge. While all principals demonstrated care for their students and some level of trauma informed instruction, there were no systems in place to either identify or support the impacts of trauma on children. Further research is needed in how to transfer the trauma-informed knowledge from academia to school sites working with students. Additionally, trauma knowledge needs to be shared with the community and school decision makers at all levels.



## **Amarin Chanthorn, Ed.D. Program** (Conference Room 203)

### **Title: Higher Education Attainment of Indigenous Learners of the White Earth Nation**

**Abstract:** The phenomenological study examines higher education attainment among Indigenous learners of the White Earth Nation located in north central Minnesota. The research focused on the discovery of themes that existed from each learners' lived experiences. There were two sample groups: A) those who attempted completed, and B) those attempted but did not complete post-secondary education. Information from each group was examined to determine commonalities and outliers.

## **Eric Pegues, Ed.D. Program** (Online and Conference Room 201)

### **Title: A Phenomenological Study of Black Faculty and their Lived Experiences of Racial Battle Fatigue.**

The purpose of this phenomenological qualitative study is to describe the lived experiences of Black faculty and identify their lived experiences facing racial battle fatigue at predominately White institutions in the United States. This study will utilize interpretive hermeneutic phenomenological analysis as viewed through the lens of the theoretical framework of racial battle fatigue (RBF). Participants are Black faculty members at predominantly White universities across the country. The literature review provided a foundation to examining the lived experiences of racial battle fatigue in context to Black faculty. The findings will reveal themes of the lived experiences of Black faculty members facing racial battle fatigue within these universities.

## Dr. Colleen Lacey, Ed.D. Program (Online and Conference Room 202)

### Title: Grounded Theory Study To Understand How Healthcare Administrators Determine Whether Or Not To Employ Child Life Specialists To Serve Their Seriously Ill Patients Who Have Minor Children

**Abstract:** This dissertation explores how nine healthcare leaders determine whether or not to employ child life specialists to provide psychosocial support to their seriously ill or injured adult patients with minor children. Hearing from those with responsibilities to allocate funding, approve staffing, and their awareness of the support that child life specialists can provide is intended to fill a gap in literature that has not been discussed or acknowledged. Using grounded theory design with a constructivist's approach, individual, semi-structured interviews were conducted to gain understanding of how these leaders interpret this need for their adult patients. Participants shared what they understood about the topic and ideas regarding how they perceive the need and role for such support. Five categories emerged including: (1) never connected the dots, (2) the right thing to do, (3) commenting on the value of child life services, (4) other disciplines providing services like child life specialists, and (5) solving this problem with participant ideas. The results confirm previous research that the emotional needs of adult patients regarding their children may be overlooked. Additionally, there is inconsistency regarding which professional is best suited to attend to this population. The findings suggest increased awareness is needed among healthcare leadership regarding the role a child life specialist plays in the adult healthcare setting.

2:30 - 3:15 p.m. Faculty Presentations

## Dr. Raj Beekie, DBA Program Faculty (Banquet East)

### Title: Better Self Management through Greater Self Awareness

**Abstract:** In the session participants will learn techniques on how to become better at self-management. To do so, they will learn how to be more self-aware. By learning more about self-awareness and self-management, participants will be less likely to be triggered or hijacked. Generally, when triggered or hijacked responses are seldom helpful. Armed with the learnings from this session, responses will be more thoughtful. As a result, better emotional health and healthy relationships.

## Dr. Rustin Wolfe, Ed.D. Program Faculty (Banquet West)

### Title: A Systems Perspective on Creativity and Innovation

**Abstract:** Creativity does not exist in a vacuum. Innovation cannot occur outside a social system. How can we use this knowledge to improve our Creativity and Innovation?

3:20 - 3:30 p.m. Awards and Closing - Ballroom East





# Notes

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**University**  
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2500 Park Avenue  
Minneapolis, MN 55404

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