



NASPA[®]

Student Affairs Administrators
in Higher Education

2023-2024

Emerging Faculty Leader Academy Cohort

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Practice
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Lisa Byard
Professor
Palm Beach State College

Erica Eckert
Assistant Professor of Higher Education
Administration
Kent State University

Dustin Evatt-Young
Assistant Professor of Practice in Higher
Education
Western Carolina University
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Shenhaye Ferguson
Adjunct Faculty
University of Denver

Michael Anthony Goodman
Assistant Professor of Practice
The University of Texas at Austin

Reena Patel-Viswanath
Assistant Professor
Augusta University

More information about this program can be found here:

https://www.naspa.org/images/uploads/main/Emerging_Leaders_Overview.pdf



Stephanie Brescia
Assistant Professor
Rutgers University – New Brunswick

Dr. Brescia is an Assistant Professor of Professional Practice and Program Coordinator for the College Student Affairs Ed.M. Program at the Rutgers Graduate School of Education (GSE). She is passionate about the learning and development of her students and actively strives to ensure that they are centering social justice and equity in their work.

Stephanie's research focuses on using data and assessment to not only understand basic needs insecurity among college students, but to develop and evaluate innovative approaches aimed at alleviating student food and housing insecurity. Her work has been used to influence policy, practice, and the creation of equitable and lasting solutions to address student hunger.

Prior to joining the Rutgers GSE, Stephanie worked as a Research Project Manager for the Hope Center for College, Community, and Justice where she studied student basic needs insecurity at the national level. Stephanie also previously held a variety of roles as a student affairs professional, shaping her work and identity as a scholar practitioner. Stephanie's ultimate goal is to use teaching, research, data, and assessment to dismantle structural inequities within higher education.



Lisa Byard
Professor
Palm Beach State College

Dr. Lisa Byard is a Professor of Student Success at Palm Beach State College in Lake Worth, Florida, an adjunct faculty member at Nova Southeastern University in the MS in College Student Affairs Program and an adjunct faculty member in the M.S. in Higher Education Policy, Research & Administration Program at Goucher College.

She currently teaches undergraduate courses in student success and graduate courses in student development theory, high education administration and practicum I and II. She is a student-centered educator who sees education as a lifelong journey and fancies herself as her students' travel guide.

Lisa earned her B.A. in Interdisciplinary Social Sciences from Stony Brook University in New York, her M.Ed. in Higher Education at Loyola University Chicago, and her PhD in Higher Education Leadership at Florida Atlantic University. Her research interests include First Year Experiences, Graduate Assistants and Graduate Assistantships and New Student Affairs Professionals.



Erica Eckert
Assistant Professor of Higher Education
Administration
Kent State University

Dr. Erica Eckert (she/hers) is Assistant Professor of Higher Education Administration in the College of Education, Health, and Human Services at Kent State University. Dr. Eckert has administrative experience with assessment, accreditation, program review, ERP systems, technology, survey development and data analysis, reporting, and academic and admissions operations. She coordinates Kent State's Institutional Research and Assessment certificate, and teaches courses on information technology, assessment, and business administration in higher education.

Her research interests focus on how institutions and units within navigate systems and structures. Currently, she is working on research related to May 4, 1970 (Kent State), assessment and accreditation in higher education, student affairs graduate preparation, and scholarship of teaching and learning.

Dr. Eckert is a member of the Association for Institutional Research, OCPA (ACPA's Ohio Chapter), the Society for College and University Planning, NASPA, and serves on the leadership team of the NASPA Assessment, Evaluation, and Research knowledge community.



Dustin Evatt-Young
Assistant Professor of Higher Education
Western Carolina University

Dr. Dustin Evatt-Young (he/him) serves as an Assistant Professor of Practice in Higher Education at Western Carolina University. He teaches in the Higher Education Student Affairs (HESA) graduate program and serves as the Program Director for the Leadership Minor. He also teaches a variety of special topics courses related to higher education leadership and serves on dissertation committees in the Educational Leadership (Ed.D.) doctoral program at WCU.

Before joining faculty, Dustin worked as a scholar-practitioner in higher education for over twelve years in the areas of student leadership development, campus activities, career development, and young alumni engagement. Dustin's research focuses on the intersections between critical whiteness theories and racial equity and inclusion in higher education. He has presented over 30 sessions on topics related to equity and inclusion and student engagement at a variety of regional and national conferences. His research on whiteness in higher education was selected as Dissertation of the Year in 2020 by the Southern Association for College Student Affairs (SACSA).

Originally from South Carolina, Dustin received his Doctorate of Education from Appalachian State University, Masters in Higher Education and Student Affairs from the University of Vermont, and Bachelor of Science degree from Winthrop University.



Shenhaye Ferguson
Adjunct Faculty
University of Denver

Shenhaye Ferguson is an Adjunct Faculty at the University of Denver, Colorado, USA. Her dissertation focused on first-generation Jamaican university students' home community environments shaping their access and persistence in higher education. As a passionate educator, Dr. Ferguson engages graduate students in courses related to power, privilege, oppression, and leadership and supervision skills.

She has over 10 years of experience in higher education, including administration, supervision, academic advising and mentorship, research, and community social services. Dr. Ferguson obtained a MA in Higher Educational Management and a BA in History from the University of the West Indies, Mona, Jamaica.

Outside of research and academics, Shenhaye enjoys dancing and giving back to underserved communities in Jamaica through her annual donation drive.



Michael Anthony Goodman
Assistant Professor of Practice
The University of Texas at Austin

Dr. Michael Anthony Goodman (he/him) is an Assistant Professor of Practice in Educational Leadership and Policy and a Co-Coordinator of the Program in Higher Education Leadership at The University of Texas at Austin. Goodman earned a Ph.D. from the University of Maryland, College Park, a M.S. Ed. from Indiana University, and a B. A. from the University of Central Oklahoma.

Goodman is a higher education and student affairs educator whose research focuses on college student governance and involvement. Specifically, Goodman studies college student government, the student body presidency, and sorority/fraternity life. Within these realms, he explores the politics of leadership, equity and student leadership, queer issues in organizational contexts, and dynamics of student representative leadership.

He is the Chair of the Association of Fraternity/Sorority Advisors Research Committee, and the Research Coordinator for the NASPA Student Government Knowledge Community. As a whole human, Goodman is also an avid pickleball player in Austin, Texas, where he resides with no dogs and a lot of plants.



Reena Patel-Viswanath
Assistant Professor
Augusta University

Reena Patel-Viswanath is deeply passionate about helping organizations promote equity through evidence-based, data driven strategy. She is particularly interested in examining how institutions can create a more supportive campus climate by considering the intersectional identities of a college student, particularly the first-generation college student identity, utilizing asset-based pedagogy. She focuses on institutional outcomes, such as retention and graduation rates, and identity development. Considering factors that contribute to the imposter phenomenon, a sense of psychological safety and belonging in the context of our institutions is critical to her work. She is equally invested in illuminating the faculty of color experience to help inform institutional policies and procedures to achieve social justice and equity. As a scholar practitioner, she is deeply invested in disseminating research that is accessible and comprehensible to inform policy and practice.