

NATHAN F. ALLEMAN, Ph.D.

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EDUCATION

The College of William and Mary , Doctor of Philosophy Williamsburg, Virginia Educational Policy, Planning, and Leadership Higher Education concentration <i>Graduated with honors</i>	2008
Geneva College , Masters of Arts in Higher Education Beaver Falls, Pennsylvania	2002
Messiah College , Bachelor of Arts Grantham, Pennsylvania (including two years at Temple University) <i>Major:</i> Philosophy <i>Minor:</i> Communications <i>Minor:</i> Peacemaking	1997

PROFESSIONAL EXPERIENCE

Associate Professor, Higher Education Studies Baylor University, Waco, TX	2010-Present
Visiting Assistant Professor, Educational Policy, Planning and Leadership The College of William and Mary, Williamsburg, VA	2008-2010
Area Coordinator, Office of Residence Life Eastern Mennonite University, Harrisonburg, VA	2002-2004
Residence Hall Director Grove City College, Grove City, PA	1999-2002

COURSES TAUGHT (BAYLOR UNIVERSITY)

- Foundations and History of Higher Education (Graduate)
- Sociology of Higher Education (Doctoral)
- Qualitative Research Methods (Graduate)
- Faith-Based Higher Education (Graduate)
- Capstone: Problems in Student Affairs Administration (Graduate)
- Historiography (Doctoral)
- Person-Environment Theories (Graduate)
- Advanced Leadership for Social Change (Undergraduate)

- Introduction to Leadership/Servant Leadership (Undergraduate)
- University 1000 (Undergraduate)

Courses Taught (THE COLLEGE OF WILLIAM AND MARY)

- The Organization and Governance of Higher Education (Graduate)
- Introduction to the Administration of Higher Education (Graduate)
- The College Student: Developmental Themes and Social Contexts (Graduate)
- Sociology of Higher Education (Graduate)
- Orientation to Graduate Studies in Higher Education (Graduate)

Advising:

Master's Thesis Chair (Baylor University):

Cara Cliburn Allen: *Faith, Work, and Praxis: A Process Model of Integration for Christian Student Affairs Administrators.* 2014-2015

Annelise Hardegree: *Belonging through Transition: Understanding the Role of Transfer Students' Sense of Belonging in their Transition Experience.* 2014-2015

Erin Ellis: *Faculty Interpretations of Faith-Integration in Classroom Practices* 2013-2014

Elise Yuhás: *Does Gender Matter? Transfer Students' Perceptions of Their Transition Experiences* 2013-2014

Alejandra Mendoza: *Conceptualizing the Undocumented College Student's Legal Status* 2013-2014

Master's Thesis Committee Member:

Jessica A. Robinson 2013-2014

Christa Winkler 2012-2013

David Stamile 2012-2013

Dissertation Committee Member:

Neal Holly, The College of William and Mary 2012

Master's Thesis Advisor: The College of William and Mary 2008-2010
Provided guidance and resources for seven MA candidate's theses.

Academic Advisor: The College of William and Mary 2008-2009
Advisor for six Masters in Higher Education Administration students, including course and internship advising.

SCHOLARSHIP

Although my primary research interest is the study of faculty, my scholarly focus combines several sub-areas under the umbrella of *marginal and marginalized groups*. Within the study of faculty, I examine the experiences of professors at faith-based institutions, non-tenure track faculty, and faculty denied tenure. Secondary foci include college access for rural low income students, issues related to the integration of faith and learning and faith-based higher education, the roots of the student personnel movement within the collegiate YMCA student associations, and the impact of campus spaces on organizational functioning and meaning making. Across all of these topics my approach tends to be qualitative in method and sociological in perspective.

Publications

Peer Reviewed Articles:

Haviland, D., **Alleman**, N. F., & Cliburn Allen, C. E. "Separate but Not Quite Equal": Collegiality Experiences of Full-Time, Non-Tenure-Track Faculty Members. *Journal of Higher Education* (in press)

Alleman, N. F. & Haviland, D. "I Expect to be Engaged as an Equal": Collegiality Expectations of Full Time, Non-Tenure-Track Faculty Members. *Higher Education* (in press)

Munoz, A. & **Alleman**, N. F. Status convergence: A sociological investigation of undocumented students' legal and collegiate social statuses. *Journal of College Student Development*. (in press)

Alleman, N. F., Glanzer, P. L., & Guthrie, D. (2016). The integration of Christian theological traditions into the classroom: A survey of CCCU faculty. *Christian Scholar's Review*, 155(2), 103-124.

Alleman, N. F., Robinson, J. A., Leslie, Elizabeth, & Glanzer, P. L. (2016). Student constructions of fit: Narratives about incongruence at a faith-based university. *Christian Higher Education*.

Alleman, N. F. (2015). The Christian college advantage? The impact of Christian versus secular training among faculty at Christian colleges and universities. *Journal of Research on Christian Education* DOI: 10.1080/10656219.2015.1100101

Glanzer, P. L., & **Alleman**, N. F. (2015). The implications of religious identity for teaching ethics. *The Journal of Beliefs and Values: Studies in Religious Education*. DOI:10.1080/13617672.2015.1026757

Alleman, N. F., & Holly, N. H. (2014). The role of rural communities in the postsecondary preparation of low-income students. *Journal of Education for Students Placed at Risk*, 19(03-04), 148-168.

Alleman, N. F., & Glanzer, P. L. (2014). Confessional colleges and universities that confess. *Journal of Education and Christian Belief*, 18(1), 13-28.

Alleman, N. F. (2014). Reaffirming the importance of faculty rituals at religious colleges and universities. *Religion and Education*, 41(2).

Alleman, N. F., & Holly, L. N (2013). Multiple points of contact: Promoting rural postsecondary preparation through school-community partnerships. *Rural Educator*, 34(2), 1-11.

Alleman, N. F., Holly, L. N., and Costello, C. A. (Jan-March, 2013). Agency and influence: The organizational impact of a new school of education building. *Planning for Higher Education*.

Finnegan, D. E., & **Alleman**, N. F. (2013). The YMCA and the Origins of American Freshman Orientation Programs. *Historical Studies in Education*, 25(1).

Alleman, N. F., Holly, L. N., & Costello, C. A. (2013). Leveraging a new building to overcome first and second-order barriers to faculty technology integration. *Journal of Learning Spaces*, 2 (1).

Alleman, N. F. (2012). Insider-Outsiders: Experiences of Inclusion and Exclusion by Religious Non-Adherent Faculty Members. *Christian Higher Education*, 11(4), 228-240.

Alleman, N. F. & Holly, L. N. (2011). Mapping College Access Providers in Virginia: The Methodological and Epistemological Challenges of GIS Mapping. *Research in Higher Education Journal*.

Alleman, N. F., & Finnegan, D. E. (2009). "Believe you have a mission in life and steadily pursue it": Campus YMCAs presage student development theory, 1894-1939. *Higher Education in Review*, 6.

Books:

Glanzer, P. L., **Alleman**, N. F., & Ream, T. D. *Freeing the University: Higher Education for a Post-Christian Culture*. InterVarsity Press (In press, 2017)

Book Chapters:

Alleman, N. F., & Glanzer, P. L. *The Case for Institutional Confession in a Post-Christian Age*. In B. Kanpol (Ed.). *Christian and Secular Border Crossings: Where do we go with the Culture Wars of Higher Education?* Peter Lang Publishers. (in press, 2016)

Glanzer, P. L. & **Alleman**, N. F. *How Christianity motivates Christian educators and shapes their attitudes towards a class*. In W. Jeynes, *Handbook on Christianity and Education* (2nd ed.) Wiley/Blackwell. (in press, 2016).

Alleman, N. F., & Holly, L. N. (2013). Accomplishing the four essential tasks for higher education access: Asset building in rural Virginia. In Scales, T. L., Streeter, C. S., & Cooper, S. (EDs.). *Rural social work: Building and sustaining rural communities* (2nd ed.) Wiley.

Other Publications:

Alleman, N. F. & Holly, L. N. (2014). Doing more with less: The role of school-community partnerships in the academic success and postsecondary aspirations of low-income students in small rural school in Virginia. Richmond, VA: State Council of Higher Education in Virginia. (grant funded research policy report)

Alleman, N. F. (2014). *White Elephants on Campus: The Decline of the University Chapel in America, 1920-1960*, by Margaret Grubiak. *Christian Scholar's Review*. (book review)

Alleman, N. F. (2012). *Souls in transition: The spiritual and religious lives of emerging adults by Christian Smith with Patricia Snell*. *Advance Magazine*, spring, p. 38. (book review)

Alleman, N. F., Stimpson, R., & Holly, L. N. (2009). A statewide examination of college access services and resources in Virginia. Richmond, VA: State Council of Higher Education in Virginia. (grant funded research policy report)

Alleman, N. F. (2008). *Found and lost: The role of the college student "Y" Association in the secularization of higher education* by David P. Setran. *Christian Scholars Review*, XXXVIII, 1, 157-159. (book review).

Scholarly Presentations

N. F. Alleman, C. E. Cliburn Allen, and J. Nelson, The Stigma of Tenure Denied: An Exploration of Individual and Institutional Implications. Association for the Study of Higher Education (ASHE) Annual meeting, Columbus, OH, November 2016.

N. F. Alleman, C. E. Cliburn Allen, and D. Haviland, Full Time, Non-Tenure Track Faculty, Organizational Commitment and Institutional Service. American Educational Research Association (AERA) annual meeting, Washington, DC, April 2016.

C.E. Cliburn Allen & **N. F. Alleman**. Faith, Work, and Praxis: A Process Model of Integration for Christian Student Affairs Administrators. American Educational Research Association (AERA) annual meeting, Washington, DC, April 2016.

D. Haviland, **N. F. Alleman**, & C. Cliburn Allen. Collegiality experiences of full-time, non-tenure track faculty members. Association for the Study of Higher Education (ASHE) annual meeting. Denver, CO, November 2015.

N. F. Alleman, J. Robinson, E. Leslie, & P. Glanzer. Student Constructions of Fit and Incongruence Narratives at a Faith-Based University. American Educational Research Association (AERA) annual meeting, Chicago, IL, April 2015

N. F. Alleman, The Christian College Advantage? The Impact of Christian Versus Secular Training Among Faculty at Christian Colleges and Universities. American Educational Research Association (AERA) annual meeting. Chicago, IL, April 2015.

N. F. Alleman & D. Haviland. Collegiality expectations of full-time, non-tenure track faculty members. Association for the Study of Higher Education (ASHE) annual meeting. Washington, DC, November 2014.

A. Munoz & **N. F. Alleman**, Status Convergence: A Sociological Investigation of Undocumented Students' Legal and Collegiate Social Statuses. Association for the Study of Higher Education (ASHE) annual meeting, Washington, DC, November, 2014.

N. F. Alleman & P. L. Glanzer. Religious Tradition and Course Objectives: A Survey of Faculty at Faith-Based Institutions. American Educational Research Association (AERA) annual meeting. Philadelphia, PA, April 2014.

N. F. Alleman & D. Haviland, Collegiality Experiences and Expectations of Full-Time, Non-Tenure-Track Faculty Members at Four-Year Institutions. Association for the Study of Higher Education (ASHE) annual meeting. St. Louis, MO, November 2013.

N. F. Alleman & L. N. Holly. A Typology of School and Community Stakeholders that Promote Academic Success and Postsecondary Aspirations in Small Rural School Districts in Virginia. American Educational Research Association (AERA) annual meeting. San Francisco, April 2013.

N. F. Alleman, L. N. Holly, & C. A. Costello. Agency and Influence: The Organizational Impact of a New School of Education Building. Association for the Study of Higher Education (ASHE) annual meeting. Las Vegas, NV. November 2012.

N. F. **Alleman**, et al. Beyond “Bells and Whistles”: Lessons on Faculty Technology Integration from the Transition to a New School of Education Building. American Educational Research Association (AERA). Vancouver, British Columbia. April 2012.

N. F. **Alleman**, et al. What Can Christian Colleges Add to the Spirituality Dialogue? NASPA (national student affairs organization) Annual Conference. Phoenix, AZ. March 2012.

N. F. **Alleman** & L. N. Holly. Professional Practice: An Analysis of Faculty Members’ Use of Spatial Resources in the Pursuit of Worklife Satisfaction. Association for the Study of Higher Education (ASHE) annual meeting. Charlotte, NC. November 2011.

N. F. **Alleman** & L. N. Holly. Picturing College Access Providers in Virginia: Navigating the Methodological and Epistemological Challenges of GIS Mapping. Association for the Study of Higher Education (ASHE) annual meeting. Indianapolis, IN. November, 2010.

N. F. **Alleman**, R.S. Stimpson, & L. N. Holly, College Access in Virginia: A Statewide Analysis of Services and Resources. Association for the Study of Higher Education (ASHE) annual meeting. Indianapolis, IN. November, 2010.

D. E. Finnegan & N. F. **Alleman**, Pathways of the Student Affairs Profession: YMCA Student Associations. National Student Personnel Association (NASPA) annual meeting, Chicago, IL. March, 2010.

N. F. **Alleman** & L. N. Holly, College Access Providers: Bridging the Gap Between High School and College. Virginia School Counselor’s Association annual meeting. Richmond, VA. March 2010.

N. F. **Alleman** & L. N. Holly, Support for the Front Lines of College Access: A Report on the SCHEV CACGP Study. Presented to the State Council for Higher Education in Virginia (SCHEV), Richmond, VA. January 2010.

N. F. **Alleman**, R. Stimpson, & L. N. Holly, A Statewide Examination of College Access Services and Resources in Virginia. Invited presentation for the Virginia College Access Network (VirginiaCAN) annual conference, Roanoke, VA. December 2009.

N.F. **Alleman**, Insider-Outsiders: How Ideological Minority Faculty Negotiate Institutional Integration. Association for the Study of Higher Education, annual meeting. Vancouver, B.C. November 2009.

D.E. Finnegan & N.F. **Alleman**, Absorbing Slack: An Historical Analysis of Central and Peripheral Campus YMCAs. Association for the Study of Higher Education (ASHE), Annual Meeting, Vancouver, B.C. November 2009.

D.E. Finnegan & N.F. **Alleman**, Freshman Daze: The Origins of Student Orientation Programs, 1890-1930. Association for the Study of Higher Education, Annual Meeting, Vancouver, B.C. November 2009.

N.F. **Alleman**, VirginiaCAN/SCHEV College Access Provider Research and Initiatives. Invited presentation to the annual meeting of the Association of Teacher-Educators, Virginia (ATE-VA) annual meeting, Lynchburg, VA. October, 2009.

N.F. **Alleman**, Solidarity and Cohesion: Toward a Framework for the Study of Faculty Bonds in Higher Education. American Educational Research Association, Annual Meeting, San Diego (CA), March, 2009.

N.F. **Alleman** & D.E. Finnegan, YMCA Student Advice Predates Student Development Theory. Eastern Educational Research Association, Annual Meeting, Clearwater, (FL), February, 2007.

D.E. Finnegan & N.F. **Alleman**, The Campus YMCA, Precursor to Student Affairs. Invited speakers at YMCA General Assembly, Nashville, July, 2006.

D.E. Finnegan & N.F. **Alleman**, Without Adult Supervision: Campus YMCAs as an Ancestor of Student Affairs. Association for the Study of Higher Education (ASHE) annual meeting, Philadelphia, November, 2005.

Funded Research

2011 and 2015 Baylor University Summer Sabbatical.

2013-2014 Baylor University Grant (\$2,700) for study of full-time non tenure-track faculty members and collegiality

\$45,000 grant allotment: Co-wrote grant application and served as PI and for a study of community factors that impact low-income student success and college aspirations in rural school districts, as part of a \$2 million federal College Access Challenge grant, held by the Commonwealth of Virginia and administered by the State Council of Higher Education for Virginia (SCHEV), 2010-2012.

Served as co-PI on a statewide study of college access provider organizations' services and activities, as part of a \$1.1 million federal College Access Challenge grant held by the Commonwealth of Virginia and administered by the State Council of Higher Education for Virginia (SCHEV), 2008-2010.

Scholarship In Progress

Full-Time Non Tenure-Track Faculty Member's Expectations and Experience of Collegiality. Labor market trends have contributed to an escalation in the number of full-time faculty who are not on the tenure track at research universities. Traditionally, faculty collegiality provided norms of trust and reciprocity and access to governance and grievance mechanisms. This qualitative study explores the perspective of new FT NTT faculty member's expectations and perceptions of collegiality at two research universities. Findings illuminate participate sense-making and socialization as well as institutional norms, processes, and policies that include and exclude these faculty from access to collegiality. *NOTE:* papers accepted for ASHE '14 and '15 national higher education conferences; papers are currently under journal review from this study.

Social Reproduction/Transformation Among Community College Students. Building off a sociological study of collegiate identity formation by Kaufman and Feldman (2004) this study, in conjunction with several doctoral students, analyzes whether community college students, faculty, and admins conceive of this educational experience contributing to pre-established factors such as intelligence, cosmopolitanism, and employment certification in ways that alter students' felt identity toward new identity formulations, or in ways that reinforce prior class perceptions.

"Off-Track:" Professional Sense-making by Faculty Denied Tenure: This study under development explores the social-psychological phenomenon of being denied tenure. Employing Erving Goffman's sociological concept of stigma, this study explores how individuals who are denied tenure handle impression management, compartmentalization, and other strategies to navigate an undesirable professional label that also holds implications for personal self-projection.

The Impact of Faculty "Stars" at Non-Selective Institutions: Conventional wisdom dictates that the brightest, most qualified faculty candidates go to the highest profile institutions. However, many highly talented faculty choose to work at less selective colleges for reasons such as geographic preference, institutional fit, familial issues, etc. This study examines the causes of this behavior as well as the interpersonal, professional, and organizational impact of faculty "stars" who decide to work at institutions below their associated status level.

Honors and Awards

Graduated with honors, The College of William and Mary 2008
“Honors” designation given for exemplary performance on both written and oral portion of comprehensive examinations.

Member, Kappa Delta Phi: Educational Honor Society Spring 2006

PROFESSIONAL SERVICE AND PROJECTS

Institutional:

School of Education Curriculum Committee	2012-present
Transfer Student Advisory Council	2014-2015
Hiring Committee, Transfer Director	2014
Hiring Committee, Coordinator of Community Service	2015
Session Chair, IFL Educating for Wisdom conference	2011, 2012
Academy for Leader Development Advisory Council	2012-2013
Invited speaker, Baylor University New Faculty Orientation	August 2011
Panelist, Student Life Assessment Conference	2015
Faculty Panelist, Summer New Student Orientation (hosted by the Institute for Faith and Learning)	2012-2014

Reviewing:

Manuscript reviewer, University of Oklahoma Press (Texas higher ed history book)	2015
Manuscript reviewer, Sage Publishing Company (Northouse Leadership Case Study text)	2014-15
Manuscript reviewer, <i>Studies in Higher Education Journal</i>	2014-2014
Manuscript reviewer, <i>Journal of Research on Rural Education</i>	2014
Manuscript reviewer, <i>Journal of Christian Higher Education</i>	2013-2015
Manuscript reviewer, <i>Journal of Research on Christian Education</i>	2014

Service to Professional Organizations:

Discussant, Scholarly Paper Session Association for the Study of Higher Education Conference	2014
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Nathan F. Alleman Curriculum Vitae

Chair, Paper Session
Association for the Study of Higher Education 2009, 2013

Conference proposal reviewer
Association for the Study of Higher Education (ASHE) 2009-Present

Conference proposal reviewer
American Educational Research Association (AERA) 2012-Present

Association Memberships:

Association for the Study of Higher Education 2005-Present

American Educational Research Association 2008-Present

NASPA (student affairs professionals) 2010-Present

Council for the Study of Community Colleges 2010-Present

Board Member, The College Garden, a non-profit organization dedicated to promoting low-income college access and success 2010-2014

Professional Development:

Baylor Summer Faculty Institute 2013

AERA Emerging Scholars Workshop 2011

ASHE Early Career Faculty Seminar 2008

ASHE Graduate Student Policy Seminar 2007