

# H. Kenny Nienhusser, EdD él|he|his

Associate Professor and Program Coordinator, Higher Education and Student Affairs  
Faculty Director, La Comunidad Intelectual Learning Community

University of Connecticut | Higher Education and Student Affairs | Educational Leadership  
Neag School of Education, 249 Glenbrook Road, Gentry 240B, Storrs, CT 06269  
+1.646.675.8732 | kenny.nienhusser@uconn.edu | nienhusser.com

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## **EDUCATION**

Doctorate of Education, Higher and Postsecondary Education, May 2011

Teachers College, Columbia University

Dissertation Title: *Implementation of in-state tuition legislation for undocumented students in New York*

Master of Social Work, Student Community Development, May 2001

Stony Brook University

Bachelor of Arts, Economics; Business Minor, May 1998 (Cum Laude)

Stony Brook University

## **LANGUAGE SKILLS**

Fluent in Spanish

## **SCHOLARLY & TEACHING INTERESTS**

Higher education policy

Undocumented students

Minoritized students' college access

Policy implementation

Cost of college

Diversity, equity, and inclusion

High school to college transition

Community college

College students' mental health

## **ACADEMIC/UNIVERSITY WORK EXPERIENCE**

Associate Professor (Tenure-track)

August 2021 – Present

*University of Connecticut, Higher Education and Student Affairs Program, Department of Educational Leadership*

Program Coordinator

August 2021 – Present

*University of Connecticut, Higher Education and Student Affairs Program, Department of Educational Leadership*

Faculty Director

August 2020 – Present

*University of Connecticut, La Comunidad Intelectual Learning Community*

Assistant Professor (Tenure-track)

August 2018 – August 2021

*University of Connecticut, Higher Education and Student Affairs Program, Department of Educational Leadership*

Associate Professor (Tenure-track)

July 2018 – August 2018

*University of Hartford, Doctoral Program in Educational Leadership*

Assistant Director

September 2015 – August 2018

*University of Hartford, NASA Connecticut Space Grant Consortium*

Director

May 2013 – June 2015

*University of Hartford, Center for Learning and Professional Education, Institute for Translational Research*

Assistant Professor (Tenure-track)

July 2012 – June 2018

*University of Hartford, Doctoral Program in Educational Leadership*

Adjunct Assistant Professor

August 2011 – August 2012

*Teachers College, Columbia University, Program in Higher and Postsecondary Education*

Research Assistant January 2004 – May 2005  
Teachers College, Columbia University, Community College Research Center

Director of Academic Administration December 2005 – August 2012  
Teachers College, Columbia University, Department of Mathematics, Science, and Technology

Assistant Director of Housing July 2001 – January 2006  
Teachers College, Columbia University, Office of Housing and Residence Life

Residence Hall Director May 1998 – July 2001  
Stony Brook University, Division of Campus Residences

### **JOURNAL ARTICLES (PEER REVIEWED)**

- Nienhusser., H. K., Cadenas, G. A., Sosa\*, R., & Moreno, O. (accepted). UndocuCare: Strategies for mental health services that affirm undocumented college students' psychological needs. *New Directions for Higher Education*.
- Ives, J.\* & Nienhusser, H. K. (2023). The influence of gender on women's college-going behaviors in an urban school context. *The High School Journal*, 105(4), 247–272. <https://doi.org/10.1353/hsj.2022.a899826>
- Moreno, O., Sosa\*, R., Hernandez\*, C., Nienhusser., H. K., & Cadenas, G. A. (2022). Immigration status, mental health, and intent to persist among immigrant college students. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000456>
- Cadenas, G. A., Nienhusser, H. K., Sosa, R.\*, Moreno, O. (2022). Immigrant students' mental health and intent to persist in college: The role of undocufriendly campus climate. *Cultural Diversity and Ethnic Minority Psychology*. <https://doi.org/10.1037/cdp0000564>
- Nienhusser, H. K., & Romandia, O.\* (2022). Undocumented college students' psychosocial well-being: A systematic review. *Current Opinion in Psychology*, 47(October), 1–6. <https://doi.org/10.1016/j.copsyc.2022.101412>
- Vega, B. E., Nienhusser, H. K., & Saavedra Carquin, M. C. (2022). “When I would hurt:” Undocumented students' responses to obstacles faced during the college choice process. *The Educational Forum*, 86(3), 237–252. <https://doi.org/10.1080/00131725.2021.2020944>
- Ecton, W. G.\*, Bennett, C. T.\*, Nienhusser, H. K., Castillo-Montoya, M., & Dougherty, S. (2021). If you fund them, will they come? Examining the role of a graduate fellowship in Ph.D. applications and enrollment. *AERA Open*, 7(1), 1–26. <https://doi.org/10.1177%2F23328584211040485>
- Nienhusser, H. K., & Connery, C.\* (2021). Examining the undocumented college student policy implementation environment through a contextual interaction theory lens. *Educational Evaluation and Policy Analysis*, 43(4), 615–646. <https://doi.org/10.3102%2F01623737211009240>
- Cadenas, G. A., & Nienhusser, H. K. (2021). Immigration status and psychosocial well-being of college youth. *Educational Researcher*, 50(3), 197–200. <https://doi.org/10.3102%2F0013189X20962470>
- Nienhusser, H. K., & Ives, J.\* (2020). Examining an urban district's college-going culture: The role of magnet school designation. *The Urban Review*, 52(4), 730–758. <https://doi.org/10.1007/s11256-020-00556-0>
- Nienhusser, H. K., & Oshio, T. (2020). Postsecondary education access (im)possibilities for undocu/DACAmented youth living with the potential elimination of DACA. *Educational Studies*, 56(4), 366–388. <https://doi.org/10.1080/00131946.2020.1757448>

- Nienhusser, H. K., & Oshio, T. (2019). Awakened hatred and heightened fears: “The Trump Effect” on the everyday lives of mixed-status families. *Cultural Studies ↔ Critical Methodologies*, 19(3), 173–183. <https://doi.org/10.1177/1532708618817872>
- Nienhusser, H. K. (2018). Higher education institutional agents as policy implementers: The case of policies that affect undocumented and DACAmented students. *The Review of Higher Education*, 41(3), 423–453. <https://doi.org/10.1353/rhe.2018.0014>
- Nienhusser, H. K., & Oshio, T. (2017). High school students’ accuracy in estimating cost of college: A proposed methodological approach and differences among racial/ethnic groups and college financial-related factors. *Research in Higher Education*, 58(7), 723–745. <https://doi.org/10.1007/s11162-017-9447-1>
- Nienhusser, H. K., & Espino, M. M. (2017). Incorporating undocumented/DACAmented status competency into higher education institutional agents’ practice. *Journal of Student Affairs Research and Practice*, 54(1), 1–14. <https://doi.org/10.1080/19496591.2016.1194286>
- Nienhusser, H. K., Vega, B. E.\*, & Saavedra Carquin, M. C.\* (2016). Undocumented students’ experiences with microaggressions during their college choice process. *Teachers College Record*, 118(2), 1–33. <https://www.tcrecord.org/content.asp?contentid=18225>
- Nienhusser, H. K. (2015). Undocumented immigrants and higher education policy: The policymaking environment of New York State. *The Review of Higher Education*, 38(2), 271–303. <https://doi.org/10.1353/rhe.2015.0006>
- Nienhusser, H. K., Vega, B. E.\*, & Saavedra Carquin, M. C.\* (2015). Bridging the gap: Guiding the college search of undocumented students. *The Journal of College Admission*, 229(Fall), 30–34.
- Nienhusser, H. K. (2014). Role of community colleges in the implementation of postsecondary education enrollment policies for undocumented students. *Community College Review*, 42(1), 3–22. <https://doi.org/10.1177/0091552113509837>
- Nienhusser, H. K. (2013). Role of high schools in undocumented students’ college choice. *Education Policy Analysis Archives*, 21(85), 1–32. <https://doi.org/10.14507/epaa.v21n85.2013>
- Dougherty, K. J., Nienhusser, H. K., & Vega, B. E. (2010). Undocumented immigrants and state higher education policy: The politics of in-state tuition eligibility in Texas and Arizona. *The Review of Higher Education*, 34(1), 123–173. <https://doi.org/10.1353/rhe.2010.0012>
- Dougherty, K. J., Reid, M., & Nienhusser, H. K. (2006). Helping students enter and succeed: Access, success, and accountability policies in the “Achieving the Dream” states. *Community College Journal* (October–November), 42–47.

\* Denotes co-authorship with student.

### **JOURNAL ARTICLES (INVITED)**

- De Jesus Gonzalez, Á.\*, Burgos-López, L.\*, Felix, E. R., & Nienhusser, H. K. (2021). Policy implementation as a tool for advancing equity in community college. *Education Policy Analysis Archives*, 29(25), 1-28. <https://doi.org/10.14507/epaa.29.6689>

### **BOOK CHAPTER**

- Nienhusser, H. K., Romandia, O.\*, & Ruesta, K.\* (accepted). COVID-19 inflicting further challenges on undocumented college students. In J. O. Michel (ed.) “*Higher Education Amid the COVID-19 Pandemic: Teaching and Supporting Learning Through Turbulent Times.*” Rutgers University Press.

\* Denotes co-authorship with student.

### **RESEARCH REPORTS**

- Nienhusser, H. K. (2018). *Implementation of public and institutional policies for undocu/DACAmented students at higher education institutions*. UndocuScholars. <http://www.undocuscholars.org/s/Implementation-of-Public-and-Institutional-Policies-for-Undocumented-and-DACAmented-Students-at-High-a847.pdf>
- Nienhusser, H. K., & Dougherty, K. J. (2010). *Implementation of college in-state tuition for undocumented immigrants in New York*. New York Latino Research and Resources Network (NYLARNet).
- Dougherty, K. J., Reid, M., & Nienhusser, H. K. (2006). *State policies to achieve the dream in five states: An audit of state policies to aid student access to and success in community colleges in the first five Achieving the Dream states*. Community College Research Center. <https://ccrc.tc.columbia.edu/media/k2/attachments/state-policies-five-states.pdf>

### **MANUSCRIPTS (UNDER REVIEW)**

- Felix, E. R. & Nienhusser, H. K. (under review). From good intentions to equitable impact: The opportunities and barriers to policy implementation in community college. *Higher Education: Handbook of Theory and Research*.
- Oshio, T., & Nienhusser, H. K. (under review). Adolescents from mixed-status Latinx families and the stress they experience related to their family's precarious immigration status. *Hispanic Journal of Behavioral Sciences*.

\* Denotes co-authorship with student.

### **MANUSCRIPTS (IN PROGRESS)**

- Nienhusser, H. K., Burgos-López, L.\*, Romandia, O.\*, Werkmeister Rozas, L. Equity-minded policy implementation: Role of institutional agents in achieving greater higher education access for marginalized communities.
- Nienhusser, H. K., Reid Kerrigan, M., & Romandia, O.\* A critical systematic review of the community college literature in academia.

\* Denotes co-authorship with student.

### **PRESENTATIONS (PEER REVIEWED)**

- Cadenas, G. A, Moreno, O., Nienhusser, H. K., Sosa, R. (2023, May). Immigration status, campus climate and Latinx college students' mental health: Findings from national datasets. *American Educational Research Association Annual Conference*.
- Robinson, A. N., McCready, A. M., & Nienhusser, H. K. (2023, March). Reflection and action: Critical praxis in a Higher Education and Student Affairs (HESA) graduate program. *ACPA College Student Educators International Annual Conference*.
- Nienhusser, H. K., Burgos-López, L.\*, Romandia, O.\*, Werkmeister Rozas, L. (2022, November). Equity-minded policy implementation: Role of institutional agents in achieving greater higher education access for minoritized communities. *Association for the Study of Higher Education Annual Conference*.
- Hernandez, C.\*, Sosa, R.\*, Moreno, O., Cadenas, G. A., Nienhusser, H. K. (2022, October). Mental health equity through the lens of immigration status and academic communities among immigrant students. In Oswaldo Moreno & Thania Galvan (Co-Chairs). Health equity through the lens of culture and community [Symposium]. *National Latinx Psychological Association Annual Meeting*.
- Cadenas, G. A., Corona, R.\*, Fuentes, L.\*, Garcia-Rodriguez, I.\*, Hernandez, C.\*, Moreno, O., Nienhusser, H. K., Oshio, T., Sosa, R.\* (2021, August). Examining immigrants' psychosocial wellbeing across methodologies, contexts, generations, and statuses. *American Psychological Association Annual Conference*.

- Oshio, T., & Nienhusser, H. K. (2021, April). Stressful life events and associated challenges faced by undocumented adolescents. *Society for Research in Child Development Biennial Meeting*.
- Oshio, T., & Nienhusser, H. K. (2021, March). Family separation within the border: Challenges faced by adolescents from mixed status families. *Society for Research on Adolescence Biennial Meeting*.
- Nienhusser, H. K., Romandia, O.\*, & Ruesta, K.\* (2021, January) Towards supporting our vulnerable students and faculty during the COVID-19 pandemic. *Association of American Colleges and Universities Annual Conference*.
- Ecton, W. G.\*, Bennett, C. T.\*, Nienhusser, H. K., Castillo-Montoya, M., Dougherty, S. (2020, November). If you fund them, will they come? Examining the role of a graduate fellowship in Ph.D. applications and enrollment. *Association for the Study of Higher Education Annual Conference*.
- Ecton, W. G.\*, Bennett, C. T.\*, Nienhusser, H. K., Castillo-Montoya, M., Dougherty, S. (2020, April). If you fund them, will they come? Examining the role of a graduate fellowship in Ph.D. applications and enrollment. *American Educational Research Association Annual Conference* (Conference canceled).
- Oshio, T., & Nienhusser, H. K. (2020, March). Family separation within the border: Challenges faced by adolescents from mixed status families. *Society for Research on Adolescence Biennial Meeting* (Conference canceled).
- Nienhusser, H. K., & Connery, C.\* (2019, November). Role of contexts in shaping the implementation of policies that affect undocu/DACAmented students. *Association for the Study of Higher Education Annual Conference*.
- Nienhusser, H. K., & Ives, J.\* (2019, April). Tracking urban students' college access: Understanding college-going culture in magnet and nonmagnet secondary schools. *American Educational Research Association Annual Conference*.
- Nienhusser, H. K., & Oshio, T. (2017, November). The Trump aftermath: Fears of threatened postsecondary opportunities for undocumented and DACAmented adolescents. *Association for the Study of Higher Education Annual Conference*.
- Nienhusser, H. K., & Oshio, T. (2016, November). High school students' accuracy in estimating cost of college: A new methodological approach and examination of racial/ethnic differences. *Association for the Study of Higher Education Annual Conference*.
- Nienhusser, H. K., & Oshio, T. (2016, April). High school students' accuracy in estimating cost of college: Student characteristics and postsecondary plans. *American Educational Research Association Annual Conference*.
- Nienhusser, H. K., & Espino, M. M. (2015, November). Understanding and incorporating undocumented/DACAmented status competency in higher education institutional agents' practice. *Association for the Study of Higher Education Annual Conference*.
- Espino, M. M., & Nienhusser, H. K. (2015, November). Analyzing the role of professional values and personal beliefs in the implementation of state and institutional policies that affect undocumented and DACAmented students. *Association for the Study of Higher Education Annual Conference*.
- Nienhusser, H. K., & Wisniewski, L.\* (2015, April). Gender as a factor in shaping young urban female students' college choice process. *American Educational Research Association Annual Conference*.
- Nienhusser, H. K. (2015, April). Policymaking environment for undocumented and DACAmented students' higher education access: Federal, state, and local level actions. *American Educational Research Association Annual Conference*.



- Espino, M. M., & Nienhusser, H. K. (2015, April). Compassionate yet compartmentalized: The role of professional values and personal beliefs in supporting undocumented students. *American Educational Research Association Annual Conference*.
- Vega, B. E.\*, Nienhusser, H. K., & Saavedra Carquin, M.\* (2014, April). Learning from microaggressions: Examining the college choice process from the perspectives of undocumented students. *American Educational Research Association Annual Conference*.
- Nienhusser, H. K., Vega, B. E.\*, & Saavedra Carquin, M.\* (2014, April). Factors that influence undocumented students' college search. *American Educational Research Association Annual Conference*.
- Nienhusser, H. K., Vega, B. E.\*, & Saavedra Carquin, M.\* (2013, November). A path toward stigma: Exploring undocumented students' experiences with microaggressions during their college choice process. *Association for the Study of Higher Education Annual Conference*.
- Nienhusser, H. K. (2012, April). The role of high schools and community colleges in implementing postsecondary education policies for undocumented students. *American Educational Research Association Annual Conference*.
- Nienhusser, H. K. (2011, November). Undocumented immigrants and state higher education policy: A case study from New York. *Association for the Study of Higher Education Annual Conference*.
- Nienhusser, H. K. (2011, November). The role of high schools in undocumented students' college access: A case study from New York City. *Association for the Study of Higher Education Annual Conference*.
- Dougherty, K. J., Nienhusser, H. K., & Vega, B. E. (2008, November). Why Texas but not Arizona? The political factors behind the success and failure of state legislation to make undocumented immigrants eligible for in-state tuition. *Association for the Study of Higher Education Annual Conference*.
- Dougherty, K. J., Reid, M., & Nienhusser, H. K. (2006, April). The racial politics of community college policymaking. *American Educational Research Association Annual Conference*.
- Dougherty, K. J., Reid, M., & Nienhusser, H. K. (2006, April). States of community college policymaking: Explaining state differences in extent and foci of policymaking. *American Educational Research Association Annual Conference*.
- Nienhusser, H. K., & Spitaleri, L. (2002, March). Career exploration in underrepresented groups. *American College Personnel Association Annual Conference*.
- Nienhusser, H. K., & Scarzella, D. (2001, March). ResWeb: A virtual online community. *NASPA: Student Affairs Administrators in Higher Education Annual Conference*.

\* Denotes co-presenter with student.

### **PRESENTATIONS (INVITED)**

- Nienhusser, H. K. (2023, June). Policy Implementation and Greater Educational Equity in Community College What's Ambiguity Got to Do With It? *Instigating Radical Implementation and Action Professional Learning Series*, San Diego State University.
- Granger, V. Johnson, M., Nienhusser, H. K., Tuitt, F. (2022, December). Reaffirming UConn's Commitment to Diversity in Admissions: UConn's Response to the U.S. Supreme Court Cases (*SFFA v. Harvard & UNC*). *Division of Enrollment Planning and Management, University of Connecticut*.
- Nienhusser, H. K., & Romandia, O. (2022, February). Supporting Undocu/DACAmented students with their career search. *Center for Career Development, University of Connecticut*.
- Nienhusser, H. K., Ryer, M., & Stevens, K. (2021, October). Mental health and college student wellbeing. *Higher Education and Student Affairs, University of Connecticut*.

- Nienhusser, H. K., Yagnik, K. (2021, October). Higher education public policy. *Adelante Student Voices*.
- Nienhusser, H. K. (2021, May). Supporting minoritized students' high school to college transition. *Wentworth Institute of Technology*.
- Almasude, E., Barroso, A.\*, Daley, K., Montoya, R., Newlin-Lew, K., Nienhusser, H. K. (2021, April). A call to action: Higher education institutions advancing health justice of undocumented communities. *Office for Diversity and Inclusion, University of Connecticut*.
- Moreno, O., Nienhusser, H. K., Sosa, R. (2021, March). Immigration status and psychosocial well-being of college youth. *NASPA Latinx Knowledge Community*.
- Connery, C., Katsiaficas, D., Nienhusser, H. K., Roberts, J., Romandia, O., Ruesta, K. (2021, March). A call to action: Higher education institutions supporting and advancing educational opportunities for undocumented communities. *Office for Diversity and Inclusion, University of Connecticut*.
- Nienhusser, H. K. (2020, December). Undocumented college students' access and supports. Seminar in Latin American Studies. *El Instituto, University of Connecticut*.
- Blanchard, J., Chang, M., Hurtado, S., Nienhusser, H. K., Rhoades, G. (2020, November). Taking a stand: ASHE's position taking committee year in review. *Association for the Study of Higher Education Annual Conference*.
- Nienhusser, H. K. (2020, September). Educational policy implementation: Higher education institutional agents as policy implementers. *Educational Leadership, Research, and Policy, University of Colorado, Colorado Springs*.
- Nienhusser, H. K. (2019, April). Migrant integration policies, cultural diversity, and student outcomes in the United States: Fractured educational pathways of undocumented and DACAmented youth in uncertain times. *American Educational Research Association Annual Conference*.
- Hall, K.\*, Muñoz, S., Nienhusser, H. K. (2018, November). Identity, history, geography, and policy: Complicating monolithic narratives of undocumented immigrant students in higher education. *Association for the Study of Higher Education Annual Conference*.
- Nienhusser, H. K., & Martinez, I. (2018, October). Implementation of public and institutional policies for undocu/DACAmented students at higher education institutions (Twitter Chat). *ASHE Commission on Undocumented Immigrants, UndocuScholars, and Neag School of Education*.
- Nienhusser, H. K. (2018, October). Immigration and the Trump regime. *La Comunidad Intelectual Seminar, University of Connecticut*.
- Nienhusser, H. K. (2018, April). Fractured educational pathways of undocu/DACAmented adolescents in uncertain times. Know your students, know your rights: Supporting immigrant students and their families in uncertain times. *American Educational Research Association Division J*.
- Knight-Manuel, M., Mendenhall, M., Nienhusser, H. K., Schmidt, S., Simon-Cerejido, G., Verdeli, H. (2018, April). State of the stateless: Outcomes and opportunities for immigrants and refugees. *Teachers College, Columbia University Academic Festival*.
- Nienhusser, H. K. (2018, April). Factors that contribute to Undocu/DACAmented students' postsecondary education access and success. *Eastern Connecticut State University*.
- Muñoz, S., Nienhusser, H. K., & Perez Huber, L., Teranishi, R. (2017, November). We the people presidential symposium: DACA students and undocumented Americans. *Association for the Study of Higher Education Annual Conference*.
- Nienhusser, H. K. (2017, November). Undocumented students in higher education and student affairs. *Student Affairs/Higher Education, Montclair State University*.

- Connecticut Students for a Dream\*, Nienhusser, H. K., Tejada, K. (2017, September). #HereToStay: The policymaking environments for and experiences of undocu/DACAmented students. *University of Hartford*.
- Nienhusser, H. K. (2016, November). Exclusionary postsecondary education policies toward undocumented/DACAmented students: Role of education institutional agents. *Association for the Study of Higher Education Annual Conference*.
- Hernandez, E., & Nienhusser, H. K. (2016, June). Know your academic options: The road to becoming a faculty member, researcher, getting an EdD or PhD. *NASPA Region II Latinx Knowledge Community*.
- Nienhusser, H. K. (2016, April). Undocumented/DACAmented students and postsecondary education access: Role of education institutional agents. *American Educational Research Association Annual Conference*.
- Teranishi, R., Nienhusser, H. K., Muñoz, S. (2014, November). Implications of immigration reform for higher education: The role and function of applied scholarship. *Association for the Study of Higher Education Annual Conference*.
- Nienhusser, H. K. (2014, October). Undocumented students' postsecondary education access: The role of policies, institutional agents, and structures in high schools and higher education institutions. *University of Connecticut El Instituto*.
- Bye, B., D'Angelo, K., Ngounou, G., Nienhusser, H. K., Spivey, M., Tapper, J. (2014, September). Leveling the playing field: Education and healthcare. *University of Hartford, Civil Rights Act Commemoration*.
- Nienhusser, H. K. (2014, March). Undocumented students' postsecondary education access: undocumented students' college choice process and allyship. *Connecticut Dreamers Conference*.
- Nienhusser, H. K. (2013, November). DREAM Act: State and federal policies. *Association for the Study of Higher Education Graduate Student Policy Seminar*.
- Nienhusser, H. K., Vega, B. E.\*, Saavedra Carquin, M. C.\* (2013, October). Stigma associated with undocumented immigrants' unauthorized status and its impact on higher education access. *Hispanic Association of Colleges and Universities Annual Conference*.
- Nienhusser, H. K. (2013, April). Supporting undocumented students. *NASPA Region I Latino/a Knowledge Community*.
- Nienhusser, H. K. (2013, April). We are DREAMers. *Columbia University and Teachers College*.
- Nienhusser, H. K. (2012, April). New York's DREAM Act. *Teachers College Latino/a and Latin American Faculty Working Group*.
- Nienhusser, H. K., & Dougherty, K. J. (2010, April). Undocumented immigrants and higher education policy. *Teachers College Policy Student Network*.

\* Denotes co-presenter with student.

### **BOOK REVIEW**

- Nienhusser, H. K. (2015, January). Review of the book *Hold Fast to Dreams*, by B. Zasloff & J. Steckel. *Teachers College Record*. <http://www.tcrecord.org/Content.asp?ContentId=17813>



### **PUBLIC SCHOLARSHIP**

- Nienhusser, H. K., Reyna Rivarola, A. R., Salazar, C. (2020, June). Association for the Study of Higher Education (ASHE) & ACPA: College Student Educators International joint response to the Supreme Court of the United States decision on the Deferred Action for Childhood Arrivals (DACA) Program and position statement on undocumented college students. [https://www.ashe.ws//Files/Position Taking/ASHE & ACPA Response to SCOTUS DACA Decision and Position Statement on Undocumented College Students.pdf](https://www.ashe.ws//Files/PositionTaking/ASHE%20&%20ACPA%20Response%20to%20SCOTUS%20DACA%20Decision%20and%20Position%20Statement%20on%20Undocumented%20College%20Students.pdf)
- Nienhusser, H. K. (2015, February). Testimony before the Connecticut Higher Education and Employment Advancement Committee concerning S.B. 398: An Act Assisting Students Accepted into the Deferred Action for Childhood Arrivals Program with the Cost of College. <https://www.cga.ct.gov/2015/HEDdata/Tmy/2015SB-00398-R000226-H>. Kenny Nienhusser, Assistant Professor, University of Hartford-TMY.PDF

### **OP-EDS, PODCASTS, & TWITTER SPACES**

- Hall, K., Muñoz, S. M., Nienhusser, H. K., Reyna Rivarola, A. R., & Vega, B. E. (2022, November). Deferred Action for Childhood Arrivals (DACA). NASPA Policy and Advocacy Day. <https://twitter.com/i/spaces/1OyKAVXjYMnGb>
- Montoya, R., Nienhusser, H. K., Romandia, O., Ximenez, S. (2022, September). Supporting undocumented/DACAmented students and communities. *Higher Education Anti-Racist Teaching (H.E.A.R.T.)* [Audio podcast]. <https://heartuconn.podbean.com/e/supporting-undocumented&dacamented-students-communities>
- Brownlee, L. A., Cantú, L., Nienhusser, H. K. (2021, April). Antiracist teaching at community colleges. *Higher Education Anti-Racist Teaching (H.E.A.R.T.)* [Audio podcast]. <https://heartuconn.podbean.com/e/antiracist-teaching-at-community-colleges>
- Nienhusser, H. K. (2020, September). Universidad para pocos: Cómo funciona la universidad en EEUU? *Hablemos de Política* [Audio podcast]. <https://podcasts.apple.com/us/podcast/hdp-hablemos-de-pol%C3%ADtica/id1501054254?i=1000491969550>
- Nienhusser, H. K. (2015, June). Connecticut two steps closer to educational equity. *CT Mirror*. <http://ctviewpoints.org/2015/06/02/opinion-h-kenny-nienhusser-edd>
- Nienhusser, H. K., & Dougherty, K. J. (2014, November). Obama's immigration proposal: Not good enough for college access. *Teachers College, Columbia University: Views on the News*. <http://www.tc.columbia.edu/news.htm?articleID=9760>
- Nienhusser, H. K. (2014, June). Open college aid to undocumented students. *Hartford Courant*. [http://www.courant.com/news/opinion/op\\_ed/hc-nienhusser-college-aid-for-undocumented-immigra-20140603,0,6304585.story](http://www.courant.com/news/opinion/op_ed/hc-nienhusser-college-aid-for-undocumented-immigra-20140603,0,6304585.story)

### **RESEARCH GRANTS (FUNDED)**

- Nienhusser, H. K. (2021). Equity-minded policy implementation: A moral imagination approach to achieve greater higher education access for marginalized communities. \$10,000. *University of Connecticut, Neag School of Education*. May 2021 – April 2023.
- Nienhusser, H. K. (2020). Equity-minded policy implementation imagination to achieve greater higher education access for marginalized communities. \$2,000. *University of Connecticut, Scholarship Facilitation Fund*. July 2020 – April 2023.
- Nienhusser, H. K., & Oshio, T. (2017, February). Role of immigration status on undocumented and DACAmented adolescents' social-emotional development, educational experiences and aspirations, and

- family processes. \$6,000. *University of Hartford, College of Education, Nursing, and Health Professions*. February 2015 – August 2018.
- Oshio, T., & Nienhusser, H. K. (2016, March). Role of immigration status on undocumented and DACAmented adolescents' social-emotional development, educational experiences and aspirations, and family processes. \$19,422. *University of Michigan–Flint, Faculty Research and Creative Activity*. March 2016 – June 2019.
- Oshio, T., & Nienhusser, H. K. (2015, February). Factors that shape students' postsecondary education aspiration. \$6,000. *University of Hartford, College of Education, Nursing, and Health Professions*. February 2015 – June 2017.
- Nienhusser, H. K., & Wisniewski, L.\* (2014, March). College-going culture and college choice process in an urban context. \$10,000. *University of Hartford, Women's Education and Leadership Fund (WELFund)*. March 2014 – July 2015.
- Nienhusser, H. K., & Wisniewski, L.\* (2014, February). College-going culture and college choice process in an urban context. \$6,000. *University of Hartford, College of Education, Nursing, and Health Professions*. February 2014 – July 2015.
- Nienhusser, H. K., & Espino, M. (2013, August). Role of higher education administrators in the implementation of state and institutional policies affecting undocumented students. \$2,000. *American College Personnel Association (ACPA) Foundation*. August 2013 – June 2014.
- Nienhusser, H. K. (2013, February). Role of higher education administrators in the implementation of state and institutional policies affecting undocumented students. \$2,000. *College of Education, Nursing, and Health Professions*. February 2013 – June 2014.
- Nienhusser, H. K., Vega, B. E.\*, & Saavedra Carquin, M. C.\* (2012, July). Stigma associated with undocumented immigrants' unauthorized status and its impact on higher education access. \$6,000. *Hispanic Association of Colleges and Universities*. July 2012 – December 2013.
- Nienhusser, H. K., & Dougherty, K. J. (2008, September). Implementation of college in-state tuition for undocumented immigrants in New York. \$7,290. *New York Latino Research and Resources Network (NYLARNet)*. September 2008 – February 2010.

\* Denotes co-submission with student.

### **RESEARCH GRANTS (PROPOSED)**

- Moreno, O., Cadenas, G. A., Nienhusser, H. K. (2021, October). \$34,960. *AERA Research Grants*.
- Nienhusser, H. K. (2020, March). Equity-minded policy implementation: A moral imagination approach to achieve greater higher education access for marginalized communities. \$10,000. *University of Connecticut, Neag School of Education, Dean's Research Incentive Award*.
- Nienhusser, H. K., & Connery, C.\* (2019, November). Imagining policy implementation as a tool to strive for higher education equity. \$165,000. *Russell Sage Foundation*.
- Nienhusser, H. K. (2017, November). Higher education policy implementation environment for underserved students: The case of undocumented and DACAmented students in a new destination state. \$70,000. *National Academy of Education/Spencer Postdoctoral Fellowship*.
- Nienhusser, H. K. (2016, November). Higher education policy implementation environment: The case of undocumented and DACAmented students in a new destination state. \$70,000. *National Academy of Education/Spencer Postdoctoral Fellowship*.
- Nienhusser, H. K., & Oshio, T. (2016, August). Role of immigration status in shaping undocumented and DACAmented adolescents' educational pathways. \$500,000. *William T. Grant Foundation*.

- Nienhusser, H. K., Estey, M. (2015, October). Understanding Latina/o youth college enrollment decisions in Hartford. \$20,000. *Hartford Foundation for Public Giving, Latino Endowment Fund*.
- Nienhusser, H. K., & Oshio, T. (2015, March). Students' understanding of the cost of and plans to finance college. \$40,000. *Association for Institutional Research*.
- Nienhusser, H. K., & Espino, M. (2013, June). Role of higher education administrators in the implementation of state and institutional policies affecting undocumented students. \$5,000. *NASPA Foundation*.

\* Denotes co-submission with student.

#### **SPECIAL ISSUE GUEST EDITORSHIP**

- Felix, E. R., & Nienhusser, H. K. (w/ Burgos-López, L.\* & Gonzalez, Á.\*; 2021). Policy implementation as an instrument to achieve educational equity in the community college context. *Education Policy Analysis Archives*.

\* Denotes student involvement (as co-managing editors).

#### **INVITED MEETINGS**

- National Latina/o Education Research, Policy and Practice Initiative (2012, June). Hosted by *Hispanic Association of Colleges and Universities (HACU)*.

#### **SERVICE (INTERNATIONAL/NATIONAL)**

- Exploring Supportive Recruitment and Access Strategies: The Impact of Test-Optional Policies on Undocumented Students' Interest, Access, and Enrollment in Highly Selective Institutions (Research Project Advisory Board). Member. February 2023 – Present.
- Association for the Study of Higher Education. Presidential Commission on Undocumented Immigrants. Member. August 2021 – Present.
- American Educational Research Association. Books Editorial Board. Member. September 2018 – August 2022.
- Association for the Study of Higher Education. Presidential Commission on Undocumented Immigrants. Co-Chair. November 2017 – August 2021.
- Association for the Study of Higher Education. Program Committee. Member. November 2016 – November 2017.
- American College Personnel Association. Commission for Admissions, Orientation, and First Year Experience. Member. March 2000 – March 2004.

#### **SERVICE (REGIONAL)**

- Adelante Student Voices. Board Member. Member. January 2019 – Present.

#### **SERVICE (INSTITUTIONAL)**

- University of Connecticut. Neag School of Education, Department of Educational Leadership, Leadership and Education Policy, Promotion and Tenure Review Committee. Member. August 2021 – Present.
- University of Connecticut. Neag School of Education, Center for Education Policy Analysis, Research, and Evaluation (CEPARE) Steering Committee. October 2020 – Present.
- University of Connecticut. El Instituto. Affiliate Faculty. February 2020 – Present.
- University of Connecticut. Undocumented Student Advisory Board. Member. September 2019 – Present.
- University of Connecticut. Neag School of Education, Department of Educational Leadership, Leadership and Education Policy, Ph.D. Admissions Review Committee. Member. January 2019 – Present.

University of Connecticut. Neag School of Education, Department of Educational Leadership, Higher Education & Student Affairs, Admissions Review Committee. Member. November 2018 – Present.

University of Connecticut. Masters in Race, Ethnicity, and Politics. Affiliate Faculty. August 2018 – Present.

University of Connecticut. Neag School Center for Behavioral Education and Research (CBER) Review Committee. Member. March 2023 – May 2023.

University of Connecticut. Graduate Faculty Council. Member. September 2019 – August 2022.

University of Connecticut. Office for Diversity and Inclusion. Student Onboarding Workgroup: Diversity, Equity, & Inclusion. January 2021 – May 2021.

University of Connecticut. Neag School of Education, Equity and Social Justice Committee. Member. September 2018 – August 2020.

University of Connecticut. Neag School of Education, Equity and Social Justice Committee, UndocuAlly Training Subcommittee. Co-Chair. September 2018 – August 2020.

University of Connecticut. UndocuAlly Taskforce. Member. September 2019 – May 2020.

University of Connecticut. Neag School of Education, Department of Educational Leadership. Higher Education and Student Affairs Assistant Professor-In-Residence Faculty Search Committee. Chair. August 2019 – January 2020.

University of Hartford. Race Together (Student Organization). Faculty Advisor. October 2017 – August 2018.

University of Hartford. Jackie McLean Fellowship Selection Committee. Member. January 2017 – August 2018.

University of Hartford. College of Education, Nursing and Health Professions. Faculty Executive Committee. Member. September 2016 – August 2018.

University of Hartford. Faculty Senate Diversity Committee. Member. September 2015 – August 2018.

University of Hartford. College of Education, Nursing and Health Professions. Academic Standing Committee. Member. September 2015 – August 2018.

High School to College Transition of Latinos in Greater Hartford: Embracing Our Successes and Working Together to Confront our Challenges Conference. Co-Chair. May 2015 – April 2016.

University of Hartford. College of Education, Nursing and Health Professions. Educational Leadership Faculty Search Committee. Member. December 2015 – April 2016.

University of Hartford. College of Education, Nursing and Health Professions. Early Childhood Education Faculty Search Committee. Member. October 2015 – April 2016.

University of Hartford. College of Education, Nursing and Health Professions. Advisory Committee for Research. Member. January 2014 – May 2015.

Teachers College, Columbia University. Affirmative Action Committee. Member. February 2005 – May 2010.

Teachers College, Columbia University. Professional Staff Executive Committee. Chair and Member. March 2004 – May 2010.

Stony Brook University. Residential Programs. Leadership Development Committee. Member. September 2000 – May 2001.

Stony Brook University. Residential Programs. Student Staff Committee. Member. May 1998 – August 2000.

Stony Brook University. Stony Brook Resident Assistant Conference Committee. Chair. September 1998 – April 2000.

**DISSERTATION COMMITTEES (SPONSOR)**

- DeRosa, D. (2023). Exploring sense of community for undergraduate women in sport management. University of Connecticut.
- Blake, L. (2018). Early childhood teachers' practices in fostering self-regulated learning associated with college and career readiness. University of Hartford.
- Charles, R. (2018). Next generation of educational philanthropy: Crossover strategy—emergent collaborations between community colleges and private foundations. University of Hartford.
- Logan, I. (2018). Exploring the experiences of bilingual professionals through a microaggressions lens. University of Hartford.
- Lopez, M. (2018). Barriers influencing the persistence of adult black female undergraduate students in public higher education. University of Hartford.
- Mack, Q. L. (2018). Exploring the role of community college faculty in implementing developmental education reform policy. University of Hartford.
- Beauchemin, A. (2017). Students' experiences with supports offered in Educational Opportunity Programs that lead to their persistence in postsecondary education. University of Hartford.
- Dreger, M. (2017). Barriers to postsecondary participation experienced by formerly incarcerated community college students. University of Hartford.
- Hodgman, M. (2017). Business employers' perceptions of the quality of for-profit higher education and the employability of for-profit higher education baccalaureate business graduates. University of Hartford.
- Gazda, T. (2015). Massachusetts public school administrators' perceptions of the development and implementation of educational policy. University of Hartford.
- Padykula, B. (2015). Exploration of RN-BS students' reports of their self-care and health-promotion practices in a holistic nursing course. University of Hartford.

**DISSERTATION COMMITTEES (MEMBER)**

- Moya, G. (2023, anticipated completion). A phenomenological study on the experiences of student support representatives supporting undocumented college students. Creighton University.
- Connery, C. (2023). Principals conceptualizing their role relative to undocumented students: A structure-agency perspective of what, how, and why. University of Connecticut.
- Singleton II, P. (2023). Dreams and nightmares: Experiences of Black men in a college and career readiness program during COVID-19. University of Connecticut.
- Ives, J. (2022). College students making sense of equity pedagogy in racially diverse STEM classrooms. University of Connecticut.
- Robinson, A. N. (2022). Responding to incidents of racist harm: An institutional ethnographic study of a student affairs organization. University of Connecticut.
- Barnett, J. A. (2021). Validation experiences, sense of community, and college persistence among large public university low-income students. Stony Brook University.
- Landa, J. (2020). The effect of "Minority Teacher Scholarships" on states' educator racial composition and individual degree attainment: Evidence from national and university data. University of Connecticut.
- Bozzi, M. (2017) Examining the experiences of stress, support, and coping of full-time working professionals completing a part-time MBA. University of Hartford.
- O'Brien, J. (2017). Asian American transracial adoptees' experience of racism, racial discrimination, and the influence of family. University of Hartford.



- Blythe-Hibbert, P. (2013). An investigation of experienced English-speaking Caribbean immigrant teachers' reports of classroom factors influencing their self-efficacy during their first year of teaching in urban public schools in the United States of America. University of Hartford.
- Roberts, A. C. (2013). An investigation of urban high school English teachers' culturally competent practices. University of Hartford.
- Tripodina, C. L. (2013). Nursing instructors' strategies to support professionalism in nursing students in the clinical setting. University of Hartford.

## RELATED EXPERIENCE

Graduate Assistant                                      September 2000 – May 2001  
Stony Brook University- Academic Advising Center

Social Work Intern                                      September 1999 – June 2000  
Brentwood School District- Freshman Center / Liberty Program

Resident Assistant August 1996 – May 1998  
Stony Brook University- Division of Campus Residences

## HONORS & AWARDS

National Academy of Education/Spencer Postdoctoral Fellowship Semifinalist (2016)

Policy Research Fellowship Teachers College, Columbia University (2009 – 2010)

Residential Programs Distinguished Service Award (2000)

Phi Beta Kappa National Honor Society (1998)

## PROFESSIONAL MEMBERSHIPS

ACPA—College Student Educators International

American Educational Research Association (AERA)

Association for the Study of Higher Education (ASHE)

NASPA—Student Affairs Administrators in Higher Education

## RESEARCH SOFTWARE SKILLS

NVivo

SPSS (working knowledge)