1. Personal Information

Name: Albert Yalley

1. Contact information

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* **Location**: Williamsburg, VA / Ghana

1. **Header Title**:  
   Albert Yalley  
   Higher Education Leader | Student Advocate | Equity Scholar

**Welcome Message**:  
Welcome to my professional portfolio! I am passionate about creating inclusive learning environments and empowering student voices in higher education. From Ghana to the United States, my journey has been defined by service, leadership, and the pursuit of equity for all students. Explore my academic projects, leadership experiences, and research focused on international student success and educational transformation.

1. Short Bio

Albert Yalley is a dedicated educator, student affairs practitioner, and equity scholar with a deep passion for supporting students from underrepresented backgrounds. Born and raised in Ghana, Albert brings over six years of experience teaching and mentoring students within the Ghana Education Service. He currently serves as a Graduate Assistant in Student Accountability and Restorative Practices at William & Mary, where he is also the Co-Chair of the Undergraduate Honor Council. Albert’s research centers on equity and inclusion for international students of African descent in liberal arts institutions. His work is driven by personal experiences and a commitment to shaping educational policies that respond to students' lived realities. His long-term goal is to establish an educational institution in Ghana and contribute to national education policy as a future member of parliament. He holds a diploma and bachelor’s degree in education from the University of Cape Coast and is currently completing his Master’s in Higher Education Administration at William & Mary, with plans to pursue a Ph.D. in Educational Policy and Leadership.

**Research & Academic Work**

1***. Leadership Learning Intervention: Enhancing Ethical Decision-Making in Student***

**Conduct**

Course: Leadership and Change in Higher Education

Type: Capstone Leadership Project

Summary: Developed a semester-long leadership intervention for the Undergraduate Honor Council to enhance

members’ ethical decision-making and culturally competent leadership. The project addressed gaps in student

leaders’ ability to consider contextual factors in conduct cases and applied adaptive and transformative leadership

theories.

• Learned how to apply adaptive and transformational leadership models in real-life student conduct settings.

• Understood the importance of contextual analysis and ethical decision-making in student leadership roles.

• Developed skills in designing and implementing student leadership training interventions.

**2. Critical Analysis of Institutional Diversity Statements**

Course: Social Justice Praxis in Higher Education

Type: Analytical Paper

Summary: Critically evaluated the University of North Carolina’s diversity statement, highlighting the disconnect

between symbolic language and tangible outcomes. The paper emphasized the need for policy-driven diversity efforts

grounded in accountability and systemic change.

• Improved critical analysis skills through evaluating institutional diversity language versus actions.

• Recognized performative diversity and the need for measurable equity policies.

• Learned to apply social justice frameworks in institutional critique.

**3. Research Paper: Addressing Equity and Inclusion for International Students of African**

**Descent**

Course: Sociology

Type: Research Proposal & Literature Review

Summary: This research explores the unique challenges and opportunities for international students of African descent in U.S. liberal arts institutions, with a focus on academic support. It draws on personal experience and

scholarly literature to propose interventions that promote equitable educational experiences.

• Deepened understanding of challenges faced by international students of African descent.

• Learned how to design a research proposal with equity-driven objectives.

• Built a foundation for future research in higher education inclusion and support services.

**4. Assessment of Undergraduate Critical Thinking Skills**

Course: Assessment and Evaluation in Higher Education

Type: Final Assessment Project

Summary: Designed and evaluated an assessment strategy to measure critical thinking skills in undergraduate

students using mixed methods. Applied assessment practices to SARP and STEP roles by tracking conduct trends

and measuring engagement in student transitions.

• Developed proficiency in designing assessment tools and evaluation strategies.

• Applied data-informed practices to student affairs roles in real time.

• Gained experience integrating qualitative and quantitative methods in assessment.

**5. Exploring Classism in Higher Education: Team Presentation**

Course: Social Justice Praxis

Type: Group Presentation

Summary: Investigated the impact of socioeconomic status on student access and success. Explored the intersection

of class and race, and how students from low-income backgrounds navigate college systems.

• Explored how socioeconomic background shapes student access and retention.

• Enhanced collaboration and group presentation skills.

• Learned to critically examine intersections of race, class, and privilege.

**6. Racism in Higher Education: Structural Policy Analysis**

Course: Social Justice Praxis

Type: Individual Presentation

Summary: Analyzed how systemic racism manifests in admissions, hiring, and curriculum development. Emphasized

the role of critical race theory in reshaping higher education policies to support students of color.

• Analyzed structural racism in institutional policies and practices.

• Improved public speaking and presentation delivery on complex topics.

• Strengthened ability to apply critical race theory in education policy discussions.

**7. Quantitative Analysis: Institutional Costs and Student Success**

Course: Educational Research and Practice

Type: SPSS-Based Research Project

Summary: Used national datasets to analyze how cost of attendance, loan default rates, and institutional type

correlate with student completion. Highlighted equity implications in policy decisions.

• Gained hands-on experience using SPSS for institutional data analysis.

• Learned to interpret statistical relationships affecting student outcomes.

• Understood financial equity issues in higher education policy.

8**. Qualitative Study: AI and Ethics in Higher Education**

Course: Educational Research and Practice

Type: Interview-Based Research

Summary: Conducted and analyzed interviews with undergraduate students to explore ethical concerns and

perceptions of AI in education. Uncovered key themes including academic integrity, accessibility, and digital equity.

• Improved qualitative research skills through interview design and analysis.

• Identified key ethical concerns regarding the use of AI in education.

• Developed coding and thematic analysis skills for qualitative data.

**Course**: Student Development Theory  
**Type**: Foundational Coursework & Final Project Integration  
**Summary**:  
This course laid the theoretical foundation for understanding how students grow, develop, and navigate their college experiences. It explored psychosocial, cognitive, and identity-based theories including Chickering’s Seven Vectors, Helms’ Racial and Ethnic Identity Development, Social Class Identity Development, and Self-Authorship. For the final project, these frameworks were applied to analyze student experiences through an intersectional lens, particularly focusing on race, social class, and identity formation. The course enabled the application of theory to practice, especially in the context of student affairs, equity, and institutional support.

* Learned how to connect developmental theories to real-world student experiences, using models like Helms’ and Chickering’s to analyze identity formation.
* Strengthened critical thinking through the application of theory in practical settings, such as student support services and program development.
* Gained a deeper understanding of intersectionality, student identity complexity, and the role of cultural context in shaping educational experiences.
* **Panel Discussion on Diversity, Equity, and Inclusion**
* **Course:** EPPL 530 – Introduction to Student Affairs Administration in Higher Education  
  **Type:** Expert Panel Presentation  
  **Summary:** Participated as a panelist in a "Panel of Experts" on Diversity, Equity, and Inclusion (DEI), exploring layered policy, practice, and perspective issues facing student affairs professionals. The discussion critically examined systemic inequities in higher education, with particular focus on racial justice, inclusive campus environments, and student success.  
  • Developed deep understanding of the institutional, social, and cultural complexities of DEI in student affairs.  
  • Strengthened ability to communicate nuanced perspectives through a policy and practitioner lens.  
  • Learned to balance national trends and localized student experiences in equity-focused decision-making.

**Presentation on First-Generation College Students**

* **Course:** EPPL 530 – Introduction to Student Affairs Administration in Higher Education  
  **Type:** Student Population Analysis & Class Presentation  
  **Summary:** Delivered a research-informed presentation on first-generation college students, highlighting their unique challenges and resilience. The session emphasized strategies for fostering belonging, improving retention, and supporting academic success among first-gen students.  
  • Gained insight into intersectional barriers such as financial hardship, cultural capital gaps, and lack of familial support.  
  • Developed culturally responsive strategies to support marginalized student populations.  
  • Strengthened skills in public speaking and knowledge translation for student affairs practice.