

## Arbelo Bio

Dr. Floralba Arbelo, the Dean of Student Affairs and an Associate Professor at Albizu University Miami Campus has served in higher education over the past 15 years as faculty and administrator. She has collaborated in research and program development with institutions of higher education and NGOs in Haiti, Cuba, Puerto Rico, Guatemala, Dominican Republic, and in the United States. Dr. Arbelo-Marrero's research focuses on minority student success, academic persistence, student retention, and online teaching and learning. Her research has been published in the *Journal of Hispanic Higher Education*, *Journal of Ethnographic and Qualitative Research*, *Hispanic Educational Technology Journal*, and the *International Journal of Doctoral Studies*, among others. Her teaching experience has focused on research methods, teacher preparation, and higher education administration in both online and campus-based contexts. Dr. Arbelo is HACU fellow and the recipient of the Women that Transcend Award for Global Leadership in Education and Community Service. She was recently elected to the AHSIE council to further advocate and support capacity building among HSIs in the United States. Born in Brooklyn, New York, Dr. Arbelo completed her undergraduate studies in liberal arts at CUNY's Brooklyn College, Master of Science in management at the New School for Public Engagement in New York, and her doctoral studies at Liberty University in Virginia. Dr. Arbelo can be reached at [farbeo@albizu.edu](mailto:farbeo@albizu.edu)

## Publications List

McPherson, M., & Arbelo Marrero, F. (2021). *Community college Latinx students on academic probation: Factors of Success*. Accepted by NACADA for publication June 2021.

Arbelo Marrero, F. (2020). Social presence: An imperative in online learning contexts. *HETS Online Journal*, 11, 111 – 128. <https://www.hets.org/resources/flash/vol11-1/>

Arbelo Marrero, F., Martin, K., & Frigerio, A. (2019). Hispanic students and online learning: Factors of success. *HETS Online Journal*, 9(2). <https://hets.org/ejournal/2019/04/25/hispanic-students-and-online-learning-factors-of-success/>

Arbelo Marrero, F. & Milacci, F. (2018). Voices from the academic trenches: Academic Persistence among Nontraditional Hispanic Students at Hispanic Serving Institutions. *Journal of Ethnographic and Qualitative Research*, 12(3), 219 - 232. <https://docs.google.com/a/jeqr.org/viewer?a=v&pid=sites&srcid=amVxci5vcmd8am91cm5hbC1vZi1ldGhUb2dyYXBoaWMtcXVhbGI0YXRpdmUtcmlVzZWZyY2h8Z3g6MjNkMzlhNGJiZmQzMzkzNA>

Arbelo Marrero, F. & Aguirre Castells, M. (2018). Understanding classroom motivation among adolescent Hispanic male students. *Journal of Teacher Action Research*, 4(3), 23 – 38. [http://www.practicalteacherresearch.com/uploads/5/6/2/4/56249715/understanding\\_classroom\\_motivation\\_among\\_adolescent\\_hispanic\\_males.pdf](http://www.practicalteacherresearch.com/uploads/5/6/2/4/56249715/understanding_classroom_motivation_among_adolescent_hispanic_males.pdf)

Arbelo Marrero, F. (2017). Hermeneutic phenomenology as a research tool for understanding Hispanic students' academic persistence at Hispanic-serving institutions. *SAGE Research Methods Cases*. <http://methods.sagepub.com/case/hermeneutic-phenomenology-hispanic-students-academic-persistence>

Arbelo Marrero, F. (2016). Pre-entry doctoral admission variables and retention at a Hispanic Serving Institution. *International Journal of Doctoral Education*, 11, 269 – 284. <http://ijds.org/Volume11/IJDSv11p269-284Marrero2309.pdf>

Arbelo Marrero, F. (2016). Barriers of school success for Latino students. *Journal of Education and Learning*, 5(2), 180 - 186. <http://www.ccsenet.org/journal/index.php/jel/article/view/57053>

Arbelo Marrero, F. & Mustellier, T. (2016). Implementing reading strategies for second grade immigrant students to increase reading proficiency and help them enjoy reading. *Journal of Teacher Action Research*, 2(2), 131 – 139.  
<http://www.practicalteacherresearch.com/uploads/5/6/2/4/56249715/arbello131139.pdf>

Arbelo Marrero, F., & Milacci, F. (2016). A Phenomenological Investigation of Academic Persistence of Undergraduate Hispanic Nontraditional Students at Hispanic Serving Institutions. *Journal of Hispanic Higher Education*, 15(1) 22–40.  
<https://journals.sagepub.com/doi/abs/10.1177/1538192715584192?journalCode=jhha>