Teacher’s College, Columbia University
Higher and Postsecondary Education
Newsletter

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HPSE On The Move....

Teacher’s College’s Higher and Postsecondary Education (HPSE) Department has many exciting activities and opportunities for you to take advantage of in the next coming months. Inside this issue you’ll find out the latest on summer classes, faculty and student accomplishments, new scholars, and openings for volunteer positions within HPSE.

Right now, HPSE is looking volunteers and new Chairs for the following committees for the 2005-2006 school year:

- Communications (Newsletter)- new Chair & photographer needed
- Professional Development– volunteers needed
- Alumni—volunteers needed
- The Annual HPSE Informational Session– volunteers needed
- Social Committee— new Chair and volunteers needed

HPSE Summer Classes to Look For...

Heat up the summer with some exciting new classes:

- **ORLH 4500 Infinite Variety: The Many Faces of Universities** (Summer A) with Sheldon Rothblatt. Tuesday & Thursday 6.50 - 9.00 pm.
- **ORLH 5021 Patterns of Organization and Management in Higher Education** (Summer A) with Diane Dean & Catherine Embree. Monday & Wednesday 5.00 - 8.20 pm. (*Special Dates: 6/1, 6/6, 6/8, 6/13, 6/15, 20, 6/22, 6/27, 6/29).
- **ORLH 4010 Purposes and Policies of Higher Education** (Summer B) with Arthur Langer. (*Additional class - Sat. July 16 - 9 a.m. to 1 p.m.)
- **ORLH 4500 Special Topic: Legal Perspectives in Access and Opportunity -Affirmative Action in Admissions in Higher Education** (Summer B) with Janice Robinson. (*Special Dates: 7/14, 7/19, 7/21, 7/26, 7/28, 8/2, 8/4)
Professor Kevin Dougherty was named Program Coordinator of the Higher and Postsecondary Education Program. Dr. Dougherty recently served as chair for a session at AERA (American Educational Research Association) entitled: "Contradictory Mission? The Community College Baccalaureate in North America". Dr. Dougherty also delivered a lecture on April at the City University of New York.

Professor Arthur Levine, President of Teacher’s College, along with Michael Fullen hosted a fireside chat on “Leadership and Organizational Change in North American Institutions: Crises and Choices” at this year’s AERA Annual Meeting in April.

Professor Judith Glazer-Raymo has been invited to participate in the American Historical Association’s (AHA) upcoming invitational conference at Wingspread in Racine, WI scheduled for May 16-18. The conference theme will be "Competencies and Credentials for Training History Professionals". She will also be a panelist for a plenary session devoted to "Sharing Standards, Outcomes, and Credentials for Master's Level Training in the Historical Professions". Dr. Glazer-Raymo also participated in the AERA Annual Conference in Montreal as a panelist in an invited symposium "Women's Rights/Human Rights: Searching for Social Justice". She now begins her two-year term as chair of the AERA/SAGE standing Committee (Scholars and Advocates for Gender Equity) and in that capacity, as a member of the AERA Social Justice Action Committee (SJAC).

Professor Anna Neumann authored a session on “Learning as a Lens for Exploring University Professors’ Work and Careers” at this year’s AERA Annual Meeting in which she presented “The Interrelation of Self and Work: Exploring the Personal Sources of University Professors' Scholarly Endeavors” with students Julie Schell and Kerry J. Charron and “Opportunities to Even Out the Odds: University Professors Constructing Research as Pedagogical Settings” with students Anabella Martinez and Frances Magee.

Professor Thomas Rock recently served as the conference chair of the Annual Conference of the National Association of Graduate Admission Professionals (NAGAP) in Chicago. Dr. Rock was also named Vice President of NAGAP.
Kevin Collins (Ed. M.) was recently appointed Student Life Chair for the Teachers College, Student Senate. He also made the following presentations: “Everything You Needed to Know About Transfer Students” at the ACPA Annual Conference Presentation in April 2005 and “Debunking the Transfer Myth: An Examination of Specials” at the Harvard University Graduate School of Education’s Student Research Conference and International Forum in February 2005.

The following students were selected to present their paper entitled “Psycho-Social Aspects of Body Image: An Interdisciplinary Analysis of Teaching, Learning and the Creation of a College Course Curriculum” at Harvard University's Graduate School of Education Research Conference and International Forum, February 2005: Kevin Collins (Ed.M), Liam Dunn (M.A.), Stephen Pizzi (M.A.), Joanna Hootnick (M.A.), & Jibril Younes (M.A.) This paper was an outcome of Dr. Anna Neumann's Curriculum and Instruction Class.

Deidre Flowers (Ed.M) has written an article entitled "The Launching of the Sit-in Movement: The Role of Black Women at Bennett College" which will be published in the Winter-Spring 2005 Journal of African American History. Deidre also presented this paper at Teacher’s College’s The Impact of the Brown Decision on American Education Conference held in April 2004 in a panel discussion on Higher Education, Social Change and Educational Advancement.

Sosanya Jones (Ed.D.) presented a study on minority pre-college programs entitled “Retaining and Graduating Black College Students: The Role of Pre-College Programs” at Harvard University's Graduate School of Education's Student Research Conference and International Forum in February 2005 and also presented the study in a roundtable discussion at the AERA conference in Montreal in April 2005.

Anabella Martinez (Ed.D.) and Frances Magee (Ed.D.) presented a paper with Dr. Anna Neumann entitled “Opportunities to Even Out the Odds: University Professors Constructing Research as Pedagogical Settings” at the AERA conference in Montreal in April 2005.

Kim Pereira (Ed.D.), Tamsyn Phifer (Ed.D.), Julie Schell (Ed.D.), and Sosanya Jones (Ed.D.) were chosen to participate in the AERA, Division J New Faculty and Graduate Student Seminar.

Julie Schell (Ed.D.) with Kerry J. Charron and Professor Anna Neumann and entitled “The Interrelation of Self and Work: Exploring the Personal Sources of University Professors' Scholarly Endeavors” at the AERA conference in Montreal in April 2005.

Congratulations to two of our own who were recipients of the 2005-2006 Teacher's College President's Grant for Diversity and Community Initiatives, Kenny Nienhusser (Ed.D.) and Nathan Walker (Ed.D.).

Congratulations to the recipients of the 2005-2006 S.M. Sturtevant Grant awards: Jennifer Hong (Ed.D.), Kim Pereira (Ed.D.), Anabella Martinez (Ed.D.), and Francy Magee (Ed.D.).
One of the most intense, long suffering and rewarding experiences of any doctoral process is writing the dissertation. It is a testament to years put into coursework, writing and the announcement of an emerging scholar. This semester, two of our own have completed the trials of writing and defending the dissertation for the Ed.D. in Higher and Postsecondary Education at Teacher’s College…

**Riva Kedar**

Riva Kedar’s dissertation is entitled “Peer-mentoring relationships: Toward a non-hierarchical mentoring approach for women faculty”. The study addresses questions about how full-time women faculty experience peer-mentoring and its influences on their academic. Riva’s study produced findings that peer-mentors can give and receive guidance and support similar to that which senior mentors, ideally, offer to protégées; that it reflects some of the ideals” of academic collegiality, and that female-to-female peer-mentoring appears grounded in personal connection that grows within professional relationships. Her study contributes a framework for understanding peer-mentoring within the work lives of women faculty, outlining possible directions for faculty women who want to peer-mentor as well offering policymakers a way to think about building institutional cultures that foster academic women’s professional development. Riva’s committee consisted of Dr. Anna Neumann (Sponsor-Higher & Postsecondary Education), Dr. L. Lee Knefelkamp (Psychology and Education), Dr. Victoria Marsick- (Chairperson-Education/Co-Director J.M. Huber Institute), and Dr. Barry Farber (Professor of Psychology and Education).

Riva defended on April 5, 2005. Riva is currently the Assistant Director of the Office of Intercultural Support and the Higher Education Opportunity at New School University. Congratulations Riva!

**Aimee Terosky**

Aimee LaPointe Terosky graduates with her Ed.D on May 18, 2005. Aimee's qualitative dissertation, “Taking Teaching Seriously: A study of University Professors and Their Undergraduate Teaching”, explores the experiences of university professors recognized by alumni and key colleagues as taking their undergraduate teaching seriously. The study examines what it means to these professors to take teaching seriously and how they enact serious-minded teaching. Further, it discusses what helps and hinders these professors to take teaching seriously, as well as why they take teaching seriously and what benefits they may derive from their efforts. Aimee's dissertation committee consisted of Dr. Anna Neumann (sponsor, Higher and Postsecondary Education), Dr. Aaron Pallas (Sociology of Education), Dr. David Hansen (Philosophy of Education), and Dr. Michelle Knight (Curriculum and Teaching). The Teachers College Dean's Grant for Student Research and The Spencer Foundation Research Training Grant generously supported Aimee’s work.

Aimee was recently notified that she is one of four recipients of the 2005 K. Patricia Cross Future Leaders Awards. Aimee was recognized and honored, in receipt of the award at this year’s AAHE conference presented a chapter from her dissertation at the annual meeting of ASHE in Kansas City, MO in November 2004 and at the annual meeting of AERA in Montréal in April 2005. Currently, Aimee consults for the Center for Teaching Excellence at New York University and she is in the midst of interviews for teaching center and faculty positions in the New York City area. Congratulations Aimee!
Dr. Gregory Anderson

Dr. Gregory M. Anderson is an Assistant Professor in the Programs in Higher and Postsecondary Education and the Associate Director of the Center for African Education at Teachers College, Columbia University. He earned a Ph.D. in sociology from the Graduate Center at the City University of New York.

Anderson’s research interests include issues of race, equity, access, compensatory reform and higher education policy from a comparative perspective (with emphasis on South Africa and the United States).

Recent publications include: Building a People’s University in South Africa: Race, Compensatory Education and the Limits of Democratic Reform (Peter Lang Publishing, Inc., 2002);

“Access in Higher Education”, in Higher Education in the United States: An Encyclopedia (ABC-CLIO Publishers, 2002); and


Forthcoming articles and research projects include an analysis of state policy and public community colleges, race and affirmative action at elite 4-year institutions in the United States, and an examination of the transformation and restructuring of the South African higher education system in the new millennium funded by the Ford Foundation.
Dr. Celerino Tiongco (graduate of the HPSE Ed.D program). Celerino’s dissertation “Meeting the Educated Manpower Needs of Knowledge-Based Businesses: Strategic Implications for Higher Education in the Philippines” was an inquiry into the interaction between the world of employment and work and the higher education system in the developing country of the Philippines. He explored how adequately the country’s universities and colleges are meeting the educated manpower needs of business. Shortly after the approval of his dissertation proposal, he returned to Manila to begin field work and then through colleagues including advisor Dr. Gregory Anderson, he learned Ford Foundation’s Manila office was interested in the study.

Celerino’s last position before leaving for his doctoral studies was Vice President for Administrative Affairs. He came back to Manila after defending his dissertation. Celerino says that the leaders of the university felt that what he learned at TC was invaluable to their mission to build. As a result he was appointed Dean of the School of Education. Since then, he has been immersed in the operation of the school and developing strategic directions for the future. He says that he has been very much influenced by the TC model, which weaves the triad of education, psychology, and health into the various academic programs offered by the college.

Celerino’s Reflections about his experience in HPSE

“Many years ago, I would not have imagined I would be this deeply immersed in education. In fact, I felt teaching wasn’t my cup of tea, but my TC experience has kindled in me a great desire to help others learn and to find as many possible ways of making that happen, inside or outside the classroom.”

“These days, I often catch myself talking to colleagues and students about interdisciplinary teaching and research, about the need to understand and appreciate diversity in people’s thinking and background in the classroom and in the workplace, or about the importance of fusing the elements of challenge and support for students in the learning environment in the university. If I now speak so naturally about these things, I guess it’s because that’s the kind of stuff I brought home with me from my TC and Higher Education Program days. That doesn’t mean I have only pleasant memories of my TC experience or of the Higher Education program. I went through many rough moments, too, in the two years or so of coursework that I did at TC. Dr. Anderson and Dr. Neumann know quite well what I mean, because they were the ones who helped me through the bad patches I found myself in. As Americans like to say, stuff happens. And I suppose that has made me appreciate even more the great time I had as a TC and Higher Education Program student.”
CONGRATULATIONS:

TO OUR MAY &
SUMMER GRADUATES!

Do you have questions, comments, suggestions/feedback about the newsletter?

Please E-mail Sosanya Jones at smj2108@columbia.edu