Dear students, faculty, alums, and friends of HPSE,

We are in the throes of winter but as you will see in the following pages, the learning of our faculty and students is blooming! This issue of the newsletter is devoted to “going public” with one particular form of learning in which HPSE faculty and students engage – research and scholarship. I have a few observations I would like to share with you about our scholarly efforts:

First, as you will see as you leaf through this newsletter, our research, much like our teaching, covers the full span of the field of higher education. And yet despite our collective breadth, individuals’ research – across multiple pieces of work – reflects coherence, direction, and energy. For each scholar who lists her or his work, I think you will see a driving idea or question around which she or he builds a unique scholarly agenda. Each of us uses our research, typically encompassing multiple papers and presentations, to do something purposefully – meaningfully – in the world. You will see in the following pages multiple research efforts devoted to educational access, social access by way of education, teaching and learning for democracy, authentic human learning and development, and structures of community and organization for advancing all of this. Each researcher’s work, viewed across multiple writings, reflects a story of who she or he is, and what that person is up to as a researcher or scholar.

Second, our researchers span a variety of career stages. We are so proud of the many HPSE students and alumni who are thriving by way of scholarship in process, just as are our faculty.

Third, our research, theoretically anchored, also is action driven. It is, then, practice oriented, a hallmark of our program. Our research both contributes to improvement of a variety of professional practices and is rooted – from the point of conceptualization – in professional practice, in ways to improve all learners’ experiences in and out of classrooms. We therefore begin and end our thinking, via research, in professional practice.

Our work is growing, and not just in quantity. You will see that the various researchers featured here report conference presentations, talks, technical reports and occasional papers, and publications (chapters and articles for example). This broad array of product types also reflects “programs of work” in process – presentations turning into papers, papers turning then into publications, publications then being reported in still more presentations of all kinds. Not only is our work growing, but so are our researchers.

Perhaps most important, our work, as a whole, reflects concerns about lives in education: the diversity of humanity and human ideas with which we are concerned in our research, concerns about equity that anchor this work, desires for learning at its deepest and best for all.

Just as this newsletter went to publication, we got word that two of our alumni were recently named to college and university presidencies: Dr. Mildred Garcia as the new president of California State University in Fullerton and Dr. Joe Bertolino as the new president of Lyndon State University. Their accomplishments punctuate the preceding list showing us all how scholarly learning can, in time, become a basis for significant leadership.

My very special thanks to Milagros Castillo and the many HPSE students who contributed to this newsletter issue. It is so very good to have this written reflection of the lives we all lead everyday. I wish you all continued generativity, energy, and happiness in the lives of professional action that you all are building through your scholarship.

Sincerely yours,

Anna Neumann
Professor of Higher Education
Director, Program in Higher and Postsecondary Education
President, Association for the Study of Higher Education
Alumni Profile: Dr. Monica R. Kerrigan

Teachers College (TC) has a rich tradition of developing skilled researchers and practitioners. Many TC students become involved with research projects that have implications for practice. These experiences strengthen their academic experience and prepare them for future roles as scholars and practitioners. The Higher and Postsecondary Education (HPSE) program is a strong example of this tradition. Monica R. Kerrigan, Ed.D., an HPSE alumna, shares with us her experience with the program and her involvement in research while in the program.

Recognizing that one’s personal background and preparation is profoundly important to their future success, Dr. Kerrigan recalls that what brought her to TC was her belief that the HPSE program would help her to better understand the college environment. Very early on Kerrigan knew that her interests were focused on studying student success at community colleges.

Coincidentally, the two-year college was also an area of interest for Dr. Kevin Dougherty, an HPSE faculty member. Acting on her research interests Dr. Kerrigan began to work closely with Dr. Kevin Dougherty, who also studies issues related to two-year colleges. At first Dr. Kerrigan worked with Professor Dougherty on this topic as one of his students. She became a research assistant at the Community College Research Center (CCRC) working on a Lumina Foundation Project that looked at low-income minority students in community colleges. Dr. Kerrigan continued to work at the CCRC for six years and as a result developed broad expertise in the area of student success within community colleges. Today her scholarship continues to explore factors influencing community college students’ success and she credits her coursework at TC and involvement with HPSE program faculty for academically and professionally preparing her for the work she does today.

Now employed as an assistant professor of educational leadership at Rowan University in New Jersey, Dr. Kerrigan says she still goes back to people and ideas she explored during the first two years of her doctoral program. She states that “[the academic] grounding was really important for what I do...and also just learning how to read and then how to learn.” Dr. Kerrigan also shared that the challenge of balancing full-time work at CCRC and studying part-time in the HPSE program helped to prepare her for the balancing act of teaching, research and service in the professoriate.

Dr. Kerrigan advised that students in the HPSE program today take advantage of the flexibility in the program to pursue ideas of deep interest. She also recommended that students take advantage of methodological and statistics classes, suggesting that the stronger an individual is in methodology, both qualitative and quantitative, the more confident that person can become as a researcher. In her final two comments she suggested that students talk with faculty about what it will take to publish, and of fundamental importance she just simply encouraged students to enjoy the program.

M.A. Students Gain Valuable Work and Knowledge via the HPSE Internship Program

By: Jessie Ostrow

The HPSE internship Program is “an opportunity for students to get some hands on experience in higher education administration, student affairs, and in some cases, policy work in the higher education area” says Rebecca Natow, Internship Coordinator. She explains that these compensated, part-time positions allow students to earn some income while they “expand their networks in higher education.” HPSE students participating in the internship program gain valuable experience and begin to develop relationships with co-workers that may serve as references for future employment.

In addition to the professional development that students experience as part of the internship program, there is an educational component by way of a year-long one-credit course. In this course, students reflect on their professional experiences through writing assignments, in-class presentations, and create portfolios that showcase the work produced in their internships. These portfolios are often a helpful tool for students during future job interviews.

Participating in the internship program enhances the academic experience because, as Natow says, students go beyond “reading theory and data, which is extremely important, but they can see it translate into practice.” The internship program connects with the HPSE curriculum, as it is embedded in the main theoretical areas of higher education. Students reflect upon the organizational context and culture of their internship sites and brainstorm best practices for conflict management, both main themes in the program as a whole, according to Natow. Students have the opportunity to see practical application of theory take place in their internship sites. Furthermore, some internships also give students the opportunity to enrich their research skills. By investing in the academic experience, past interns have had the chance to benchmark important topics and explore best practices. Such experiences enhance student research skills and prepare them for continuing that type of research in their own work in the future.

The best advice that Natow can give to M.A. students participating in the internship program is to treat the position like a real job. By taking internships seriously, students will prepare themselves for the transition into their professional journeys upon graduation. So, as you further immerse yourself into the work culture of your internship site, or as you prepare to pursue an internship next year, give your all to the office team, and you will be on your way to crafting a purposeful HPSE internship experience!
I sometimes cut through Morning Side Park on the way to TC in the mornings and just today saw daffodils blooming and green grass on this February morning. Weird phenomenon, sure, but also a reminder of how fast the academic year flies by!

For some of you this will be your last semester at TC, and for many of you that implies the beginning of a job search. HPSE regularly partners with Career Services to create programming to support your career development and job search. 

Many students enter the Higher and Postsecondary Education (HPSE) wanting to know more about how to do research and how research may play a role in the work they would like to do at a college or university. The HPSE Program and TC offer an array of courses that provide students with extensive opportunities to deepen their knowledge of research. Through courses, students learn how to select a topic, develop a research question, identify an appropriate conceptual framework, write a literature review, and in certain courses, they may carry out pilot studies that require them to collect and analyze data.

For example, many students in our program take an introduction to research methods course. In the course, students begin to explore a topic of interest and formulate a research question. Milagros Castillo, a doctoral candidate in the program who also teaches a section of this course comments that the course gives students “opportunities to learn how to skillfully and systematically write a literature review, which is an important part of the research process.” She advises students who complete the course and want to take additional methods courses to work closely with their advisor to select other courses that are appropriate given their experience, interests and program requirements. She also suggests that students speak with advanced students in the program to ask them about their research coursework experiences.

Doctoral candidate Rebecca Natow, too, echoes that courses can offer invaluable exposure to research. Speaking of her own experience as a student in the HPSE program’s Literature of Higher Education course, she notes how the course helped her to think more deeply about research and conceptual frameworks, which as she reflects, “is not something you automatically know how to do.” Rebecca suggests students consider the kind of research they would like to conduct or learn more about as they select courses. For instance, because of her interest in qualitative research she completed a two-part out-of-program course on qualitative data collection and analysis, where she gained hands-on research experience by designing a pilot study based on her research interests, collecting and analyzing data for that study.

Rebecca recommends, however, that despite the intent to conduct primarily one type of research, students need to be open to taking courses that broaden their knowledge of both qualitative and quantitative research. For Rebecca, the kinds of skills you gain in a course on the analysis of quantitative data can help you “to be able to look at methods in an article and decide if they used the right method. It builds up your self-confidence as a researcher to be able to do that.”

In my experience, our program’s courses led me to develop a series of questions about research methodology, the analysis and interpretation of data, and the use of data in decision-making. I have begun to further explore these questions in courses on data analysis. In these courses, I have often drawn from my professional work as a tutoring center administrator deepen my knowledge of research while exploring issues central to the field of academic support: how to train content tutors, how to make visible what tutors contribute to students’ learning, and how to articulate these issues publicly through the both quantitative and qualitative research. It has been worthwhile to further develop my research skills while also contributing to my field of work. My advice, especially to those students in the program who are working full-time, is to seek ways of simultaneously advancing your professional practice and developing research skills.
Dr. Monica C. Christensen

Christensen, M. C. (January 2012). Practical Applications of Student Development Theory. In-service training at the citywide meeting of the CUNY Council of Student Life Directors, City Technical College.

Christensen, M. C. (April 2011). Keynote address, SMART to Finish Symposium, Brooklyn College.

Dr. Kevin Dougherty


Dr. Anna Neumann


Dr. H. Kenny Nienhusser


Dr. Julie Schell

Schell, J. (May 2012). Cutting edge Approaches to Student Learning Assessment in STEM Education. HHMI Massachusetts Institute for Technology, Biology Education Group, Cambridge, MA.


Milagros Castillo will be presenting, along with Dr. Maria Torres-Guzman, at AERA 2012, Thriving in Our Identity and in the Academy: Latino/a Epistemology as a Resource for Research.


Milagros Castillo and Delmy Lendof presented at Rutgers University’s 2012 Dialogos. Milagros’ presentation was on: African American and Latino Students’ Sociopolitical Consciousness: An Element of College Learning. Delmy’s presentation was on: Latina/o Students in Higher Education: Parental Involvement as a Key Component.

Katie Conway will be presenting, at AERA 2012, Faculty Flourishing: Toward Improved Understanding of Career Construction Strategies in the Pretenure Faculty Career, as part of a Presidential Roundtable: Non Satis Scire: Research on Women in Education. Alumna Dr. Aimee Terosky will also present at this roundtable.

Sosanya Jones, along with Blanca E. Vega and several other doctoral students at TC (Bianca Baldridge, Terrenda White, Keisha McIntosh, and Darnel Degran) will be presenting a Presidential Roundtable “How A Writing Group Can Provide Counter Spaces and Perspective for Students of Color” at AERA 2012. Sosanya’s paper for this session is entitled: It Takes A Village to Raise a Scholar Too: How A Writing Group Revitalized, Affirmed, and Informed My Dissertation Journey. Blanca’s paper for this session is entitled: Finding a Home for Race Research - The Importance of Writing Groups in Creating Counter Spaces for Doctoral Students of Color.

Delmy Lendof will be presenting at New York University Student Affairs conference (February 2012), Perceptions regarding the role of parents in educating college students.

Francy Magee will be presenting, along with J. Brownell, at ACPA 2012, the following three sessions: Networking senior student affairs officers: Building a community, building a profession; Seasons of a student affairs professional’s career: Developing a theory; and Planning, developing and managing budgets? No sweat! Dr. Jayne Brownell is an HPSE alumna.


Blanca E. Vega will be presenting, as session chair at AERA 2012, Undocumented Students and Access to Postsecondary Education: Reviewing Policy Research and Setting the Research Agenda.

Blanca E. Vega presented at the 2nd Annual Diversity in Research & Practice Conference (March 2011), The Role of Higher Education in Racial Progress. Teachers College, Columbia University.


Milagros Castillo completed her dissertation proposal hearing and received IRB approval this year for her dissertation, Liberal-ly Educating Students: Developing African American and Latino Undergraduates’ Sociopolitical Consciousness in Introductory Sociology.

Sosanya M. Jones completed her dissertation proposal hearing and received IRB approval this year for her dissertation, Diversity Leadership in Practice: Examining Leaders of STEM Graduate School Preparation Programs in their Institutional Context

Francy Magee completed her dissertation proposal hearing this year for her dissertation, Crafting a Career: The Inclusion of Undergraduate Research in Faculty Work.
Faculty Flourishing: Toward Improved Understanding of Career Construction Strategies in the Pre-Tenure Faculty Career

Junior professors are commonly depicted as struggling: so burdened by the requirements of the early faculty career that they have misplaced their passion for their work. This type of faculty member, and the remediation that is often prescribed to support them, is the focus of much of the faculty development literature and practice. However, faculty members who have effectively crafted their careers – both from the perspective of externally-anchored valuations (e.g. tenure) and from within their own sense of commitment and personal interests – clearly do exist. In my dissertation research, I have sought to understand whether an early philosophical idea – eudaemonia, or flourishing – might provide a useful lens for viewing faculty career construction. I interviewed thirty recently tenured professors at elite research-intensive universities with two goals: first, to understand what “flourishing” might look like as a pre-tenure faculty member and, second, to see if there were any lessons that could be learned about career construction from those faculty who do seem to have flourished based on that understanding.

My study suggests that the idea of flourishing, as I have conceptualized it (including cultivation of the career with an eye towards simultaneously honoring one’s passions and being attentive to the communities that matter to them, keeping the inevitable struggles associated with their work from becoming a primary focus of their professional and personal lives, and allowing for a sense of joy in their work) is an interesting lens through which to view the pre-tenure career. And there are things to learn from those faculty who do seem to have “flourished.” By looking to the narratives of these faculty, as well as contrasting them with those of their peers, I identified some patterns in how this group of faculty go about constructing their careers, and about what strategies they use to support their own “flourishing” during a time when so many individuals struggle. These patterns fall into four areas: these faculty maintain focus on the work they care about and on the ideas they are intellectually passionate about, even in the face of complex professional contexts; they are attentive to the role of family in their lives; they take ownership of creating the supports they need to get their work done; and they view success as being relative to their own goals.

I began this study from a place of both intellectual and professional curiosity: there seemed to be a significant hole in the literature on faculty development that considered what it meant to really do well as a pre-tenure professor, and this hole adversely impacted my ability to provide support to the full range of faculty with whom I worked – from those who found remedial workshops helpful to those who were already thriving when they walked through my door but wanted to know what else they could do. I sincerely hope that these nascent findings might allow for us as a field to think about both the theoretical underpinnings of what it means to “succeed” as a junior professor as well as the practical considerations of how a new faculty member strives to do well.
### Upcoming HPSE Events and TC Events

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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td><strong>Friday, February 17</strong></td>
<td>The 12th Annual Student Affairs Conference at NYU REDEFINING GLOBAL: Creating a Boundless Experience</td>
<td>9 am – 6 pm; <a href="http://www.nyu.edu/student.affairs/conference/index.html">http://www.nyu.edu/student.affairs/conference/index.html</a></td>
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<td><strong>Tuesday, February 21</strong></td>
<td>Spring Semester Welcome Back Pizza Social</td>
<td>Location: Russell Hall 305; 8:00 – 10:00 pm</td>
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<td><strong>Thursday, February 23</strong></td>
<td>Conferences 101: Mastering Higher Education Conferences; A panel to prepare students for the higher education Spring conferences in conjunction with Prof. Rock’s Student Personnel Administration class (open to all interested students)</td>
<td>Location: Grace Dodge Hall 285; 7:30 – 9:00 pm; Co-sponsored by the Office of Career Services</td>
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<td><strong>Saturday, March 10 - Wednesday, March 14</strong></td>
<td>National Association of Student Personnel Administrators (NASPA) Annual Conference IGNITE LEADERSHIP: Influence Change Phoenix, Arizona *<a href="http://www.naspa.org/conf/default.cfm">http://www.naspa.org/conf/default.cfm</a></td>
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<td><strong>Tuesday, March 21</strong></td>
<td>Interviewing &amp; Negotiating for Higher Education Jobs; A panel presentation and workshop in conjunction with Prof. Christensen’s College Student Development Theories class</td>
<td>Location TBD; 7:30 p.m. – 9:00 p.m; Co-sponsored by the Office of Career Services</td>
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<td><strong>Saturday, March 24 – Wednesday, March 28</strong></td>
<td>American College Personnel Association Annual Convention CREATE [Possibilities] Louisville, Kentucky *<a href="http://convention.mycapa.org/">http://convention.mycapa.org/</a></td>
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<td><strong>Friday, April 13 – Tuesday, April 17</strong></td>
<td>American Education Research Association Annual Meeting &quot;Non Satis Scire: To Know Is Not Enough&quot; Vancouver, British Columbia, Canada *<a href="http://www.aera.net/2012AnnualMeeting.htm">http://www.aera.net/2012AnnualMeeting.htm</a></td>
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<td><strong>Friday, April 20</strong></td>
<td>HPSE Admitted Student Weekend Event</td>
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<td><strong>Wednesday, May 9</strong></td>
<td>End of Semester Happy Hour Social</td>
<td>Location TBD; 6:00 – 9:00 pm</td>
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<td><strong>Friday, May 11</strong></td>
<td>Internship Fair Everett Lounge, Zankel Building Teachers College, Columbia University 9:30 am – 5:00 pm</td>
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### Noteworthy News

**Dr. Anna Neumann**, Professor of Higher Education, has been installed as President of the Association for the Study of Higher Education (ASHE). Dr. Neumann is also serving as a member of the Ethics Committee for the American Educational Research Association. She has also been appointed to the Policy Advisory Board of the Journal of Higher Education. She has also recently become a member of the editorial advisory board for an ASHE Reader on Critical Perspectives on Gender in Higher Education to be published by Pearson.

**Tai Yee Ho**, a doctoral student, has successfully passed her certification exam. Congratulations!

**Daniela Arreola Segrove**, a master of arts student, was selected to be part of the final round of applications for the Fulbright U.S. Student Program for the academic year 2012-13. Best wishes Daniela!

**Laura Wankel**, HPSE alumna, is Vice President for Student Affairs at Northeastern University and has recently been elected to serve on the Board of Directors for NASPA. Congratulations!

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This edition of the HPSE newsletter was brought to you by the HPSE Newsletter Committee:

Chief Editor: Milagros Castillo
Committee: Dianne Delima, Marisol Jimenez, Jessie Ostrow, Jillian Rodriguez, Elizabeth Strauss, and Conrad Walker

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