

Spring 2012

# Higher and Postsecondary Education



## A Note from the HPSE Program Coordinator: Dr. Anna Neumann

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



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**Alumni Profile: Dr. Monica R. Kerrigan****By: Conrad Walker**

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.

*"...[the academic] grounding was really important for what I do...and also just learning how to read and then how to learn."*

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.

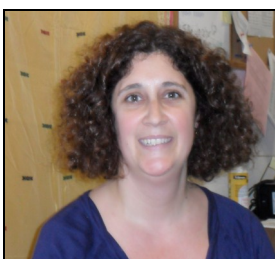
In addition to the professional development that students experience as part of the internship program, there is an educational component by way of a year-long one-credit course. In this course, students reflect on their professional experiences through writing assignments, in-class presentations, and

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 investi-

gating peer institutions, past interns have had the chance to benchmark important topics and explore best practices. Such experiences enhance students' 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!

**Master of Arts Coordinator Advice Corner****By: Dr. Monica Coen Christensen**

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

in higher education so keep an eye on your e-mails from the program. Be aware that hiring in higher education is often done by committee and is therefore very slow; although some students get lucky, most of you will need to plan for your job search to take some time.

I have been working hard to “Link In” with alumni from our program so that we can help you locate alumni in different geographic areas for informational interviews and other networking opportunities. You should definitely connect to me via LinkedIn yourself.

Those of you that will continue at TC into the summer or into next year should be aware that registration for summer

and fall begins on April 23. I will set up some times in advance of that date to meet with students who wish to discuss their program plans. As always when planning your schedule try not to leave core courses to the end of your studies and make sure to take the out-of-program coursework required by TC. If you have any questions about program requirements, I will be happy to explain them to you.

Dr. Monica Coen Christensen  
Office Hours: Wednesdays 1:30pm-3pm & Thursdays 10am-11:30pm and by appointment

**Scholarly Development Tips: Building Research Knowledge Through Coursework** **By: Marisol Jimenez**

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.

## HPSE Faculty Presentations and Publications

### Dr. Monica C. Christensen

Christensen, M. C., Frazier, A. & Ratner, J. (February 2012). *Around the World and Back: A Glass Half Full Look at Veterans on Campus*. New York University Student Affairs Conference.

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

Dougherty, K., Reddy, V., and Natow, R. (April 2012). *Two Worlds of State Performance Accountability*. American Educational Research Association Annual Conference.

Dougherty, K. and Puleio, E. (April 2012). *The Policy Diffusion Process for State Performance Funding for Higher Education*. American Educational Research Association Annual Conference.

Dougherty, K. (January 2012). *Postsecondary Indicators and Community Colleges*. National Research Council, Workshop on National Education Indicators, Washington, DC.

Dougherty, K. and Reddy, V. (November 2011). *The Impacts of State Performance Funding Systems on Higher Education Institutions: Review of the Research Literature*. Association for the Study of Higher Education Annual Conference.

Dougherty, K. (October 2011). *Performance Funding: Lessons Learned*. Board of the North Carolina Community College System.

Dougherty, K. (October 2011). *Performance Funding: The State of the Art*. National Conference of State Legislatures, Annual Legislative Institute on Higher Education.

### Dr. Anna Neumann

Neumann, A., Castillo, M., and Bolitzer, L. (November 2011). *Exploring the Pedagogies of Liberal Education in Diverse, Urban Colleges and Universities*. Teachers College, Higher and Postsecondary Education Lecture Series.

Neumann, A. (in press). Cognition. In Michael N. Bastedo (Ed.), *Organizing Higher Education*. Baltimore, MD: The Johns Hopkins University Press.

Neumann, A., Castillo, M. & Bolitzer, L. (in press). Culturally Anchored Liberal Education. In J.A. Banks (Ed.), *Encyclopedia of Diversity in Education*. Thousand Oaks, CA: Sage.

### Dr. H. Kenny Nienhusser

Nienhusser, H. K. (April 2012). *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. (November 2011). *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. (November 2011). *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.

### Dr. Julie Schell

Schell, Julie, Lukoff, Brian, & Mazur, Eric (forthcoming). Catalyzing Learner Engagement using Cutting-Edge Classroom Response Systems in Higher Education. In C. Wankel and P. Blessinger (Eds.), *Increasing Student Engagement and Retention using Classroom Technologies: Classroom Response Systems and Mediated Discourse Technologies*. Bingley, UK: Emerald Publishing Group.

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

Schell, J., Alvarado, C., Koehler, K., and Natera, A. (April 2012). *Knowing as the Stage for Doing: Developing Professors' Pedagogical Knowledge, Attitudes, Practice, and Dissemination During Cross-national Faculty Development Programs*. American Educational Research Association Annual Conference.

### Congratulations to Doctoral Students with Publications or Presentations

**Milagros Castillo** and **Liza Bolitzer** will soon publish (May 2012) with Dr. Anna Neumann, Culturally Anchored Liberal Education. In J.A. Banks (Ed.), *Encyclopedia of Diversity in Education*. Thousand Oaks, CA: Sage.

**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** presented at ASHE 2011, *Equity in the Classroom: An Analysis of Theories and Concepts for Maximizing Learning Opportunities for Students of Color*.

**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 Baldrige, 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.

**Rebecca S. Natow** presented at ASHE 2011, *Bridling the Bureaucracy: An Empirical Analysis of Policy Actors' Influence on the Federal Higher Education Rulemaking Process*.

**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.

**Blanca E. Vega** (co-authored with Museus, S.D., Ravello, J.N.). (2012). *The Campus Racial Culture: A Critical Race Counterstory*. In S. Museus & U. Jayakumar (eds), *Creating Campus Cultures: Fostering Success Among Racially Diverse Student Populations* (pp.28-45). New York, NY: Routledge.

### Congratulations to Doctoral Candidates Who Had Dissertation Proposal Hearings

**Milagros Castillo** completed her dissertation proposal hearing and received IRB approval this year for her dissertation, *Liberal Education: 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*.

**Dissertation Research Spotlight**By. **Katie Conway, M.A. Ed.M.****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.

**Alumni On The Move**

**Joe Bertolino**, HPSE alumnus, has been appointed president at Lyndon State University in Vermont. Dr. Bertolino is currently vice president of enrollment management and student affairs at Queens College. On July 1st he will become the 15th president of Lyndon State College.

Dr. Bertolino earned his bachelor of science degree in psychology from the University of Scranton, his master’s degree in social work from Rutgers University, and his doctor of education degree in higher education from Teachers College, Columbia University.

Congratulations and Best Wishes!




**Mildred Garcia**, HPSE alumna, has been appointed President at California State University, Fullerton effective June 1st. Dr. Garcia is currently president at California State University, Dominguez Hills. In 2007, Dr. Garcia became the first Latina president in the California State University system.

Dr. Garcia earned her bachelor of science degree B.S. in business education from Bernard M. Baruch College, her master of arts in business and higher education from New York University, and her master of arts and doctor of education degrees in higher education from Teachers College, Columbia University.

Congratulations and Best Wishes!

### Upcoming HPSE Events and TC Events

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

### 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!

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

Chief Editor: *Milagros Castillo*

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