

# Higher and Postsecondary Education



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

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

I usually start my fall greeting with something like: "Welcome to this new semester at TC!" And while I DO truly mean it when I say "Welcome!" – or "Welcome back!" – to all of you this fall as well, I am so impressed with how very "into-the-year" so many of you are already. I have talked with so many students, and certainly faculty, who mention excitedly the paper they are now writing, the syllabus project they are working on as part of a group, the presentation they are designing, the professional conference they plan to attend this fall – or next spring. There is much professional and intellectual energy in the air! But what I find most intriguing is that when I follow up such statements with questions like – "So what's your paper about?" or "What's the subject matter or topic of your syllabus?" or "What will you try to 'teach' in your presentation – and who will you be teaching?" I get truly interesting and *important* responses. I am ever impressed that faculty and students in our program think not just about the action they are about to take, but also about what the action is about, what it's for – what they hope will come of it. Another way to say this is that students and faculty here don't just think about how best to "do a career." They think in strategic and creative ways about how to "use a career" to do good in the world, and also to create a meaningful life. I think this is what true professional development means – indeed, readying one's self for career, but also for a career in a life, and a career that, in our case, will touch yet other lives.



I have just read this wonderful issue of the HPSE newsletter and as always I am enthralled with the amazing things all of you are doing. I strongly encourage you to read Elizabeth Ali's statement (page 2) of how the many things she learned here at TC have informed her post-TC work and her life in ways, frankly, that she didn't see coming. For any of you who may be wondering what all this theory is about, I urge you to read Elizabeth's response. It is a personal one – also very to-the-point. And as always, Dianne Delima gives our EDM students truly excellent advice on how to enter into the HPSE community in substantive ways (see page 2). I encourage you to try out her advice. And of course, I cannot speak highly enough of the inspiring words that Dr. Christensen offers our MA students – Dr. Christensen's insistence on advising from *inside* students' experiences positions her to talk with you about creative ways to make the most out of your TC experience. Please see her column on page 3.

I could not be more excited to welcome Dr. Corbin M. Campbell into our midst. Dr. Campbell, Assistant Professor of Higher and Postsecondary Education, joins us as a scholar of the organizational contexts of students' and faculty members' learning and development, and as an expert in assessment methods. Professor Campbell will be playing a major role in the further development of our intellectual and professional community, and I am myself energized by the thoughtful work she has already started here. Please see Professor Campbell's article on page 3.

As always, I am thrilled to read of the great accomplishments of our students and faculty (pages 5-6). I especially want to draw your attention to the contributions of so many HPSE scholars to the annual conference of the Association for the Study of Higher Education (Las Vegas in November 2012!). I just saw a list of our many student attendees, and have myself reviewed the program – I am ever impressed with how much all of you contribute to our research endeavors!

*My final – and most special comment:* As you will see on page 4, my former TC doctoral students have given me the most wonderful surprise of all.... As I read each of their comments on that page, I saw each of their faces, certainly in my memory. But then, looking up from the page, I saw them again – this time, as working, thoughtful, creative professionals and intellectuals in the world. It is SUCH an honor to have worked with each and every one of them, and the many others whose presence continues in my own life. Thank you for what each of YOU have given to me and to HPSE.

Sincerely,  
 Anna Neumann  
 Professor of Higher Education

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### Alumni Profile: Elizabeth Ali



Two weeks after starting my new position as Area Coordinator for Residence Life at the University of Scranton, I received my first call as on-call responder. “Hey Liz, I smell marijuana coming from a room, can you come do a search?” I can distinctly remember the overwhelming panic that washed over me when I got this phone call; the clamminess of my hands, the butterflies in my stomach, the unnerving sensation of feeling like I might throw up. Let’s just say, it was not at all what I was expecting.

As I walked to the residence hall to investigate the situation, I racked my brain trying to think of some theory or piece of research that I garnered from TC that could help me in that moment. I wondered, did I miss a part of Dr. Neumann’s PCK discussion that covered marijuana use? I doubt Perry ever said anything about how to do a drug search, and I know Chickering *never* discussed “preponderance of evidence.” In this moment I got angry and wrote off theory. I resigned myself to the idea that my “real training” was going to happen on the job.

*“...my knowledge of theory, concepts, policies, and research was setting me apart from my colleagues.”*

I soon realized that not only was I completely off base in my thinking, but also I was acting like the students I learned about in my theory classes. There I was, a trained professional, approaching my situation with the dualistic idea that because my time at TC wasn’t spent adjudicating conduct hearings or running a staff of 21 Resident Assistants, I could not draw on it in these moments.

In the weeks that passed, I slowly realized that my knowledge of theory, concepts, policies, and research was setting me apart from my colleagues. My responses to situations were more methodical than most, my reasoning more logical. The learning outcomes I set for my staff were made only after I took some time to ascertain where my students were “on the map,” and, as such, produced a higher level of job competency than from other RA staffs. Much like my drug search phone call, I will also never forget the moment where my supervisor asked that I do a professional staff development session for conduct officers. The topic to be discussed? Kohlberg and Gilligan’s theories on moral development, which I just happened to present on in Dr. Christensen’s Student Development course only a year prior.

I will not lie to you, there are definitely times where I still feel inadequate and overwhelmed by the situations in which I find myself as an Area Coordinator. I have dealt with everything from roommate conflicts to suicidal ideations, eating disorders, manic depression, and physical assault. My dualistic learner still comes out from time to time, wishing that Dr. Rock would just call me and say “You’re doing it wrong Liz, here’s the right answer.” While a random phone call from him would be amazing, Dr. Rock already did his job. All of my instructors, whose tutelage and mentorship have changed my life in more ways than I could even attempt to explain, have done so with only one request from us: that we grow with our new knowledge and use it to impact lives.

While in the HPSE program, I challenge you to embrace theory. Question policies. Find new approaches for old problems. Revel in knowledge. Challenge your dualistic nature. I guarantee you, this will make all the difference in your professional careers. Enjoy Teachers College, and know that I look forward to having you as colleagues.

### Ed.M. Student Perspective on Finding Support During Graduate Studies

By: Dianne Delima

For new graduate students, finding a group of peers, colleagues, and faculty who share similar interests and who are willing to assist new students can be a challenge because there are many spaces, conversations, and ideologies to navigate in a graduate classroom and in a graduate institution. These are some few ways to make the most of one’s graduate school experience:

**Ask yourself the purpose of your graduate education.** Finding an answer (or answers) to this question will allow students to better understand the relationships and support systems that they need during their time in graduate school.

**Talk to faculty.** For me, since I wanted to do research and since my personal end goal for graduate school was to be in academia, I found that making the initial step to establish relationships with particular faculty members was what I needed to make the

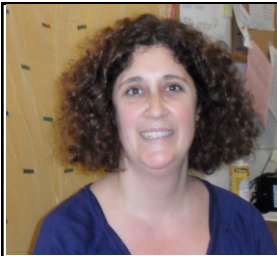
most of my graduate education. I think that for a graduate student who wants to do research, getting the training through research from faculty who share one’s interest will complement the knowledge one gains in the classroom. I personally owe a large part of my knowledge in research due to the faculty members with whom I have worked at TC and the University of Arizona. As I reflect on my graduate school experiences, I think that had I not received the kind of encouragement, experiences, and knowledge that I have had with faculty members, I would not have a clear picture of my educational purpose and goals.

**Establish relationships with peers.** Establishing relationships with peers in the classroom who share one’s academic and personal interests is essential. For me, the people that I have met at TC have supplemented my classroom experiences be-

cause I have been able to have meaningful conversations and become involved in meaningful projects with individuals that have made my time at TC memorable and worthwhile.



**Take personal initiative and develop relationships/networks in other programs/environments.** It takes personal initiative for new graduate students to develop the support network they need to benefit from their graduate school experiences. I encourage new graduate students to meet students outside of the program and outside of the institution by taking out-of-program courses and by attending conferences and developing networks there.

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

Remember Polaroid pictures?? Well this is my 3<sup>rd</sup> year in my role advising all MA students and I have slowly developed a clearer picture of what the MA year is like for students. It is no exaggeration to say it is incredibly hard and no exaggeration to say it is incredibly rewarding. Past students tell me they graduated feeling well-prepared to enter a profession, which they had expected, and to their surprise they felt they had grown tremendously as people. To be

able to meet this significant challenge and reap the possible rewards make sure you plan to allocate adequate time to your studies; it will be more than most of you dedicated as undergraduates (I made the comparison to the first year of law school and I stick by that comparison). Plan some “down time” every week, time in which you break things up by going to some other neighborhood if possible. Keep me, your advisor, in the loop and reach out to me if you are feeling overwhelmed – it IS possible to drop down to a lighter courseload if needed. Our students are our greatest resource so con-

nect with your classmates to learn from them, to support them and to be supported. EdM student Dianne Delima, HPSE’s Programming Coordinator, has plenty of professional development and social events planned for you this semester. Be sure to attend as many of these events as possible as they are meant to help you get to know each other quite well as you start to create your professional network and provide “insider” knowledge of the profession from our panelists and experts. Best wishes for a successful semester!

**New HPSE Faculty Member: Dr. Corbin Campbell**

First, I would like to take this opportunity to introduce myself. I am the newest Assistant Professor in the Higher and Postsecondary Education Program at TC, and I feel very fortunate to be a part of this community. I recently finished my doctoral work at the University of Maryland in the Higher Education Program. I received an M.A. in Student Affairs from The Ohio State University, and a B.A. in Psychology from the University of Virginia. My scholarly interests are grounded in my professional experiences in institutional research and university housing and working with an NSF ADVNCE grant (3.2 million) aimed at understanding and promoting women faculty in Science, Technology, Engineering, and Mathematics (STEM). I am teaching the Coordinating Seminar in Higher Education this fall and will teach College and University Organization and Administration and Purposes and Policies of Higher Education in the spring.



I believe that organizational contexts and climates shape individual student and faculty experiences. I also believe in good assessment of these climates to build a culture of evidence around practice in higher education. My research focuses on the institutional environments and organizational contexts that facilitate student learning and faculty professional growth. I have two current research projects. The first investigates the organizational contexts that facilitate faculty sense of agency in their careers as well as the outcomes of faculty agency for institutions. My second project explores the use of innovative methods to measure educational quality across institutions. I hope to involve many of you in these research projects as they develop over the coming months.

Finally, as I begin teaching the Coordinating Seminar this fall, I am reminded of the importance of scholarly practice and practice-based scholarship. I believe that what I learn in the classroom informs my scholarship, which informs what I teach. As I care about (and research) good assessment of institutional practices, so too will I work to create a culture of evidence in the classroom that will continuously improve my teaching. I am reminded of how generative it can be to blend these practices (teaching, research, practice, and engagement). It is easy to keep these practices in silos, but I encourage you, as students, to find ways to strive, when possible, for meaningful work across (rather than only within) these lines. For example, when I was a doctoral student working in institutional research, I used one of our institutionally-based analyses about retention to be the basis of a research project, which I subsequently presented at a national conference and then published. The article that I wrote was then sent to various departments across campus to guide discussions about retention practices. One smaller example could be to consider whether a paper you write in class could be converted into a meaningful article for practitioners or scholars in the field of higher education (e.g. consider working towards publication for practitioners’ benefit, or using what you wrote to promote meaningful discussions in your work in administration or policy). I found these simultaneous processes to promote comprehensive learning about higher education and helped me to find my place in the field.

I encourage you to come by my office hours on Monday or Wednesday evenings (by appointment) or to drop by the informal discussion hour I am hosting on Mondays from 3:30-4:30pm. My office is on the fourth floor of the library—406B Russell.

Warmest wishes for the 2012-2013 academic year!

## Association for the Study of Higher Education (ASHE) Spotlight

### Congratulations Dr. Anna Neumann on your ASHE Presidency! *Notes from Dr. Neumann's recent doctoral graduates*

Aimee LaPointe Terosky (Ed.D. 2005)

Assistant Professor of Educational Leadership, St. Joseph's University

"The quality of strength lined with tenderness is an unbeatable combination..." ~ Maya Angelou

Anna Neumann has been an important part of my life since the Fall of 2000 when I wandered, somewhat accidentally, into her office. Within minutes of meeting her, I realized that I had made the right choice in pursuing my doctorate at Teachers College and the Maya Angelou quote above puts into words my reasons why. To me, Anna Neumann is the perfect combination of strength and tenderness. In regard to her strength, Anna demands much of her students: she provides intellectually challenging courses, structures the dissertation process around pushing her students' thinking to new heights, and invests her time, attention, and expertise into their professional growth. In regard to her tenderness, Anna understands her humanistic and moral responsibilities as a professor; she is dedicated to not only creating students who produce quality and thoughtful research or who work diligently "in the swampy lowlands" of practice, but she also focuses on the creation of whole humans who lead meaningful and passionate professional and personal lives. Anna Neumann represents strength (don't let her small size fool you!) and tenderness and I couldn't have asked for a better combination in my mentor, colleague, and friend.

Jennifer Hong-Silwany (Ed.D. 2007)

Education Program Specialist, U.S. Department of Education

Anna has given so much to each and every one of us and continues to probe deeply and meaningfully about teaching and learning in higher education, scholarly lives, and liberal education (to name a few of her contributions to the field). ASHE is fortunate to have her leading the charge given her tireless devotion to the field and to her students. I have personally benefitted from her commitment to cultivating future scholars and developing quality research topics that matter. Thank you Anna for everything that you've done and continue to do for the field of higher education!

Julie Schell (Ed.D. 2009)

Senior Research Associate – Mazur Group, Harvard University

According to John Dewey, thinking is the single path to our freedom as human beings. "Thought affords the sole method of escape from purely impulsive or purely routine action." If one does not think, she "does not know what [s]he is about." Anna Neumann taught me to think. No, she taught me to be.

Kerry Charron (Ed.D. 2009)

Assistant Professor of English, Florida Keys College

It was an honor to have Dr. Anna Neumann as my dissertation advisor. She is an outstanding scholar, teacher, and human being. She helped me understand more deeply the purposes and techniques of higher education research, and she pushed me to become a better scholar and writer. Anna has created a sense of community on so many levels in the academic world, from her dissertation seminar groups to leading national organizations such as ASHE. Like many students and fellow scholars, I am grateful for her attentive mentoring and scholarly contributions.

Anabella Martinez (Ed.D. 2009)

Professor of Education and Director of Center for Teaching Excellence, University del Norte, Barranquilla, Colombia

Learning to learn deeply is the phrase that I consider represents the impact that Anna has had on my life. Always pushing me to think, to question, to ponder, to analyze and most importantly to care passionately about my learning. I strive to instill this desire to know in my own students which is a testament to the influence Anna has had on me as a teacher and ultimately as an individual.

Tamsyn Phifer (Ed.D. 2010)

I had the great pleasure of becoming one of Anna's students in the fall of 2001 as I worked on and completed the Master of Education degree at Teachers College. I returned to TC a few years later to pursue an EdD and to work with Anna once again on an original piece of scholarship that studied professors and their learning about teaching. I recently revisited the folder labeled "dissertation" on my laptop, and as I perused the copious amount of documents, it struck me how much of my work Anna read, re-read, edited and re-edited! I was one of many doctoral students working with Anna at the time, and yet she never failed to spend quality time with each of my drafts and to provide insightful feedback that made my work stronger. It also occurred to me that Anna does not spend all of this time on her students' work, whether it be a term paper, thesis or proposal, because it is her responsibility as a professor, but rather because she cares about our work and our growth as scholars and educators. Anna takes the time to help each of her students ask tougher questions, do better research, and write smarter pieces of scholarship that can positively impact the study of higher education. Anna is fiercely loyal to her craft and her students. She is kind, compassionate and fair and I will forever be grateful for my time as one of her students.

Kim Pereira (Ed.D. 2012)


I decided to pursue my doctorate at Teachers College because of Anna and I was not disappointed. Anna pushed me beyond what I thought was possible but also provided the support and encouraging words that I needed at the right time. Anna is not just a dissertation advisor - she consistently demonstrates that she deeply cares about her students, and she is willing to invest an extensive amount of time and energy to help all of us succeed. For this, I am eternally grateful that I was able to complete the doctoral journey with Anna as my advisor, mentor, and friend.

Katie Conway (Ed.D. 2012)

Deputy Chief of Staff, Teachers College, Columbia University

To work with Anna is to receive research training from a scholar of the preparation of researchers; it is to receive intellectual support and guidance from a scholar of the development of academics' intellectual lives; and it is the opportunity to learn about what it means to teach, and to learn, from one of the only scholars who has been consistently attentive to ideas of teaching and learning in higher education. In short, it is exactly what one hopes for – and so few receive – as a doctoral student. So many of us are where we are – and *who* we are today because of Anna's guidance, and for that I am grateful.

## ASHE Highlights

	<p><b>November 14-15</b> ASHE Pre-conferences</p>	<p><b>Friday, November 16</b> 10:15-11:30 AM Keynote: Mike Rose Professor of Education in Social Research Methodology, UCLA</p>	<p style="text-align: center;"><b>Graduate Student Sessions</b></p> <p><b>Thursday, November 15</b> <b>An Intimate Conversation with Scholars</b> 12:45-2:00 PM This session will provide students with an opportunity to meet scholars (in academe, policy, and administration) who have similar research interests.</p> <p><b>Friday, November 16, 2012</b> <b>Writing Session</b> 8:45-10 AM This session will focus on 1) structuring peer writing groups, 2) learning peer review, 3) developing good writing habits, and 4) writing resources.</p> <p><b>Graduate Student Social Event</b> 6:30-7:30 PM This reception will facilitate networking among students with similar research interests and across institutions.</p>
	<p><b>November 15-17</b> ASHE Conference Las Vegas, NV Visit the ASHE website for details and schedule: <a href="http://www.ashe.ws/?page=749">http://www.ashe.ws/?page=749</a></p> <p><b>Thursday, November 15</b> 5:15-6:15 PM ASHE Presidential Address <b>Anna Neumann</b> Professor of Higher Education, Teachers College, Columbia University</p>	<p><b>Saturday, November 17</b> 10:00-11:00 AM Keynote: Robert Moses Founder and President of the Algebra Project</p> <p><b>Friday, November 16</b> Teachers College Reception at ASHE 6:00-8:00 PM RSVP: <a href="http://www.tc.columbia.edu/events/11459">www.tc.columbia.edu/events/11459</a></p>	

## HPSE Faculty and Student Presentations at ASHE

### Wednesday, November 14

2:45 P.M. - 4:15 P.M.

ASHE Pre-Conference Council on Ethnic Participation

*Navigating the River on a Sinking Ship: Can Affirmative Action Be Rescued in These Uncertain Times?*

**Leslie Williams**, Winston Thompson, **Andrew LeGrand**, Gregory Anderson

### Thursday, November 15

Brera 4 2:15 PM-3:30 PM

*Making the Mark: Are Grades and Deep Learning Related?*

**Corbin M Campbell**, Alberto Cabrera

Condesa 7 3:45 PM-5:00 PM

*A Place of Academic Solace: Women and Men Faculty Benefit from Supportive Departmental Climates*

**Corbin M Campbell**

### Friday, November 16

8:00AM-8:45 AM

Gracia 4-8

Roundtables • *Unpacking The Faculty Job Search: A Cohort of Aspiring Faculty*

**Corbin M Campbell**, Jason C. Garvey, Noah Drezner, Elizabeth Niehaus, Claire Robbins, Matthew R Johnson, Lucy LePeau

Roundtables • *Reconceptualizing Cultural Capital: Students' of Color Lived Experiences as a Resource for Their Learning and Development in College*

**Milagros Castillo-Montoya**, Rachelle Winkle-Wagner, Dina C. Maramba, Venice Sule

Condesa 6 3:00 PM-4:15 PM

*Classroom-Based Learning for Faculty: What Professors Learn from Their Students about Teaching*

**Frances Magee**, **Anabella Martinez**, **Liza Bolitzer**, **Milagros Castillo-Montoya**, **Anna Neumann**

## Congratulations to HPSE Faculty

### Dr. Corbin Campbell

Dr. Campbell has been appointed to the editorial board of *Research in Higher Education*.

**Dr. Katie Conway**, a newly minted Ed.D. alumna, successfully defended her dissertation *Faculty flourishing: Toward improved conceptions of pre-tenure professors' career construction in the American research university* this past May 2012. She is now a member of our program's faculty and the Deputy Chief of Staff for the Office of the President at Teachers College.

### Dr. Kevin Dougherty

Dr. Dougherty has been appointed to the editorial board of *Sociology of Education*.

**Janice S. Robinson, Esq.** was awarded the Distinguished Alumni Award by the University of Bridgeport on September 20, 2012. It was presented at the Distinguished Alumni Awards Dinner by the University President Neil Albert Salonen.

### Dr. Thomas Rock

Dr. Rock will be awarded TC's Elaine Brantley Memorial Award for Community and Civility at the State of the College address on Oct 24th. The Brantley award is given to staff that go beyond the expectations of their position to promote a culture of civility at the College.

## Congratulations to HPSE Doctoral Students and Alumni

**Liza Bolitzer**, a doctoral student, successfully passed Cert II (*Learning within the Practice of Teaching: An Analysis of Theoretical Concepts Towards Understanding Adjunct Instructors of Liberal Education*) in Spring 2012.

**Milagros Castillo-Montoya**, a doctoral candidate, was awarded the Teachers College Dean's Grant for Student Research. The title of her dissertation is *Liberally Educating Students: Developing African American and Latino Undergraduates' Sociopolitical Consciousness in Introductory Sociology Classes*. Milagros was awarded also the 2012 ASHE Travel Scholarship.

**Jolie Harris Woodson, Tai Yee Ho, and Staci Ripkey**, all doctoral students who successfully passed Cert I (2011-2012).

**Sosanya Jones**, a doctoral candidate, was the recipient of the "Best Student Paper" award for Stream One "Disrupting Discourse" at the 2012 International Equality, Diversity, and Inclusion conference held in Toulouse, France. The title of her paper was *Diversity Leadership under Race-Neutrality: The Experience of Multicultural Administrators*. She was also awarded The National Association of Graduate Admissions Professionals' Enrollment Management Research Grant for Graduate Students, 2012-2013, for her dissertation proposal. The title of her dissertation is *Diversity Leadership in Practice: Examining Leaders of STEM Graduate School Preparation Programs in their Institutional Contexts*.

**Dr. Kenny Nienhusser**, an Ed.D. alumnus, became Assistant Professor at Hartford College in Connecticut.

**Dr. Kim Pereira**, a newly minted Ed.D. alumna, successfully defended her dissertation *Private liberal arts college professors' deepened engagements with students beyond the classroom: An exploratory study* this past May 2012.

**Elizabeth Strauss**, a doctoral student, has been selected as a Senator for the Department of Organization & Leadership.

**Blanca E. Vega**, a doctoral candidate, has been selected as a speaker at TC's Racial Literacy Roundtable Discussion co-sponsored by the Vice President's Office for Diversity and Community Affairs and the English Education Program. Her discussion, scheduled for Oct. 15th will be on race and higher education. Blanca, along with **Dr. Kenny Nienhusser**, an HPSE alumnus, was invited also to and participated in the Hispanic Association of Colleges and Universities (HACU) National Meeting.

This edition of the HPSE newsletter was brought to you by *Milagros Castillo-Montoya*  
Special thanks to *Dr. Christensen* and *Dr. Conway* for their additional contribution to this issue.

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