

Spring 2013

# Higher and Postsecondary Education



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

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

### Welcome to the Program in Higher and Postsecondary Education at Teachers College, Columbia University!

We are on the verge of Spring 2013 and I am so aware that Teachers College is celebrating its 125<sup>th</sup> birthday. Since its founding the College has been a pillar of knowledge – about education – to people throughout the U.S. and around the world including: future leaders of higher education; school teachers and college instructors wanting to understand what learning means and how to hone their students' and their own thinking; administrators and policymakers committed to building supportive and enriching educational communities; advisors, counselors, and psychologists committed to supporting individuals' sense of well-being as they learn and grow throughout their lives.

But there is more to say. As you will see when you arrive at – or return to – TC in the fall, much has happened educationally during TC's 125 years. Even more is going on today. Look around. Here are bits of what you'll see TC faculty and students pursuing today: research on ever-improved ways of teaching science, math, art, humanities, and any number of other subjects; in-depth sociological and anthropological analyses of schooling in the U.S. and around the world; cross-disciplinary research into what it means to teach and learn from pre-school through advanced adulthood; political and philosophical considerations of our deepest social, policy, and economic challenges; analyses of leadership as a strategic resource for education in an increasingly complex and fragmented but often surprisingly interconnected world; examination of conflict resolution strategies in and beyond the US; consideration of the educational implications of varying governance models for schools; debates that weigh the good and harm of teacher evaluations. I could go on.

I like to think of higher education as wrapped into the fullness of this broadly spanning social-educational vision – we are entwined with it. What can we contribute to it in specialized but meaningful ways – that is, as reflective of our field's unique expertise? As higher education scholars, we are here in academe to create, and to help others create, environments in which researchers, scholars, teachers, and students can produce new knowledge in support of treasured human goals: peace, well-being, insight, growth. We are here as well to improve teaching and learning for human growth and development. We are here to support all learners as they access the riches of college and of their own minds and lives. We are here, too, to help our nation's leaders fashion meaningful educational policy. Perhaps most important, we are here to craft times and spaces, in our own lives, for learning and growing, and for fostering the same in others – toward the human good.

As you ready yourself for the 2013-14 school year – just around the bend – certainly we ask you to explore the multiple intellectual riches, here at TC and beyond, that count as higher education today. But we also ask you to take time to look within yourself, to ask yourself what it means *to you* to learn, and to be part of the larger enterprise of learning in higher education.

A very warm welcome to all our new students! And a very warm “welcome back” to our many continuing students!

Sincerely,

Anna Neumann  
Professor of Higher Education  
Coordinator, Program in Higher and Postsecondary Education



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**Alumni Spotlight: Dr. Aimee LaPointe-Terosky****By: Jessie Ostrow**

In 2005, HPSE alumna Aimee LaPointe Terosky's dissertation, *Taking Teaching Seriously: A study of professors and their undergraduate teaching*, won the Bobby Wright Dissertation of the Year from the Association for the Study of Higher Education, which is considered to be the highest dissertation honor in the field of higher education. Since 2005, Dr. Terosky has vibrantly brought her dissertation to life by taking her teaching, research and service seriously. Dr. Terosky is currently an Assistant Professor at Saint Joseph's University (SJU) in Philadelphia.

Dr. Terosky received both her B.S. and M.A. in K-12 Education and Ed.D in Higher and Postsecondary Education. Prior to her appointment at SJU, she served as an assistant principal in a K-8 public school in New York City. Stemming from her vast experience in the field of education, Dr. Terosky now teaches courses in both K-12 and higher education.

Dr. Terosky knew she wanted to work in a teaching-oriented college/university because she loves to teach. She also wanted to be at a college/university that truly engages in social justice. At SJU, Dr. Terosky has the opportunity to serve the university with her hands-on social justice work. Although Dr. Terosky provides service in several capacities to this community, she is most passionate about her contributions to a Haiti project, entitled *Foi et Joie*. *Foi et Joie*, which means "faith and joy" in French, leverages the pedagogical talents and educational resources of SJU faculty with newly developed schools in Haiti. She traveled to Haiti in Fall 2012 and will return again in March 2013.

In addition to her teaching and service contributions to SJU, Dr. Terosky is also currently working on four research projects. One project examines the experiences of 18 K-12 public school principals in NYC who were noted as instructional leaders, meaning that they were able to forefront teaching and learning and did not let the managerial tasks take over their jobs. In this project, Dr. Terosky has invited two of her doctoral students to participate in the data analysis and they will be presenting two papers with her at AERA in April-May 2013. Secondly, she is a member of the research team for Dr. KerryAnn O'Meara's (Associate Professor of Higher Education at the University of Maryland) National Science Foundation funded advance research grant, which aims to improve the experiences and retention of women and faculty of color. Furthermore, Dr. Terosky is also working with Dr. Leslie Gonzales, Assistant Professor of Educational Leadership at Clemson University on faculty experiences as they navigate the increasingly complex academic career. The fourth project that Dr. Terosky is working on is an analysis of perceived levels of sense of community among faculty who teach online.

Dr. Terosky takes her faculty career seriously, including her teaching, service, and research, and she says that the TC HPSE program prepared her for her role as a faculty member. She states, "the attention and time dedicated to me as a doctoral student by my advisor, Dr. Anna Neumann and the level of expectation for quality work prepared me for this work. I came into the program with no research experience and left feeling confident in my research abilities." Dr. Terosky now teaches research to doctoral students! Dr. Terosky says that the best advice she could give to current students interested in pursuing a research/faculty career is "if you don't get a position right away, don't push off research!" She also advises that students dedicate a minimum of one hour each day to writing or research.

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

Happy spring! When this newsletter hits the presses, all of us, faculty and students alike, will be feeling that end of semester pressure.

I always remind myself that semesters always, always come to an end!

For those of you who are continuing your studies beyond May 2013 it is time to take a moment to plan ahead.

Please study the summer and fall schedules on the website and the out-of-program guide, and make sure to schedule an appointment for academic advising. As of this writing, the TC calendar indicates that registration for summer and fall begins on Monday, April 29.

For those of you who are graduating – warmest congratulations. I know you have been challenged and I hope you have grown from that challenge. Please keep in mind that job searches in higher education move slowly, so having a plan to sustain yourself financially while you search is wise.

The Office of Career Services publishes and annual graduate survey on the TC website, which can help inform you of the job search success, including job titles and salaries, of recent graduates. Within about a month of graduation the Registrar's Office will remove you from the program listserv, so be sure to connect to the Higher & Postsecondary Education at Teachers College LinkedIn group. I post any job listings we receive there.

**Dr. Corbin Campbell**

Happy 2013! Spring semester brings a new mix of graduates, job searching, conference seasons, comps, culminating papers, and, of course, continued learning about the field of higher education. This Fall in the Coordinating Seminar, we discussed which communities in higher education were a good fit for students—considering subject matter interests, epistemological stances, methodological interests, and desired careers. We discussed the importance of engaging in a scholarly community that reflects one's own values, stances, and desired learning goals—and also what “engaging” means or looks like in practice. Spring is a wonderful time to consider your scholarly communities within the field of higher education. For example, consider attending the AERA conference this April in San Francisco, putting in a proposal for a roundtable discussion or paper presentation at ASHE (proposal deadlines due in early May!), become a part of a NASPA knowledge community, or put in a proposal to present at a regional conference that matches your subject matter interests, like the North East Association of Institutional Research conference (proposals due early May). Consider turning a paper from class into a proposal for a conference.

Best wishes in finding a way to engage with a community that both fits your interests and standpoints as well as pushes your learning and growth. Also, if I haven't gotten to know you yet, please feel free to reach out to me during office hours, or drop by my informal discussion hour Mondays 4:00pm-5:00pm in 303J Zankel.

**Congratulations HPSE Faculty**

Congratulations to Dr. Anna Nuemann for her 2012 presidency of the Association for the Study of Higher Education. Here is a picture to capture the moment. HPSE students and alumni at ASHE 2012 with Dr. Nuemann. Dr. Anna Nuemann has also been elected to the National Academy of Education. Election to the Academy is one of the highest awards that a scholar in the field of education can receive. Congratulations!

Dr. Corbin Campbell has been selected for the editorial board of the *Journal of College Student Development*. Congratulations!



## HPSE Faculty Publications and Presentations

### Corbin Campbell

Campbell, C. M. & Mislevy, J. (2012-2013). Student perceptions matter: Early signs of undergraduate student retention/attrition. *Journal of College Student Retention*, 14(4), 467-493.

Campbell, C. M., Smith, M., Dugan, J., & Komives, S. (2012). Mentors and college student leadership outcomes: The importance of position and process. *Review of Higher Education*, 35, 595-625.

Simone, S., Campbell, C. M., & Newhart, D. (2012). Measuring opinion and behavior. In B. Knight, G. McLaughlin, R. Howard (Eds.), *Handbook on Institutional Research (502-522)*. San Francisco, CA: Jossey-Bass.

Campbell, C. M. & Cabrera, A. (2012, November). *Making the Mark: Are Deep Learning and GPA Related?* Paper presented at the annual meeting of the Association for the Study of Higher Education, Las Vegas, NV.

Campbell, C. M. & O'Meara, KA. (2012, November). *A Place of Academic Solace: Men and women benefit from supportive departmental contexts*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Las Vegas, NV.

Robbins, C., Campbell, C.M., Garvey, J.C., Drezner, N., Niehaus, E., Johnson, M.R., LePeau, L. (2012, November). *Unpacking the Faculty Job Search: A Cohort of Aspiring Faculty*. Presented at the annual meeting of the Association for the Study of Higher Education, Las Vegas, NV.

O'Meara, KA, Terosky, A.L., & Campbell, C. M. (2012, October). *Advancing Agency*. Presented at the American Association of Colleges and Universities (AAC&U) Modeling Equity, Engaging Difference conference, Baltimore, MD.

### Monica Coen Christensen

Christensen, M. (2013, March). *How College Supports Students' Identity Development*. Guest lecturer at Queens College, CUNY for course on "Advanced Theories of Counseling."

### Kevin Dougherty

Dougherty, K., Natow, R., Hare Bork, R., Jones, S.M. & Vega, B.E. (2013). Accounting for higher education accountability: Political origins of state performance funding for higher education. *Teachers College Record* 115(1) 1-50.

Natow, R, Dougherty, K., Jones, S., Lahr, H., Pheatt, L, & Reddy, V., (2013, May). *The Political Origins of 'Performance Funding 2.0': Theoretical Perspectives and Comparisons to Performance Funding 1.0*. Paper to be presented at the American Educational Researchers Association (AERA) National Conference.

### Anna Neumann

Neumann, A. (in press). Book Review of *Back to School: Why Everyone Deserves a Second Chance at Education, an Argument for Democratizing Knowledge in America*, by Mike Rose. New York, The New Press. *Journal of Higher Education*, Summer 2013.

Neumann, A. (2012). Research as Thought and Emotion in Researchers' Learning. Special issue on "Ethics and Emotions in Educational Research" in bulletin of the British Educational Research Association, *Research Intelligence*, 118, 8-9.

Neumann, A. (2012). *Staking a Claim in Learning: What you Should Know About Learning in Higher Education and Why*. 2012 Presidential Address at the Association for the Study of Higher Education (ASHE), Las Vegas, NV.

Neumann, A. (2012, April). *Preparing for Tenure, Career Advice from Senior Professors*. American. Panel presenter at the annual meeting of the American Educational Research Association (AERA), Vancouver, CA.

Neumann, A. (2012, April). *Division J Fireside Chat: Research, Teaching, Service, and Life: Achieving Balance as Doctoral Students and Faculty*. Presenter at the annual meeting of the American Educational Research Association (AERA), Vancouver, CA.

Neumann, A. (2012, April). *Accessing Doctoral Education: Enhancing the Socialization Process for Aspiring Scholars of Color*. Discussant at the annual meeting of the American Educational Research Association (AERA), Vancouver, CA.

Neumann, A. (2012, April). *Professing to Learn*. Guest lecturer at Illinois College, Jacksonville, IL.

### Congratulations to HPSE Students with Publications or Presentations

**Diana Benmurgi**, an ED.M. student, presented at the regional *American Association of Collegiate Registrars and Admissions Officers (AACRAO)* conference on March 18<sup>th</sup>. Her presentation title was, *Barely Surviving to Thriving: How we Changed the Face of the Registrar*. She will be presenting, *Caught Between the Old School and the New School*, at the national AACRAO conference on April 2013.

**Liza Bolitzer, Milagros Castillo-Montoya, and Leslie Williams**, doctoral candidates, will be presenting their paper, *The Intersectionality of Learning: Reconceptualizing Diversity for Teaching and Learning in Higher Education*, at the 2013 American Educational Researchers Association (AERA) National Conference.

**Milagros Castillo-Montoya, a doctoral candidate, published a book, *Cubans in New Jersey: Migrants Tells Their Stories***, through the Newark Public Library in December 2012. Milagros also published along with Dr. María Torres-Guzman (2012), *Thriving in Our Identity and in the Academy: Latina Epistemology as a Core Resource*. *Harvard Educational Review*, 82(4), 540-558.

**Sosanya Jones**, a doctoral candidate, will be presenting her dissertation research, *Diversity Leadership in Practice: Examining Leaders of STEM Graduate School Preparation Programs in their Institutional Contexts*, at the upcoming 2013 *National Association of Graduate Admissions Professionals (NAGAP)* conference. Sosanya Jones' book review of Vincent Tinto's *Completing College: Rethinking Institutional Action* will be published in 2013 *Review of Higher Education*, 36(3).

**Delmy Lendof**, a doctoral candidate who recently defended her dissertation, presented, *Forms, Extent, and Impact of Parent Involvement in Higher Education*, at the New York University (NYU) Annual Student Affairs Conference in 2013. She also presented, *Latino/a Parental Involvement and the Impact on the College Student Experience*, at the 2013 National Association for Student Personnel Administrators (NASPA) Conference.

**Rebecca Natow, Sosanya Jones**, both doctoral candidates, and **Dr. Kevin Dougherty** will be presenting their paper, *The Political Origins of 'Performance Funding 2.0': Theoretical Perspectives and Comparisons to Performance Funding 1.0*, at the 2013 American Educational Researchers Association (AERA) National Conference. The paper authors are: Rebecca Natow, Kevin Dougherty, Sosanya Jones, Hana Lahr, Lara Pheatt and Vikash Reddy.

**Frances Magee**, a doctoral candidate, and HPSE Alumna, **Dr. Jayne Brownell** were invited to present, *What SSAO Has Time for Mentoring? Developing Intentional Mentoring Strategies*, at the 2013 national American College Personnel Association (ACPA) conference.

**Theresa Cruz Paul**, and Ed.M. student, and several other colleagues presented "*Instant Gratification: Using Live-Response Technology to Inform your Orientation Program*" at the 2012 Association of Higher Education Parent/Family Program Professionals (AHEPPP) conference.

**Blanca E. Vega**, a doctoral candidate, will be presenting a paper, *Beyond Emotional Support for Graduate Students of Color: The Importance of Racial Literacy and Racial Dialogues in Emerging Race Scholar Identity Development*, at the 2013 American Educational Researchers Association (AERA) National Conference.

### Congratulations to Doctoral Students with Awards, Recognition or Doctoral Program Milestones

**Milagros Castillo-Montoya**, a doctoral candidate, recently accepted a tenure-track Assistant Professor position at the University of Connecticut. She was also selected as a recipient of the 2013 K. Patricia Cross Future Leaders Award by AAC&U (Association of American Colleges and Universities). This award recognizes graduate students who demonstrate a commitment to developing academic and civic responsibility in themselves and others and whose work reflects a strong emphasis on teaching and learning.

**Sosanya Jones**, a doctoral candidate, was chosen to participate in the competitive 6th Annual Asa G. Hilliard III and Barbara A. Sizemore Research Institute on African Americans and Education sponsored by the American Educational Research Association's Research Focus on Black Education SIG. Sosanya was awarded also third place in the 2013 American Association of Blacks in Higher Education Conference Grant Competition. As an awards recipient, she was awarded a cash prize, a full year's membership, and will present her dissertation research. She will also be recognized at the conference to be held in Atlanta, GA.

**Delmy Lendof**, a doctoral candidate, defended her dissertation. *University Administrators, Latina/o students & Latina/o parents: Perceptions of parental involvement in higher education and its impact on the student college experience*, in December 2012. She was also selected to participate in the 2013 NASPA Institute for Aspiring Senior Student Affairs Officers.

**Frances Magee**, a doctoral candidate, is Chair of the Awards Committee for the ACPA Commission on Administrative Leadership at the upcoming national ACPA conference.

### From Theory to Action: Experiencing Research

By: Marisol Jimenez

For some EdM students, the Fall 2012 semester in the HPSE brought the opportunity to assist faculty with their research projects. Across the board, students report that assisting faculty with their research has enriched their learning experience in myriad ways. "Participating in a research team has helped take what I've learned throughout the program and commit those lessons to action," reflects Diana Benmergui, an EdM student and a member of Dr. Corbin Campbell's research team on measuring college quality across institutions. She added, "It has given me a real life research experience and seeing the process from beginning and hopefully to the end, including both the ups and downs that all research agendas undergo, will help me as I continue in my own research." For Diana and others who have volunteered on faculty research projects, the experience has been invaluable, providing an opportunity to learn by doing.

Among the many things we've learned, the most salient are:

\* **Accountability to others**—A research project may begin out of a personal interest, but carrying out that project requires developing a plan for securing funding and support. As a scholar, this accountability will entail managing staff, a budget, a timeline, and reporting demands.

\* **Audience matters**—It's important to identify your audience to understand not just who cares about your topic, but also to discover from what angle it is important to them and how they can put to use your research findings. Defining your audience can aid you in determining who might fund your project, as well as in what conferences or publications your work would be welcomed.

\* **The nitty gritty details**—Research reveals the many details that go unwritten and are not captured in the methods section of an article, including the need to shift gears when existing conceptual frameworks prove to be inadequate, or when the terms you think you've carefully operationalized at the start of a project need additional fine-tuning because of your findings.

If you are interested in engaging in research, EdM student Conrad Walker suggests you seek research opportunities with faculty whose research interests are aligned with your own. Other graduate students, particularly advanced doctoral students, may also be a rich source of information on research opportunities in your program or across Teachers College.

Once you have identified someone you would like to work with, be prepared to explain not only how your research interests align, but also what skills and knowledge you can contribute to their research.

Articulating this, avers EdM student Dianne Delima who worked with Dr. Anna Neumann, can help you determine how you, as a researcher, will fit into the research project. She believes that "finding a fit and a voice in a research project allows for more meaningful learning experiences to occur." When you are working on a research project, Walker advises that you actively volunteer to take on assignments which may challenge you, but also deepen your expertise in a topic.

Research as a graduate student provides the ultimate opportunity for experiential learning, to learn by doing, to move from theory to action in a process which as EdM student Jillian Rodriguez observes, "highlights the importance of collaboration. The four members of our [Dr. Monica Christensen's] research team provide different viewpoints on the project, allowing us to consider multiple perspectives as we move through our work together." Finally, as EdM student Jessie Ostrow notes of her experience as part of a research team, "it is a fun way to learn with others."

As an additional resource for identifying opportunities to do research, check out [www.ResearchMat.ch](http://www.ResearchMat.ch). It's a website created by a Columbia alumna to provide a space for all types of academic research projects to be posted and searched.

### UPCOMING EVENTS

Admitted Students Day will be on Friday, April 12, 2013

HPSE Internship Fairs will be held on Thursday, April 11<sup>th</sup> and Friday, May 10<sup>th</sup>

HPSE ED.M. Workshop: *Passing the Baton: Advance Doctoral Students Share Insights From Their Journey* will be on Thursday, April 11<sup>th</sup> 7-8pm.

TC Master's Graduation will be on Tuesday, May 21, 2013

TC Doctoral Graduation will be on Wednesday, May 22, 2013



### UPCOMING CONFERENCES

**AERA** (American Educational Research Association) will be held on April 27<sup>th</sup> to May 1<sup>st</sup> in San Francisco, CA. The theme of this year's conference is: *Education and Poverty: Theory, Research, Policy and Praxis*. For more information visit their website: [www.aera.net](http://www.aera.net)

#### HPSE Presenters @ AERA

Liza Bolitzer, Milagros Castillo-Montoya, and Leslie Williams: *The Intersectionality of Learning: Reconceptualizing Diversity for Teaching and Learning in Higher Education*. Tuesday, April 30<sup>th</sup> 10:20am-11:50am in Westin St. Francis, Hampton.

Corbin Campbell: *Faculty Agency and Associated Outcomes: A Mixed Methods Study of a Public Research Institution*. Tuesday, April 30<sup>th</sup> 2:00-3:30pm in Hilton Union Square Imperial Ballroom B.

Rebecca Natow, Sosanya Jones and Dr. Kevin Dougherty: *The Political Origins of 'Performance Funding 2.0': Theoretical Perspectives and Comparisons to Performance Funding 1.0*. Monday, April 29<sup>th</sup> 10:35pm-12:05pm in Hilton Union Square Tower 3 Union Square 13.

Blanca E. Vega: *Beyond Emotional Support for Graduate Students of Color: The Importance of Racial Literacy and Racial Dialogues in Emerging Race Scholar Identity Development*. Wednesday, May 1<sup>st</sup> 2:15-3:45pm in Hilton Union Square Tower 3 Mason

**NASPA** (National Association for Student Personnel Administrators) will be held on March 16<sup>th</sup> to March 20<sup>th</sup> in Orlando, FL. The theme of this year's conference is: *Bold Without Boundaries*. For more information visit their website: [www.naspa.org](http://www.naspa.org)

#### HPSE Presenters @ NASPA

Delmy Lendof: *Latino/a Parental Involvement and the Impact on the College Student Experience*.

**ACPA** (American College Personnel Association) will be held March 4<sup>th</sup> to March 7<sup>th</sup> in Las Vegas, NV. The theme of this year's convention is: *Inspiring Communities of Wellbeing*. For more information visit their website: [www.myacpa.org](http://www.myacpa.org)

#### HPSE Presenters @ ACPA

Frances Magee: *What SSAO Has Time for Mentoring? Developing Intentional Mentoring Strategies*.

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

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