

HIGHER AND POSTSECONDARY EDUCATION

Teachers College, Columbia University



FACES OF HPSE



FALL 2020

Burgandi Rakoska (M.A. '19)

Hometown: Olean, New York

Current and prior work/research experience: I recently moved to England to pursue a Ph.D. in the Centre for Disability Studies at the University of Leeds. My dissertation will focus on the impact that universities have on disabled students' senses of belonging/worth and the overall impact on disabled students' retention rates.

I served as an intern at Columbia SEAS Admissions Office. I started my advocacy in higher education during my first year as an undergrad at SUNY Jamestown Community College, when I joined the Student Senate. I eventually became the President and got involved in other organizations such as the Faculty Student Association, the Teacher Education Club, and the Phi Theta Kappa Honor Society. Upon transferring to SUNY Fredonia, I became the Students With Disabilities Representative for the Student Association, founded the Students With Disabilities Union, became a member of the Tau Sigma Honor Society and Kappa Delta Pi Honor Society, and worked with the Chief Diversity Officer, both as an intern and in a task force to create the DEI Strategic Plan for the college. I also worked on the Executive Board of SUNYSA, becoming a committee member and eventual Co-Chair of the Committee for Equity and Inclusion.

TV involvement: I served as the Health and Wellbeing Senator at Teachers College and was involved in TC Feminists.

Overview of personal goals/interest in Higher Ed: Ultimately, I want to expand my advocacy for disabled students and students in general. My goal is to eventually receive my doctorate, ideally focusing on the enrollment and retention gaps between abled students and disabled students. I'm hoping to eventually secure a position at a university, either in student life or administration.



Jihae Moon (Ed.M. student, M.A. '19)

Hometown: Belle Mead, New Jersey

Current and prior work/research experience: I am currently the Assistant Director of Special Events and Programs in the Office of the Dean at Columbia College and Columbia Engineering. I previously worked as the Academic Affairs Program Coordinator in the Office of Student Affairs at Columbia Business School after graduating from Wake Forest University, where I majored in Communications and minored in sociology and entrepreneurship. My studies in HPSE have primarily focused on low-income students of color and access to higher education, starting at the K-12 level.

TC involvement: I was the course assistant for Dr. Katie Conway's Curriculum and Instruction course and have served as a MA Peer Advisor. I will also be the course assistant for Dr. Bill Baldwin's Financial Administration course in Fall 2020.

Overview: Since the COVID-19 pandemic required a shift to remote classrooms, I've been involved with the founding of a nonprofit organization that offers free virtual K-12 educational programs and resources in an effort to alleviate educational inequity in NYC. Along with fellow graduate and undergraduate students, we created the Community of Volunteer Educators (COVE), which is entirely volunteer-run and donation-based. We partner with other community-based organizations and volunteer teachers and tutors to provide free virtual one-on-one tutoring, small-group classes, and webinar-style workshops to students in-need. As a senior organizer, I lead the communications team to ensure that the organization strategically conveys our mission and work through our external and internal platforms. While this nonprofit work has become a passion project of mine, I continue to work full-time in my role at Columbia College with the intention to one day fill a chief of staff role. I believe that higher education institutions should partner with community-based organizations in an effort to provide equitable access to opportunities, particularly for low-income communities of color. In a city especially like NYC, the disconnect between universities and local communities further exacerbates socioeconomic differences and impairs relations between the communities, causing long-term negative effects on both. I also sit on the Corporate Leadership Board of the nonprofit SuitUp, which runs innovative business case competitions in partnership with corporate companies in an effort to increase college and career awareness and preparedness for students in underserved communities.





Jenay Willis (M.A. '19)

Hometown: Forsyth, Georgia

Current and prior work/research experience: I am currently a Ph.D. student at the University of Georgia. I received an MA degree in Higher and Postsecondary Education Program at Teachers College, with a focus on the Social/Cultural and Civic Analysis track. For several years now, my research focus and experience have been grounded in diversity work. I have worked closely with the undergraduate population as it pertains to being supportive of an inclusive environment. Having implemented diversity work in the classroom inclusive of race, sexuality, religion and gender, I wish to continue that work.

TC involvement: I was a member of the Teachers College Rural Student Group. Having grown up in a rural town, as well as having attended college in a rural town, I wish to engage in rural student work that will make college more accessible for students of color who like myself are from rural areas.

Overview of personal goals/interest in Higher Ed: As an aspiring Chief Diversity Officer, I wish to continue the work of diversity on all aspects as it relates to creating a safe and inclusive space for all students on undergraduate campuses. Specifically, I will use the knowledge gained through HPSE to apply to the work I will do on rural college campuses in helping make college accessible for rural students of color. My ultimate goal in being a Chief Diversity Officer is to earn my PhD in Higher Education or Sociology and continue helping make college more accessible for students of color from rural areas.

Theresa E. Hernandez (M.A. '15)

Hometown: San Francisco, California

Current and prior work/research experience: I am currently working on my Ph.D. in Urban Education Policy with a concentration in higher education at Rossier School of Education, University of Southern California. Previously, I worked in a variety of administrative positions for Columbia University for several years.

TC involvement: Co-President, Higher and Postsecondary Education Association 2014-2015

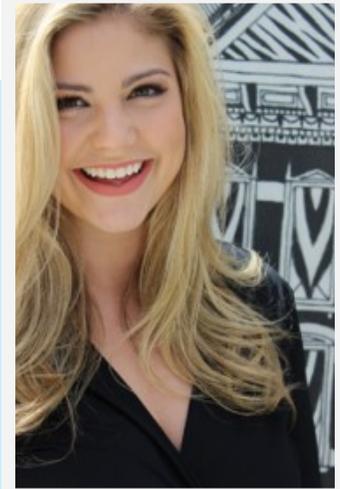
Overview of personal goals/interest in Higher Ed: I started HPSE with the goal of working with underrepresented or marginalized students to access and succeed in college. Through several HPSE courses, I have gained greater insight to both the breadth and nuances of inequity that pervade educational systems, in general, and higher education, in particular. For instance, I now have a greater appreciation for the transition from K-12 to and through higher education from the perspective of students, educational practitioners, policy makers and researchers. The HPSE program provided me with a foundation of the higher education landscape while encouraging me to develop interests in research and an academic career. Thus, I decided to pursue a doctoral degree to study the impacts of education policy and practices in shaping equitable access to and success in higher education, particularly for first generation college students of color from low socioeconomic backgrounds. I am also interested in understanding the meaning and processes of diversifying academia more broadly. I look forward to earning my Ph.D. as the first step in fulfilling my long-term goals of research, mentorship, and teaching in praxis of education for empowerment and equity as a professor of higher education.



Meghan McGuffin (*Ed.D. student, Ed.M. '20*)

Hometown: Ozark, Alabama

Current and prior work/research experience: Upon enrolling at TC in 2018, I took part in the HPSE Internship Fair, where I secured a position as a Hall Director in Barnard College's Office of Residential Life and Housing. I am now entering my third year in the position in addition to working in Barnard's Center for Accessibility Resources and Disability Services. Before attending TC, I studied Higher Education at Auburn University where I worked in New Student and Family Orientation for three years as an Orientation Leader and Graduate Assistant. Additional higher education experiences include: First Year Seminar Instructor, Greek life chapter advisor, student media, student government, student conduct hearing officer, and Alternative Student Breaks advisor.



TC involvement: HPSE M.A. Inquiries Coordinator

Overview of personal goals/interest in Higher Ed: I live at a crossroads of my love for research, policy, and students. While I am enjoying working in a student-facing administrative position now, I will likely move onto policy work and teaching/research in the future. I've never met a topic I didn't want to research and learn more about, however, the topic currently at the forefront of my mind is community colleges and low-income, rural college students. Specifically, I am interested in understanding the socioeconomic outcomes of community colleges in the poor, rural US South. My research interests are constantly influenced by the current political environment and I hope to conduct research that informs meaningful policy change as we work toward increased educational equity and access.



Julius Moyo (*M.A. '16*)

Hometown: Boston, Massachusetts

Current and prior work/research experience: Currently the Manager of Explainers at New York Hall of Science, where I blend my passions of team leadership and youth development. I am the point person for the (high school and college-going) youth staff at the museum. Previously a College Success Counselor for the Goddard Riverside Community Center of New York's Options Center, Program Coordinator for Student Involvement & Leadership Development at New York Institute of Technology, and Study Abroad Program Manager for CAPA: The Global Education Network.

Overview of personal goals/interest in Higher Ed: I came to Teachers College as a part-time student intending to gain a deeper understanding of college student development theories and the impacts that college and university structures, as well as political and cultural systems, have on the retention and success of some of the nation's most underserved college-going populations. TC's socially just approach to its academic offerings and co-curricular programs opened my eyes to numerous societal injustices that pose themselves as barriers to equitable opportunities to earning post-secondary credentials for many people in the country. Since graduation, I have continued to grow in my role as an advisor to a diverse cohort of NYC students primarily attending public institutions. My hope is to eventually focus my work on increasing awareness around and access to study abroad and overseas experiential learning opportunities in historically marginalized communities on college campuses.



Charlen H. McNeil (M.A. '18)

Hometown: Hoboken/Jersey City, New Jersey

Current and prior work/research experience: Charlen is currently a Resident Director at the University of Utah. She graduated as an MA student in the Higher & Postsecondary Education Program in May 2018. Her area of concentration and research, as well as her professional aspirations, is in how best to service previously incarcerated students in higher education.

TC involvement: Charlen's experience includes internships at Columbia University, Fu Foundation School of Engineering and Applied Science; Industrial Engineering and Operational Research Department-Graduate Assistant; Manhattan School of Music, Student Engagement Intern.

Overview of personal goals/interest in Higher Ed: Charlen's passion lies in Student Affairs/Residence Life, as both provide a multitude of opportunities to engage with students to determine their strengths and weaknesses to help them become the best versions of themselves.

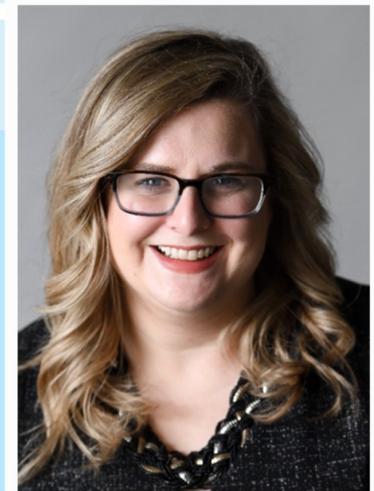
Elizabeth Strauss (Ed.D. '20, Ed.M. '18, M.A. '11)

Hometown: New York, New York

Current and prior work/research experience: Currently I direct the Professional Development and Leadership Program ("PDL") for Columbia Engineering. In that role I oversee the administration and execution of an academic program for masters, doctoral, and undergraduate students. I also teach Business Writing as part of a required course for MS students in PDL. My responsibilities at the school-level include supporting student on-boarding (e.g. admissions yield, orientation, and advising), career placement, and the English Communication Program. Prior to this role I worked in Institutional Research and Advancement at Columbia

TC involvement: I served as a TA for Professor Neumann, Professor Conway, and Professor Baldwin. I also spent a year representing the Organization and Leadership department on the Teachers College Student Senate

Overview of personal goals/interest in Higher Ed: My research focuses on how technical, professional, and personal student learning outcomes impact interest, persistence, and purpose in engineering education. This research is informed by my own experience as an engineering student and guides my practice, just as the experience directing a program within an engineering school informed my research agenda. I am broadly interested in the ways engineering and education complement each other within higher education and locally focused on how the development of professional and personal skills has expanded our understanding of technical education. I am also very interested in how institutions of higher education implement transparent, evidence-based planning and data-driven decision-making.



Brad Champion (M.A. '19)



Hometown: Delmar, New York

Current and prior work/research experience: Prior to Teachers College, I was briefly a special education and substitute teacher at a career and technical school in Albany, NY. During my undergraduate years at SUNY Geneseo, I studied history and adolescence education. I applied my studies and research to my teachings as a 2015 Summer Teaching Fellow at Uncommon Charter Schools in Troy, NY as well as my two student-teaching placements in Rochester, NY in 2016. I completed research at the Saint Patrick Centre in County Down, Ireland in the summer of 2017 as part of their Young Ambassador Program. My research focused on the history of St. Patrick in County Down and how he has shaped the county's modern identity, economy, and religious tensions. Today, I am the Head Men's Soccer Coach at New England College.

TC involvement: At TC, I have tried to take full advantage of all the wonderful opportunities that the HPSE program offers. Due to the HPSE Internship Program, I was an Administrative Fellow in the Office of Admission at Teachers College. As an Administrative Fellow, I received real-world experience because I was tasked with providing assistance to prospective students on their application process and academic department as well as helping the admission staff evaluate submitted applications. I also served as an Administrative Assistant in the Office of the Annual Fund at Teachers College. In this position, I connected with alumni in person, over the phone, and email to help raise valuable funds for TC and its students. These two experiences have been extremely rewarding for me because they allowed me to connect the theories I was learning in my classes and apply them directly to my positions in higher education.

Overview of personal goals/interest in Higher Ed: I am eager to use my extensive set of skills that I developed from years of experience in different education and administration settings to effectively support the academic and social growth of students and universities. My personal goal is to pursue a position in higher education that involves a high level of student interaction, perhaps in the offices of admission, academic advisement, or career development. In addition, I am very interested in using my experience as a college soccer player and the president of the SUNY Geneseo Student-Athlete Advisory Committee to explore a career as a college coach or athletic administrator. No matter what path I end up pursuing I know I am well prepared and equipped because of the HPSE program at Teachers College.



Jonathan Neidig (M.A. '18)

Hometown: Pittsburgh, Pennsylvania

Current and prior work/research experience: I am an active duty Army officer. I graduated from the United States Military Academy at West Point, NY in 2010 and have since served in Kentucky, Georgia, Texas and Hawaii. I am an Armor officer by trade (tanks and cavalry), and I have left command of a Stryker Infantry Company and Dismounted Reconnaissance Troop.

Overview of personal goals/interest in Higher Ed: I have been assigned to teach Military Science to cadets at West Point following the completion of my Higher and Postsecondary Education degree. I hope to use what I have learned at TC to educate, train and inspire the next generation of Army officers. This education will continue to help me develop leaders of

character throughout the Army after my assignment at West Point.

Roza Nalbandyan (Ed.M. '19)

Hometown: Vardenis, Armenia

Current and prior work/research experience:

Administrative Fellow at the Office of International Services, Teachers College; mentor at the Luys Foundation; “TIMSS-PISA storm” of 2016 research team member; College Educational Quality research team member; specialist at the Department of Education Reforms and Quality Assurance, at the Armenian State Pedagogical University [ASPU]; specialist at the Department of Development Planning and Monitoring at ASPU; research on “Strategic Plan Development and Implementation Issues at the Armenian Higher Education Institutions”; study on “Methodics of Developing Abilities and Skills in Solving Trigonometry Equations and Inequalities”; Mathematical Symmetries in the Cross Stones research team member.



TC involvement: Administrative Fellow at the Office of International Services, College Educational Quality research team member

Overview of personal goals/interest in Higher Ed: After receiving my undergraduate degree in Mathematics, supplementary education in Economics, master’s degree in Education Management and volunteering at different organizations, I realized that I want to devote the rest of my career to the field of higher education because this is a field that needs reformation in Armenia and the field that I am most passionate about. While working at my university, I realized that if good effective change is going to be made in the Armenian education system, we need outside thoughts and ideas to design new processes. These concerns brought me to the HPSE program where I met faculty who are extremely passionate about their work and genuinely want to assist their students to succeed in the higher education field. I intend to use my knowledge, competencies and skills to help make real changes in the Armenian education system.



Milagros Castillo-Montoya (Ed.D. '13)

Hometown: Jersey City, New Jersey

Current and prior work/research experience: Currently an assistant professor of higher education and student affairs at University of Connecticut.

TC involvement: Everything! I was involved with all things HPSE when I was a student there.

Overview of personal goals/interest in Higher Ed: To engage in practice and research that advances what we know and how we engage in work that supports equity and inclusion in higher education. My research focuses on equitable experiences and outcomes for traditionally underserved college students. I primarily study teaching and learning in racially and ethnically diverse college classrooms. I have particular interest in the learning and development that first-generation African American and Latino students may experience during their undergraduate years. I also focus on the culturally relevant teaching practices that support the learning of racially and ethnically diverse college students.

Diana Chadi (*Ed.D. candidate, Ed.M. '15*)

Hometown: Passaic, New Jersey

Current and prior work/research experience: My career in higher education began at my alma mater, Yeshiva University, where I served as a Presidential Fellow in the Office of Student Affairs where I created programming for new students who came to campus. After my fellowship, I joined the Office of the Registrar as an assistant registrar and progressed successively over the next ten years until I became the university registrar. Over the course of my time in the Registrar's Office, I further developed my interest in student's academic experiences and how they served to help them make decisions in their lives. I stepped down from my position to better focus on my doctoral work. Over the course of my time at YU, I earned a Masters in Social Work from Wurzweiler School of Social Work and my Ed.M. in Higher and Postsecondary Education at Teachers College.



TC involvement: I currently serve as the Internship Coordinator for the HPSE program. Previously, I was a research assistant for Professor Corbin Campbell's College Education Quality Research Team which helped broaden my experience and interest in institutional methods used to assess college learning.

Overview of personal goals/interest in Higher Ed: My research interests are focused on teaching and learning in higher education, both within and outside the classroom. I am particularly interested in how varying classroom experiences contribute to first generation college students' career choice.



Kat Stephens (*Ed.M. '18*)

Hometown: Guyana, South America

Current and prior work/research experience: I am currently a Ph.D. student at the University of Massachusetts Amherst and a Research Intern at Vassar College. Previously, I was the Inquiries Coordinator for the M.A. degree program in HPSE. I have been privileged to serve as an academic advisor for the ASAP program at Borough of Manhattan Community College. I supported a diverse student body from their first semester until they graduate and transfer to a four-year college. I have work experience in Admissions, Student Life, and Residential Life & External Affairs. I was also an instructor for a freshman year seminar at Baruch College. I've presented and published work on the urban community college students' transfer experience and immigrant student experiences. I've presented at both regional and national

ACPA & NASPA conferences.

TC involvement: I was a member of Dr. Duane Bruce's research team and a task force member of HPSE's Black Lives Matter year-long programming team. I'm also a member of Kappa Delta Pi at Teachers College and have served as ACPA graduate student ambassador for TC.

Overview of personal goals/ interest in Higher Ed: I wish to bring a specific focus on education as the vessel toward greater social mobility for immigrant Caribbean women. I wish to use my practitioner experiences in the community college space to inform future research questions relating to diverse student groups and their outcomes after community college enrollment. Specifically, I am interested in the pre-transfer choices, identities and lives, and post-transfer choices, identities and lives of highly achieving, underserved & underrepresented Black immigrant women students from two-year institutions. This also includes interest in first generation, non-traditionally aged, Caribbean immigrant students as they thrive in the academy. My future goals are to study these groups, join the professoriate, and continue to serve community college students in a transfer oriented capacity, whether through research and/or practitioner work in enrollment services. My final personal goal is to serve as the president of a community college.

Brian Allen (*Ed.D. student, M.A. '17*)

Hometown: Originally from Benton Harbor, Michigan but I grew up in Waukesha, Wisconsin

Current and prior work/research experience: I currently work as the Assistant Director for Leadership and Outreach in the NYU Center for Multicultural Education & Programs. Previously I've had professional experience in diversity and multicultural affairs, working in offices at Columbia University, Teachers College and LaGuardia Community College. I have been working on a research project that explores the relationship between campus racial climate and job satisfaction for Student Affairs professionals and their decisions/intent to leave the field. Generally I am interested in topics surrounding social justice and equity in a Higher Education context.



TC involvement: I serve on Black Lives Matter in Higher Education task force and help coordinate and execute programs related to addressing issues of systemic oppression, white supremacy, institutionalized racism and anti-blackness. During the 2016-17 AY I was the Vice President of Social Programming. Additionally, I've worked as an Administrative Fellow, Research Assistant and the M.A. Inquiries Coordinator in the Higher and Postsecondary Education Program.

Overview of personal goals/interest in Higher Ed: My interests in Higher Education, Diversity, and Social Justice actually sparked during the two years that I attended and presented at the International Colloquium on Black Males in Education, hosted by the Wisconsin Equity and Inclusion Lab. Much of my work and interest now focuses on incorporating social justice into the core mission of Higher Education and uncovering more systematically effective methods of assessing and improving college campus climates. I am looking forward to having the opportunity to teach future Higher Education scholar-practitioners as a tenure track faculty, but I also enjoy the administrative and practical aspects of this work that involve directly working with undergraduate students. If I am able to find a double appointment doing both of these, I would be content!



Maria Anderson-Long (*Ed.D. '19*)

Hometown: Fitchburg, Massachusetts

Current and prior work/research experience: I am currently the Director of Residential Life and Community Standards at Mills College. I am also an Adjunct Assistant Professor of Higher Education at TC. Prior to coming to TC, I worked at Barnard College as a Hall Director for two years, and before that I was at Brandeis University working in Student Activities.

TC involvement: I served as a TA for Professor Noah D. Drezner and also advised the MA students in the HPSE program.

Overview of personal goals/interest in Higher Ed: My research interests are in organizational response to normative disruption of the gender binary, particularly examining the creation and implementation of Gender Inclusive Housing policies. I am interested in understanding decision-making processes at colleges and universities in response to the need to serve and support transgender students. I see my research interests as a means of grounding my professional experience in supporting students, particularly students from underserved or underrepresented backgrounds.

Ty McNamee (*Ed.D. candidate*)



Hometown: Shoshoni, Wyoming

Current and prior work/research experience: Current positions - Teachers College Higher and Postsecondary Education EDM & EDD Inquiries Coordinator, Columbia Department of Statistics Higher Education Associate, Instructor at Colorado State University | Past positions: Columbia College & Engineering Graduate Hall Director, Teachers College Office of Admission Administrative Fellow, UConn Center for Career Development Programming Graduate Assistant, Graduate Practicum Intern at UConn Undergraduate Admissions, UConn William Benton Museum of Art, and Yale University Office of International Students and Scholars Events

TC involvement: Research Assistant for Professor Noah D. Drezner, Higher and Postsecondary Education Association, Founder/President of TC's Rural Student Group, HPSE Events

Overview of personal goals/interest in Higher Ed: Growing up as a rural student on a farm/ranch in Wyoming, I worked hard to gain access to higher education. This experience as a rural student greatly influenced my research and professional interests, which focus on equity and access for underrepresented students, college teaching and learning, and faculty development, all related to the rural context in the United States. My current and future scholarship focuses on rural students' experiences applying to and attending higher education institutions, the experiences of students at rural colleges and universities, teaching and learning at rural colleges and universities, and the experiences of faculty who work in rural higher education settings. My goal in higher education is to pursue the tenure-track faculty route in a Higher Education program.



Alvaro Cabrera Maray (*Ed.D. candidate*)

Hometown: Santiago, Chile

Current and prior work/research experience: Instructor of Higher Education at Teachers College; Independent Arts Producer; Team Director at University of Chile's Department of Undergraduate Studies; Team Director at Chilean Ministry of Education's Higher Education Division; Fulbright Commission grantee.

TC involvement: College Educational Quality (CEQ) research team member; Higher Education Academic Research Discussion (HEARD) group member; Coalition of Latino Scholars (CLS) member.

Overview of personal goals/interest in Higher Ed: In Chile, I worked in areas such as university access, faculty development, classroom research, quality assurance, and higher education public policies. I entered the HPSE program seeking to refine my research skills and to broaden my theoretical knowledge, besides experiencing life in New York City. Here I found an atmosphere of rigorous thought and openness to current debates that has greatly enriched my understanding of the challenges that American society is facing. My current interests are focused on social justice pedagogy, assessment of student learning, and LatinX students postsecondary experiences in the US. Upon returning to Chile I expect to work in the public higher education sector, contributing to achieve greater social justice in my country.



Abdul Abad (*Ed.D. student*)

Hometown: Union City, New Jersey

Current and prior work/research experience: I have worked on research projects around college educational quality, assessment of online program, asset management and social justice. Currently, I advise community college students and teach a first-year seminar. I also serve as the MA Advisor for the HPSE program.

Overview of personal goals/interest in Higher Ed: Having spent two years in the HPSE program, my interests around teaching and learning, assessment and research methods have grown to include learning analytics and educational data mining. I am broadly interested in how technology changes how we come to know things and learn. Specifically, I am interested in whether and to what extent pedagogical theories may be implemented in online contexts, what that might look like, what are the affordances and constraints of such inquiries, and how the measurement of learning in the online context changes from in-person contexts. I am working on a manuscript that investigates what one can learn about teaching and learning through Black Lives Matter's social media pages. I aspire to be a faculty member or institutional researcher one day.

Cynthia Tobar (*Ed.D. student*)

Hometown: Brooklyn, New York & Quito, Ecuador

Current and prior work/research experience: I'm a media artist, archivist, and oral historian who's interested in creating interactive, participatory stories documenting social change. Currently, I am an Assistant Professor and the Head of Archives at Bronx Community College (BCC), where I teach oral history methods and archival research to students and faculty. I am also a Visiting Assistant Professor at Pratt Institute's School of Information, where I teach a course in digital projects. I've presented and published on several community-based oral history projects that have focused on gentrification, housing justice and student activism. My multimedia & storytelling work has been exhibited at artist collectives such as Silent Barn and Flux Factory. At BCC, I am working on "Raising Ourselves Up": Oral Histories from First-Generation College Students at BCC which is creating a collaborative archive that will offer these first-generation students historical and cultural insights as well as practical information to administrators and researchers for analyzing student success at our two year campus. At Pratt, I am 2017-2018 Inclusive Pedagogy Scholar, where my research examines professional demographics and diversity initiatives for student recruitment at the School of Information. Race matters to both library educators and students in higher education and the hope is that this research project will offer multiple channels for participants to engage in discussion, learning, and collaborative work in order to help dismantle structural racism in LIS programs and professional librarianship.

Overview of personal goals/interest in Higher Ed: My research interests are centered on using oral history methodology to understand issues of equity, inclusion, diversity and anti-racism in higher education. My goal at HPSE will be to actively pursue this research agenda through the lens of first-generation college students as they progress toward graduation. I envision this as a necessary theoretical complement to my current work and plan to center my analysis on the community college student experience.





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Fall 2020