

## NEWSLETTER

### this issue

Current EdD Student Discusses Her Research *Pg 2*

Meet Abdul! *Pg 4*

## PROVIDING A SCHOLARLY HOME FOR PHILANTHROPY RESEARCH AND PRACTICE: THE LAUNCHING OF PHILANTHROPY & EDUCATION

— By Ty McNamee

This past November at the Association for the Study of Higher Education (ASHE) Annual Conference, Dr. Noah Drezner, Associate Professor of Higher Education and Program Director for the Higher and Postsecondary Education (HPSE) program, achieved a long-term goal of his. After years of hard work, Dr. Drezner launched the academic journal *Philanthropy & Education* (P&E), sponsored by Teachers College and published by Indiana University Press.

Professor Drezner is extremely knowledgeable in philanthropy issues, particularly in how philanthropy relates to education. Starting out his higher education career as a development officer at the University of Rochester, Professor Drezner went on to pursue his Ph.D. in Higher Education at the University of Pennsylvania with the goal of using his degree to serve as an advancement practitioner. However, he quickly became engaged in the academic side of what motivates donors to give to colleges and universities, eventually publishing multiple books and articles about philanthropy, fundraising, and advancement in education, and winning many awards for this work.

Currently, educational philanthropy is a \$60 billion enterprise and accounts for 15 percent of overall philanthropy in the U.S., second only to religion. In higher education

specifically, practitioners and scholars see the importance of educational philanthropy, as Professor Drezner detailed that in the past 15 years, 250 dissertations have been written on fundraising in higher education.

However, even with the size of educational philanthropy and hundreds of scholarly works written about higher education philanthropy, until the launch of Professor Drezner's new journal, no scholarly journal had focused on the intersection of philanthropy and education through empirical research. Dr. Drezner is filling that academic need with P&E.

P&E is a semi-annual publication that looks broadly at philanthropy, focusing on financial giving, but also on voluntary actions of individuals who give back to education institutions. The journal publishes a mix of research from scholars, practitioners, and, most distinctively, those who identify as scholar-practitioners. Drawing on a variety of disciplines, including, but not limited to, economics, political science, history, and



*Story cont. pg. 3*

# RESEARCH INTERESTS FUELED BY PERSONAL & PROFESSIONAL EXPERIENCES

## CONGRATULATIONS!

### **Dianne Delima**

EdD Candidate Dianne Delima has been awarded the Anna Neumann Supporting Student Research Award. The award recognizes and seeks to advance promising dissertation research on faculty careers and college teaching and learning.

### **Matt Gewolb**

EdD student Matt Gewolb was appointed by New York City Mayor Bill de Blasio as Executive Director and Counsel to a newly formed New York City Charter Revision Commission.

### **Jessie Ostrow**

EdD Candidate Jessie Ostrow has been awarded the Dean's Grant for Student Research Award. This grant is awarded to students who submit the strongest proposals for research that has educational implications for the field and for the academic program at TC.

— By *Diana Chadi*

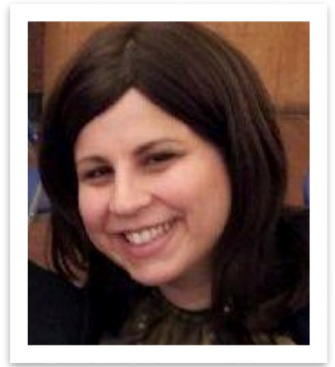
Although I am at the early stages, my dissertation aims to explore how first generation college students choose a career. Specifically, I hope to explore in-classroom experiences, such as a professors' teaching and expertise of the subject matter or a student's academic achievement in the subject, amongst other factors and whether or not these factors have an impact on students' career choices. I have begun to explore a variety of career development theories and how they can relate to student experiences in higher education. Specifically, I have explored Holland's theory of vocational personalities and work environments, the theory of work adjustment, Super's developmental theory and social cognitive career theory. Each theory has illuminated a variety of circumstances, characteristics and environmental conditions that contribute to a person's career choice.

My interest in this topic is directly related to my own personal experience as a first generation college student. My earliest memories in elementary school remind me of the issues that many first generation students experience at the beginning of their educational journey. Unlike most of my friends, I was unable to ask my parents for help with my homework because they simply didn't know the answers or had limited knowledge of the subject matter and were unable to help me with what would seem as advanced level work but were really just the basics of my elementary education. Although for many first generation college students, their parents are uninterested or even act as a deterrent for their child to attend college, my parents were very supportive of my attending college and pursuing higher education. Yet, the path in order to get to college was one I had to navigate on my own. I was lucky enough that most of my peers planned to attend college, and I basked in their experiences through applying for admission and financial aid to registering for classes etc...I made it to college and again was left to navigate through this educational experience on my own from determining what to major in and what classes to take in order to enable

me to further pursue education at the graduate level.

Even though my experience may not be the typical first generation college student experience, my personal journey can illuminate the amount of uncertainty that many of these students experience throughout their education. Simply attending college for the first time is a major accomplishment for these students whereas many traditional students take their arrival as a given from the very beginning of their education.

My sincere hope is to utilize my research, fueled by my personal journey, to help illuminate what aspects within a college student's experience can influence how students make decisions related to their careers. I hope that through the knowledge gained we will work toward providing better support for this unique group of students to ensure their success. While my research interests have changed since arriving at TC in 2010, this topic has always been close to my heart. Through many conversations with my advisor, Professor Corbin Campbell, and my participation in her research on college educational quality, I have further solidified my topic of interest. Specifically, Professor Campbell's approach to measuring educational quality has exposed me to areas of research that have remained elusive to many. Her ability to break down the vast body of research pertaining to teaching and learning into a manageable set of constructs that we are measuring in the classroom have highlighted for me how impactful the classroom experience can be. Perhaps this knowledge can help inform faculty how to utilize the classroom to support students who are often forgotten.



## CONVOCATION 2018

Tuesday, May 15, 2:00pm  
Masters Ceremony for  
Department of Organization &  
Leadership

Wednesday, May 16, 10:30am  
Columbia University  
Commencement

Wednesday, May 16, 2:00pm  
Doctoral Hooding Ceremony

For more information:  
[convocation.tc.columbia.edu](http://convocation.tc.columbia.edu)



May 16, 2017: HPSE Graduation Brunch

## PROVIDING A SCHOLARLY HOME FOR PHILANTHROPY RESEARCH AND PRACTICE: THE LAUNCHING OF PHILANTHROPY & EDUCATION (CONTINUED FROM PAGE 1)

sociology, articles in P&E will cover scholarship and practice around education fundraising, volunteerism, civic engagement, alumni relations, corporate social responsibility, and how education fosters positive social behaviors. Most importantly, many of the pieces published will be drawn from completed dissertations and current institutional research.

The Teachers College Higher and Postsecondary Education program is extremely proud of Professor Drezner for the launch of Philanthropy and Education. Dr. Drezner said it best when he wrote in the inaugural edition of this new journal, "It is important to continually add to the philanthropic studies scholarship both to continue to create knowledge and to further practice." This journal is the epitome of fostering both higher education scholarship and empirically-founded best practices in higher education, which is what the HPSE program at Teachers College continually teaches our students.

Acknowledgements: Professor Drezner thanks Provost Thomas James of Teachers College, Columbia University, P&E's two editorial assistants Jamie Nadeau and Chase McNamee, P&E's editorial board, P&E's Associate Editors Francis Huehls and Genevieve Shaker and Book Reviews Editor, Eve Proper, and his supportive husband, Professor Oren Pizmony-Levy, for all their encouragement, support, and help in launching this journal!



## STUDENT SPOTLIGHT: MEET ABDUL!



### Abdul Abad, Ed.D.

Growing up in the Union City, New Jersey area - I come from a family where it was not an obvious matter of course that I would go to college and then graduate school. My mother and I were homeless for part of my teenage years, and I was a wandering student during high school except for learning guitar (classical, Jazz, and other styles). It was not

until I went to college that I became serious about learning because I had an opportunity for a fresh start and the ability to pursue my own interests in a substantive way. I was able to attend community college entirely on a Pell grant, and as I've moved through the educational pipeline, I always reflect on why I made it through while some of my peers may have not. This is multifaceted - part educational, part systematic, part individual and so on. But no matter what, I am always painfully aware of what it is like to move through higher education as a low-income student.

After community college, I attended Rutgers University to study philosophy and cognitive science, hoping to launch myself into a graduate program in philosophy. I ended up becoming a resident assistant and working on a community standards review board, which helped me pivot my career path into higher education and student affairs. But my fascination with theory building, interdisciplinarity, and asking questions had already taken root. My hope is to one day, through research, work towards a world where educational opportunity is more justly distributed.

My passion about research is rooted in a love of data and the power and desire for explaining the world around me (and my own experiences). More specifically, I have interests around online teaching and learning; assessment, evaluation, and research methods; philosophy of education; and, data science and how it can be applied to the aforementioned areas. I'm also interested in the social and civic dimensions of these areas - how does higher education ameliorate or further entrench social stratification and who does or does not benefit most? I'm especially passionate about the prospect of investigating whether cultural relevant

pedagogy can be implemented in an online context. To this end, I've co-presented at the Association for the Study of Higher Education (ASHE) with two colleagues, TC HPSE alumna Dr. Milagros Castillo-Montoya and Joshua Abreu, a doctoral student at the University of Connecticut, on "Black Lives Matter's Contributions to Culturally Relevant Pedagogy." We conducted a content analysis examining six months of data from Black Lives Matter's (BLM) social media communication and sought to understand the ways that BLM's use of social media aligned or extended culturally relevant pedagogy. We are currently completing a manuscript on this line of work. It's worth noting that presenting at ASHE was a wonderful opportunity in many ways - I felt like I belong in the higher education scholarly community and that the work I do matters. (I had underestimated the importance of feeling a part of a community until this conference.)

Outside of the HPSE program, I work as a Research, Policy, and Practice intern for the Center for Academic Mobility Research and Impact at the Institute of International Education. I love being in a hands-on position where I can clean and analyze data, work on improving a database, summarize countries' strategies for recruiting and retaining international students, and examine the economic impact of international student exchange. This position provides me some perspective on the enterprise of higher education outside of the United States.

In my free time, I still play guitar and record my own music. Over the winter break, I completed an original soundtrack for an independent horror film. Music is not only personally rewarding, but it helps orient how I navigate the world through research and other arenas. In music, precision, an attention to detail, technique, and expression are of utmost importance. And you develop the ideal timbre you strive for while accepting you will always need to adjust in your aim. This attitude carries over to everything. I feel the HPSE program and curriculum facilitates this process of developing your knowledge and building upon the past in meaningful ways. Every course is an opportunity for me to reconsider my worldview on teaching, learning, assessment, and whom college is for. I look forward to seeing new ways to stretch my thinking about topics while connecting with other students and faculty.

**BLACK LIVES MATTER IN HIGHER ED**  
#BLM  
TEACHERS COLLEGE COLUMBIA UNIVERSITY

### UPCOMING EVENTS

**March 21, 6pm-8pm**  
Black Panther-inspired Women's History Month Discussion. Can Women Save the Academy?

**March 28, 6pm-8pm**  
Whose Speech Is Free Speech? A roundtable discussion surrounding the highly contentious issue of free speech conversations in Higher Education.

**April 11, 6pm-8pm**  
Survival During School Shootings. An open discussion about the school shootings happening in the United States presently and the effects they have caused on society and the world of education in particular.

**April 25, 6pm-8pm**  
BLM in Higher Education Archival Project Reception