

Spring 2011

# Higher and Postsecondary Education at Teachers College



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

Students and faculty in the Higher and Postsecondary Education Program (HPSE) are deeply engaged in important intellectual projects. Some address questions of theory that they then extend to illuminate problems of practice. Others start by identifying problems of practice, then design research to address them directly. What we all share in common is a commitment to using research to improve the many practices that comprise higher education today – from student affairs administration to teaching and advising, from management and leadership to institutional policymaking, from master’s and doctoral student preparation to faculty professional development.



We also are working hard to identify larger social challenges that higher education can uniquely address. What can we contribute, by way of the knowledge we create, to worldwide strivings for equity and tolerance, improved quality of life, and humane existence? You will see such concerns and our responses to them in the many fine dissertations now being produced by doctoral students in the program, in thoughtful MA and EDM papers, and in faculty members’ research projects and publications. You will also see them addressed in our beyond-the-classroom learning and professional development activities.

You will find in this newsletter some examples of what we have done recently in HPSE in support of these aims:

Dr. Julie Schell, Post-Doctoral Fellow at the School of Engineering and Applied Sciences at Harvard University, a graduate of HPSE and now a faculty member, talks about what research engagement means to her on page 2.

Dr. John Andrejack, Director of Student Life at Queens College, describes how his identification of a gap in understandings of student cultures put him on the path to his dissertation research. For more, see page 2.

Kenny Nienhuser, HPSE doctoral candidate, writes about his dissertation research on undocumented immigrants as an emerging problem of policy and practice in the study of higher education. See page 4 for more.

For detailed insight on what we’re up to, see faculty members’ accomplishments, the titles of doctoral students’ dissertations, and information on current students’ fellowship awards, all on pages 5 and 6. If you are an HPSE student who wishes to intensify your scholarly and professional development, see Dr. Monica Christensen’s advice corner on page 3. Also be sure to check out our scholarly development tips on page 3. And don’t forget to look over the free on-campus resources and events and of course, our upcoming HPSE events, page 5.

You’ll find in these pages a sampling of the vibrant and intellectual work of our students, alumni, and faculty. Their work speaks volumes to the exciting research that HPSE scholars are producing.

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**Alumni Profile: Dr. Julie Schell**

By: Diana Benmergui

*"I love collaborating with a team of intelligent and passionate people to figure out how to test that hypothesis."*



Dr. Julie Schell, a graduate of the program in Higher and Postsecondary Education, here at Teachers College, currently serves as a post-doctoral research fellow in the School of Engineering and Applied Sciences at Harvard University, where she is researching innovative teaching and learning methods in undergraduate education. Most recently, amongst several research interests, Dr. Schell has been working on a case study of the implementation of novel teaching and learning strategies in advanced physics laboratories. Dr. Schell discussed her research recently during her presentation at Brooklyn College entitled, "The Social Learning Network: Advancing Student Learning in the Social Sciences Using Peer Instruction."

When asked what she enjoys most about research, Julie noted that she "loves trying to generate hypotheses about why things are the way they seem to be or how things work the way they work." She further states, "I love collaborating with a team of intelligent and passionate people to figure out how to test that hypothesis." When asked to give advice for students interested in research, she said the best piece of advice she received as a doctoral student at TC was to find a research question that she really wanted to know the answer to "the kind that keeps you up at night, that you ruminate over in the shower, or that really boggles your mind." For her, she wanted to understand *how* and *why* college teaching works. "A series of related questions framed my dissertation and then set me up for an educational research career where I am lucky enough to continue my journey into the fascinating world of teaching and learning by using undergraduate classrooms and environments as my research laboratory."

**A Student's Perspective on Research**

By: Chase Palmer

Dr. John Andrejack is the current Director of Student Life at Queens College and is a former Teachers College Higher and Postsecondary Education doctoral student. He successfully defended his dissertation in December of 2010 and describes his time as a student and researcher at Teachers College as, "a great experience; one that had a tremendous impact on my life."

John's road to higher education started with a master's degree from the University of South Carolina. After several years of being employed in a variety of roles within higher education institutions, he found himself working at Columbia University. It was while at Columbia that he discovered the Higher and Postsecondary Program at Teachers College and became interested in doing research.

While at Teachers College Dr. Andrejack discovered his research interest, which

centers on an anthropological view of the culture of adult (25 years of age or older) undergraduate students. He discovered his interest in this subject while taking a student cultures class offered at TC. It was from that class that he determined that for his dissertation he wanted his research design to include an ethnographic approach. He further refined his interest through a combination of courses including those from the Higher and Postsecondary program as well as Adult Learning and Leadership. It was here that he discovered that although different student cultures were being discussed as topics of study, adult undergraduates were not a part of the student cultures discourse. John had discovered a gap in the literature and decided to pursue it for his own study.

Dr. Andrejack mentioned that his experience as a Teaching Assistant to Dr. Monica Christensen, in her course on student cultures, provided him with an

opportunity to be immersed in the subject and as a result he developed a better understanding of the literature. John also credits Dr. Kevin Dougherty for providing great advice along every facet of his doctoral research.

When asked what advice he would give to those either currently involved in research or contemplating doctoral studies Dr. Andrejack said, "Be patient! It is very important that students really try to enjoy the process of research." Dr. Andrejack is a great example of his own advice. He took the time and made the effort to find, research, and write about an area of higher education for which he had an interest and a passion. As a result, he made a great contribution to the field of higher education through his research and had, "a great time doing it."

### Master of Arts Coordinator Advice Corner



Ahhhh.....spring!!! In the spring a young graduate student's thoughts turn to – jobs...right? I have some general observations about job search and career paths:

- No matter the economy, hiring processes in higher education move at a GLACIAL pace. So don't be surprised if getting a job takes awhile. Don't take it personally.
- In an entry-level job, seek a supervisor who will mentor you.
- Take responsibility for your professional development:
- Negotiate a professional development budget when you negotiate benefits.
- Join a professional organization. If possible, volunteer.
- Look for institutions with tuition remission opportunities.
- Volunteer to serve on your staff development committee
- Look for opportunities to sit on committees that will give insight into other departments. Learn more about the big picture of the institution.
- Look for cheap, creative ideas to partake in professional development
- Present and write – help generate and disseminate knowledge in the field
- Reflect on your practice on your own, with colleagues you trust and with off-campus colleagues. Develop your own theories of good practice.

By: Dr. Monica Coen Christensen

Please connect to me on LinkedIn (look for the TC Higher Education group as well – thanks, Curtis Pope!). I really want to keep in touch!

### Scholarly Development Tips

By: Marisol Jimenez

Research can be made easier by accessing the right resources, and Teachers College and the Higher Education community offer a wealth of them.

#### Human Resources

*Advisors and faculty* who are doing the kind of work you would like to explore can let you know of opportunities to participate in their work or that of other faculty. In addition to program faculty, TC's many research institutes and centers (<http://www.tc.columbia.edu/research/>) can offer information on opportunities for research; research fellowships; print, electronic and expert resources; and funding opportunities.

*Librarians* can help you identify subject specific resources (journals and databases, for example), and can help you craft a research strategy. Librarians are available for online chats 24/7 (<http://library.tc.columbia.edu/ask.php>). The library also maintains a page on how students may find funding to support their research (<http://library.tc.columbia.edu/frame.php?dest=%2Fkb>).

#### Financial Resources

If a project you would like to carry out will require financial support, each year the *Dean's Grant for Student Research* offers up to \$2000 for student projects (<http://www.tc.edu/dean/index.asp?Id=Dean%27s+Grants+for+Faculty+and+Students&Info=Dean%27s+Grant+for+Student+Research>).

The *Office of Sponsored Programs* maintains a student's guide to obtaining funding, which includes organizations and their contact information ([http://www.tc.columbia.edu/i/a/document/12375\\_COMPLETE-Student-Guide-2010.pdf](http://www.tc.columbia.edu/i/a/document/12375_COMPLETE-Student-Guide-2010.pdf)).

### Upcoming Conferences

#### **American College Personnel Association Annual Convention**

March 26 – March 30

Baltimore, Maryland

<http://convention.myacpa.org/>

#### **American Education Research Association Annual Meeting**

**"Inciting the Social Imagination: Education Research for the Public Good"**

April 8 – April 12

New Orleans, Louisiana

<http://www.aera.net/Default.aspx?id=10412>

\* Note TC Reception at AERA will be on April 10th. Please see AERA schedule for details.

### Undocumented Immigrants and Postsecondary Education

Each year it is estimated that 65,000 undocumented students graduate from U.S. high schools (Passel, 2003), many of whom seek postsecondary education but fail to enroll due to barriers that lay before them. Here, I plan to highlight some of the barriers that this population faces and a synopsis of my dissertation research.

Federal policies prohibit this population from receiving any federal financial aid. At the state level, for example, some states prohibit undocumented immigrants from enrolling in their public postsecondary education system, others do not provide in-state tuition, and the majority of states do not provide state financial aid. Dougherty, Nienhusser, and Vega (2010), for instance, examined the role of state-level politics that lead to the passage in Texas and ban in Arizona of in-state tuition for undocumented immigrants.

New York, similar to Texas, is one of only a small handful of states that offers in-state tuition to its undocumented student population. In 2002—with passage of Assembly Bill 9612 (A9612) and Senate Bill 7784 (S7784) and the signature of former Governor George Pataki—New York became the fourth state to permit certain undocumented immigrants to pay in-state tuition to attend its State University of New York (SUNY) and City University of New York (CUNY) systems.

Although New York provides in-state tuition to certain undocumented immigrants, it cannot be assumed that the mere presence of this policy will guarantee that undocumented immigrants will enroll in higher education. Contreras (2009) and García and Tierney (2011), for example, outline some of the most common barriers encountered by this population: (1) limited availability of outreach efforts and information to assist undocumented students; (2) high out-of-state tuition rates (in those states that do not offer in-state tuition levels); (3) discretionary application of complex residency requirements; (4) little or no access to financial aid programs; and (5) fear of being an “illegal” member of society.

With this as a backdrop, I embarked on an investigation that sought to examine issues related to the implementation of New York’s in-state tuition policy for the undocumented student population. I examined this phenomenon from three levels. First, at the state-level I explored how state-level policymakers conceived of and have shaped the implementation of this legislation. At the institutional-level, I examined how high schools and community colleges in New York City have carried out this policy. Lastly, at the individual level, I explored the barriers that undocumented immigrants face in their pursuit of college enrollment.

My research found that state-level officials did not consider issues of implementation both during the enactment of this policy and beyond. In fact, the legislation did not detail issues related to how the policy should be implemented, instead it enabled CUNY and SUNY to develop its own rules and begin charging undocumented students in-state tuition rates.

Local-level officials—those individuals that work in city-level education agencies and its institutions—have had a critical role in the day-to-day carrying out of this policy. In particular, CUNY Central and individuals that work at its community colleges have provided a significant amount of resources toward the city-level implementation structure.

Lastly, despite the presence of the availability of in-state tuition for undocumented immigrants in New York, I still found numerous barriers—most of which the literature identifies—that this population encounters in their pursuit of higher education enrollment.

This study examined several areas of importance relative to the implementation of postsecondary education policies for undocumented students, two of which I will highlight. First, the policy implementation literature (e.g., Lipsky, 1980), in particular second-generation theorists state that implementers—those individuals that are involved with the day-to-day carrying out of policies—have the ability to shape policies in such a way that they may have a significant impact (both positive or negative) on respondents. It was evident during my study that CUNY Central, NYC DOE, community college, and high school officials had a tremendous impact on how, for example, undocumented students’ eligibility for in-state tuition was disseminated to implementers. Second, the undocumented student population is one with a tremendous amount of resiliency. While that may be true, the barriers they must overcome to enroll in higher education are in some cases monumental. Perhaps the largest barrier this population must face is in relation to their low-income status. Alongside, the fact that they are not eligible to receive any federal or state financial aid the availability of in-state tuition is inconsequential for many undocumented students.

The issue of undocumented immigrants and higher education access will certainly not fade away, especially with the failure for Congress to pass the most recent version of the Development, Relief and Education for Alien Minors (DREAM) Act—federal legislation that may encourage other states to pass in-state tuition polices, permit undocumented students to received some federal aid, and perhaps most critical, provide a pathway to citizenship if they fulfill certain requirements. The absence of such a policy will certainly leave these students in the shadows and make their enrollment in high education very difficult.

#### References

- Contreras, F. (2009). Sin papeles y rompiendo barreras: Latino students and the challenges of persisting in college. *Harvard Educational Review, 79*(4), 610-631.
- Dougherty, K., Nienhusser, H. K., & Vega, B. (2010). Undocumented immigrants and state higher education policy: The politics of in-state tuition eligibility in Texas and Arizona. *The Review of Higher Education, 34*(1), 123-173.
- Garcia, L. & Tierney, W. (2011). Undocumented immigrants in higher education: A preliminary analysis. *Teachers College Record 113* (12). Retrieved from <http://www.tcrecord.org>.
- Lipsky, M. (1980). *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. New York, NY: Russell Sage Foundation.

## HPSE FACULTY PRESENTATIONS AND PUBLICATIONS

### Dr. Monica Christensen

"Veterans of the US Armed Forces: Promoting Development and Success" at ACPA on March 29, 2011 with co-presenter Dr. Case Willoughby (HPSE alumni).

### Dr. Kevin Dougherty

Dougherty, Kevin, Natow, Rebecca S., Hare, Rachel, J., Jones, Sosanya M., and Vega, B. E. (2011). *The Politics of Performance Funding in Eight States: Origins, Demise, and Change. Final Report to Lumina Foundation for Education*. New York: Community College Research Center, Teachers College, Columbia University.

Dougherty, Kevin, Natow, Rebecca, and Vega, Blanca (in press). "Popular but unstable: Explaining why state performance funding systems in the United States often do not persist." *Teachers College Record*.

Dougherty, Kevin, Nienhusser, Kenny H., Vega, Blanca (2010). "Undocumented Immigrants and State Higher Education Policy: The Contrasting Politics of In-State Tuition Eligibility in Texas and Arizona." *Review of Higher Education* 34 (1), 123-173.

"State Performance Funding for Higher Education: Origins, Impacts, and Demise: Policy Implications." Presentation to the Achieving the Dream State Policy Meeting, February 8, 2011. <http://ccrc.tc.columbia.edu/Presentation.asp?uid=354>

### Dr. Arthur Langer

Langer, Arthur. (2010) *Information Technology and Organizational Learning: Managing Behavioral Change through Technology and Education*. 2nd ed. New York: CRC Press.

### Dr. Anna Neumann

Neumann, Anna, and Aaron M. Pallas (in press). Windows of Possibility: Perspectives on the Construction of Educational Researchers. In *The Sage Handbook for Research in Education: Pursuing Ideas as the Keystone of Exemplary Inquiry*, edited by Clifton F. Conrad and Ronald C. Serlin. Thousand Oaks: Sage.

Neumann, Anna (in press). "Scholarly Learning and the Academic Profession in a Time of Change." In *The American Academic Profession: Transformation in Contemporary Higher Education*, edited by Joseph C. Hermanowicz. Baltimore: The Johns Hopkins University Press.

"Articulating Research Questions: Comments on Conducting the Research for Professing to Learn: Creating Tenured Lives and Careers in the American Research University." Presentation at Northwestern University, School of Education and Social Policy, October 2010.

"Professing to Learn: Creating Tenured Lives and Careers in the American Research University." The First Annual Barbara Townsend Lecture, Featured speaker. Honorary conference address for the Council for the Advancement of Higher Education Programs. Association for the Study of Higher Education Preconference, Indianapolis, November 18, 2010.

"Teaching as a Site for Scholarly Learning and Passionate Thought." Presentation at the Association for the Study of Higher Education, Indianapolis, November 2010.

"Professing to Learn: Creating Tenured Lives and Careers in the Major Research University." University Address for faculty and academic administration. Office of the Provost, University of Virginia, Charlottesville, VA, February 16, 2011.

### Dr. Judith Glazer-Raymo

"Leveling the academic playing field." Presentation at Bryn Mawr College's international celebration of its 125th anniversary (September 23-25, 2010). Title of conference: "Heritage and Hope: Educating Women in a Global Context." Cited in *The Bryn Mawr alumnae bulletin* (November 2010).

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### **Free & Cool on Campus and in NYC** By: Deniece Dortch

When you are not doing research, check out these *TOTALLY FREE* and *super cool* things to do in NYC.

#### **The Parkhouse at Nelson A. Rockefeller Park**

Walk up to the window of the small stone Parkhouse and with your photo ID you can check-out: pool cues and balls for playing on the two all-weather outdoor tables, Ping-Pong paddles, hula hoops, jump ropes, Frisbees, Wiffle balls and bats, badminton rackets, hockey and lacrosse sticks, buckets of sidewalk chalk and board games galore. You can even borrow nature-related tomes in different languages. [Battery Park City](#), enter at Chambers St and River Terr (212-267-9700, [bpcparks.org](#)). Daily 11am–6:30pm, May 1–Oct 31.

#### **Midtown Concerts**

30-minute concerts of early music on Wednesdays from September to May. [Immanuel Lutheran Church](#), 122 E 88th St at Lexington Ave (212-967-9157, [midtownconcerts.org](#)). Wed 1:15pm. September–May.

### **HPSE Events**

#### **Admitted Students Day**

April 15th

#### **HPSE Lecture Series: Liberal Learning in High Access Urban Higher Education Institutions**

Professor Anna Neumann, Ms. Milagros Castillo, and Ms. Liza Bolitzer

April 19th 3:00-5:00pm

#### **HPSE Community Service Outreach Initiative**

April 30th

#### **End of Semester Happy Hour**

May 11th 6:00 – 9:00 pm

#### **Internship Fair**

May 13th 9:30 am – 5:00 pm

### **Congratulations to Doctoral Candidates Who Defended Dissertations This Year**

John Andrejack defended his dissertation in December 2010 (advisor– Dr. Monica Christensen). The title of his dissertation is “Adults Student Culture.” He is the Director of Student Life at Queens College.

Christopher Hourigan defended his dissertation in November 2010 (advisor– Dr. Kevin Dougherty). The title of his dissertation is “The Role of Location in College Choice: A Focus on Urban Colleges and Universities.”

Gladys Santiago-Tosado defended her dissertation in December 2010 (advisor–Dr. Greg Anderson). The title of her dissertation is “Developing Awareness of Social Responsibility in Higher Education in Puerto Rico: A Case Study at the Universidad del Sagrado Corazón.” She is the Director of the Puerto Rican/Latin American Cultural Center at the University of Connecticut.

### **Congratulations to Scholarship, Fellowship, or Grant Recipients**

Liza Bolitzer has been selected to participate in the AERA 2011 Emerging Scholars Workshop.

Milagros Castillo was recently awarded the Office of the Provost and Dean of the College General Research Fellowship and the Office of the Vice-President for Diversity and Community Initiatives Student Research Grant for 2011-20112 for her dissertation “Liberally Educating Students: Developing African American and Latino Students’ Sociopolitical Consciousness Through Subject Matter Learning.”

Leslie Williams was selected as a fellow of the 2010 ASHE Institute on Equity and Critical Policy Research and Analysis.

### **Congratulations to Doctoral Students with Publications or Presentations**

Liza Bolitzer will present a poster presentation at AERA 2011: “Liberal Education within Cosmopolitan Classrooms: An analytic Literature Review.”

Rebecca S. Natow, Sosanya M. Jones, and Blanca E. Vega recently published with Dr. Kevin Dougherty and Rachel J. Hare: *The Politics of Performance Funding in Eight States: Origins, Demise, and Change. Final Report to Lumina Foundation for Education*. New York: Community College Research Center, Teachers College, Columbia University, February 2011.

Rebecca S. Natow and Blanca E. Vega will soon publish with Dr. Kevin Dougherty: “Popular but unstable: Explaining why state performance funding systems in the United States often do not persist.” *Teachers College Record*, in press.

Kenny Nienhusser and Blanca E. Vega recently published with Dr. Kevin Dougherty: “Undocumented Immigrants and State Higher Education Policy: The Contrasting Politics of In-State Tuition Eligibility in Texas and Arizona.” *Review of Higher Education* 34 (1) (Fall 2010), pp. 123-173.

### **Congratulations to Our Faculty**

Dr. Anna Neumann has been recently selected as an AERA Fellow. The American Education Research Association's Fellows are named in honor of their “exceptional scientific or scholarly contributions to education research or significant contributions to the field.”

Press release from AERA available at: <http://newsblaze.com/story/2011030221250400002.wi/topstory.html>

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

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