POSITION AND CANDIDATE SPECIFICATION

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

PRESIDENT

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POSITION SPECIFICATION

Client Organization

Founded in 1887 to provide a new kind of schooling for the teachers of poor, immigrant children in New York City, Teachers College (TC) to date has educated nearly 100,000 students from around the world. TC is Columbia University’s graduate school of education, with curricula in teacher education, psychology, and health. It is both a master’s and doctoral level graduate school and a professional school. TC became affiliated with Columbia in 1898, but remains a financially independent institution with its own president and board of trustees. Columbia University, founded in 1754 as King’s College by Royal Charter of King George II of England, is the fifth oldest institution of higher learning in the United States and the oldest in the State of New York. From its beginning, Columbia and its graduates have made significant contributions to the nation and the advancement of knowledge.

Teachers College is embracing its historic role as an innovator, social activist, and bold pioneer in defining and advancing the field of education with an emphasis on urban education. It consistently ranks among the nation’s top schools of education according to US News and World Report. Though significantly evolved, the current mission of TC remains closely connected to its founding principle by engaging in programs of research, teaching, and service. TC is accredited by the Middle States Association of Colleges and Schools and the National Council for Accreditation of Teacher Education.

Teachers College is both a professional and a graduate school. The institution has understood and responded to societal needs and created the fields of study that are now considered the foundations of education. Throughout its history, TC has highly valued the faculty’s enduring capacity to create new knowledge and has established academic areas of concentration that are now in the curriculum of almost every school of education, including educational administration, elementary and secondary teacher education, international and comparative education, nutrition education, and the education of the gifted. Its faculty ground their work in practice, but make their reputations through research. Research centers and institutes occupy a significant portion of TC’s landscape and routinely attract substantial research funding. The administration and faculty insist on preserving TC’s place as a source of some of the most exciting thinking about education in the world. Tenure is managed rigorously, especially around the contributions of research to practitioners, policymakers, and scholars.

In 1995, TC reorganized its departmental structure. In its current configuration, TC has organized its academic programs into nine departments augmented by centers, institutes, and projects that reinforce instructional areas with research, service, and experiential initiatives. The nine multidisciplinary departments include: Arts and Humanities, Biobehavioral Sciences, Counseling and Clinical Psychology, Curriculum and Teaching,

The College has a full-time faculty of approximately 150. Of the full-time faculty approximately 70% are tenured and all hold a doctoral or equivalent terminal degree. The distribution by rank is approximately 45% full professor, 34% associate professor, and 21% assistant professor. About 21% are of color and 59% are female. The adjunct faculty plays a significant role in bringing the reality of practice into classrooms and seminars. The faculty is scholarly, vigorous, and engaged.

The faculty place great value on their teaching in both the professional and graduate programs. They are responsible for designing and implementing the extensive range of programs offered at TC and include students in much of their research activity as a means for providing professional development opportunities. TC students also have access to many of the services, programs, and activities at Columbia University.

Today, approximately 5,000 students study at TC in fields ranging from clinical psychology to movement sciences to curriculum and teaching. In the fall of 2005, the students came from all parts of the United States, as well as 80-plus countries around the world. International students accounted for over 12% of this year’s enrollment. Many of the international students attend with the aid of prestigious programs such as Fulbright Scholarships and International Rotary Club Scholarships, and several have received special scholarships from the ministries of education in their home countries.

They are a unique student body, bringing a wealth of practical experience across widely disparate settings to their common classrooms. Nearly one-fourth of students enrolled have had recent experience in fields other than education, and nearly 20% are over the age of 40. The median age of all students is just under 30, though the variation in age and experience covers the entire spectrum of possibility. They also come from a diverse array of ethnic and racial communities. In 2005, over 30% were students of color, and over three-quarters were women. Teachers College conferred approximately 1,700 degrees, with 12% at the doctoral level and the remaining 88% in masters of education, science, and arts.

From a governance perspective, TC has traditionally sought modes that provide for the effective participation of all sectors of the academic community, both in the determination of policies guiding the life of the community and also in the critical appraisal of the implementation of those policies. The primary contributors to governance include the trustees of TC, the president and officers of TC, and the faculty, though both students and staff also play a role. The trustees currently consist of 31 members, with 35 being the maximum allowed by TC’s bylaws.

The business of the faculty is conducted by the Faculty Executive Committee, while the department chairs are responsible for managing academic, budget, and personnel matters for each of the nine departments.
The faculty provide systematic advice to senior administration in the preparation of the annual budget and make judgments concerning the extent to which the annual budget conforms with established priorities. As it stands today, tuition and fees from students account for approximately 70% of the TC operating budget. The administration has launched a series of large initiatives to lessen TC’s dependency on tuition revenue, but there is still work to be done. Over the past decade, TC has created its first modern fundraising office, tripled annual fundraising, and completed the largest capital campaign ($155 million) ever on behalf of a school of education.

Teachers College has achieved an operating surplus for ten consecutive fiscal years. From 1996 to 2005, overall operating revenues have grown from $60.9 million to $137.9 million. TC’s principal sources of unrestricted operating revenues are student tuition and fees, with the remaining revenue derived from grants and contracts for research and training programs, investment return, auxiliary activities, and government appropriations. TC’s largest financial asset is its endowment, with a fair market value of $168 million as of August 31, 2005. The second largest and oldest asset is its physical plant, consisting of land, buildings, furniture and fixtures, and equipment. Over the past ten years, TC has invested approximately $80 million on capital expenditures to fund repairs and renovations, including the construction of a new dormitory and a state-of-the-art library, as well as a conference center which is in the process of being built. The improved physical plant and strong fiscal results continue to strengthen the financial base of TC in support and advancement of its mission.

Position Summary

Teachers College has embarked upon a major program to address the largest problem facing education and the country: the inequity of educational opportunity across our population. This mission has its roots in TC’s history, but this new program, called the Campaign for Educational Equity, reaches across all aspects of TC and has both internal and external ramifications. The President will lead Teachers College in these social and educational issues. He/she will assure that TC is an essential resource for scholars, practitioners, and policymakers, with a focus on the mission of educational equity as the underlying principle of TC’s academic programs. The President will shape and influence public discourse, putting educational equity at the top of the national agenda. He/she will promote community and diversity and position TC as an ethical institution working to promote social justice through its activities. The President will act as the chief executive officer, and, within the provisions of the bylaws, lead the administration of TC. The President will be the public face of TC; its leader, scholarly authority, manager, and chief fundraiser. He/she will also be responsible for directing TC’s important relationship with Columbia.
Key Relationships

Reports to: Board of Trustees

Direct Reports: Dean and Vice President of Academic Affairs
Vice President for Finance and Administration
Vice President of Development and External Affairs
General Counsel
Executive Director, Office of Diversity & Community
Secretary of the College

The President’s Agenda

Through a strategic planning process that TC has undergone over the last two years, it has developed five strategic goals which will be key agenda items for TC’s next President:

- Increase the impact of TC on the fields of education and the diverse constituencies that it serves;
- Reestablish TC as the premier school of education in fact and reputation;
- Assure the long-term financial viability of TC;
- Improve all aspects of the student experience; and
- Make TC operate more effectively, and continue to honor and cultivate diversity throughout the institution.
CANDIDATE SPECIFICATION: KEY SELECTION CRITERIA

Ideal Experience

The next President of Teachers College will be a proven leader with scholarly and intellectual stature and a national, if not international, reputation for excellence and for pressing the agenda of educational opportunity. Specifically, the next President’s background will include some or all of the following:

- A doctoral degree in a discipline connected to TC’s mission, ideally in education, psychology, or health, with a scholarly record that demonstrates impact on that field;
- Track record of building partnerships and engaging multiple constituencies;
- Prior experience leading and managing large, complex educational organizations, and increasing organizational effectiveness;
- Experience and insight into the issues of educational equity;
- Demonstrated success driving fundraising programs, while building and expanding relationships that will lead to new sources of funding; and
- Previous board building responsibility and experience working with a volunteer board.

Critical Competencies for Success

Leadership: In an environment of profound change, rising criticism and growing competition amongst education schools, position TC as a high impact, premier institution by:

- Effectively representing the value of TC and the field of education, broadly defined, to a wide range of audiences;
- Raising the sense of social and political urgency about educational equity at the local, state and national levels;
- Setting goals, with consultation, and consistently communicating institutional priorities; and
- Providing intellectual leadership internally and externally.

Community and Team Building: In a college that has identified several operational and cultural challenges, build efficiency and morale by:

- Engaging and, where necessary, reengaging various constituencies within TC;
- Continuing to develop a more diverse community where all members feel valued and have a shared sense of mission;
- Aligning TC’s external goals with its internal organization and operations; and
• Creating an organization with a culture that is characterized by a commitment to serve, have impact, openly share information, and engage at all levels.

Resource Development: With current tuition and fees playing a major role in TC’s business model, ensure the long term financial viability of TC and its ability to attract top students and faculty by:

• Diversifying revenue streams to reduce tuition dependence and increase the size of the endowment;
• Creating a more beneficial relationship with Columbia;
• Capitalizing on recent fundraising success; and
• Continuing to leverage and engage the Board.

PROCEDURE FOR CANDIDACY

The Search Committee requests that all inquiries, nominations and applications be directed to the College’s consultants, Spencer Stuart, at:

tcpresident@spencerstuart.com

Applications and nominations should include a curriculum vitae and a short letter describing the candidate’s qualifications. Nominations and applications will be reviewed on an ongoing basis beginning in November 2005 and will be accepted until the position is filled. All inquiries, nominations, and applications will be treated in the strictest of confidence.

Teachers College is an equal opportunity, affirmative action employer. Women and minority candidates are strongly encouraged to apply.
TEACHERS COLLEGE STRATEGIC PLAN
SUMMARY

The Strategic Plan for Teachers College consists of a set of 21 strategic initiatives that will be executed over the next five to ten year period. This section of the report explains its goals, its structure and the contents of the plan in summary form. The initiatives that comprise the plan are presented in two ways. First, the plan is presented as a chronological sequence of two Phases, using an organization scheme that links each activity described in the plan to an organizing theme within each Phase.

The initiatives of the plan are then regrouped by topics to show the relationship of the specific plan initiatives to the important aspects of Teachers College discussed in Section II of this document.

A third subsection presents other important attributes of the plan, including the relationships of its initiatives to the overall goals for the institution.

This presentation of the Strategic plan for Teachers College is necessarily a summary of the months of investigation, deliberation and documentation spent by the Strategic Planning Committee. Many pages could be written about each of the strategic initiatives presented below. Important and detailed information about the implementation of these strategic initiatives has been developed, and is presented in “Section IV: Implementation” of this report.

TIME PERIOD

This plan covers a period from the present (the first quarter of calendar 2004) through approximately 2013. The period was chosen to accommodate several important long term initiatives. Necessarily, however, the first years of the plan are specified in the greatest detail.

FLEXIBILITY AND ADAPTABILITY

Perhaps the only certainty about the Strategic plan for Teachers College is that, over the years of its execution, adjustment and revision will occur several times. Recognizing this reality at the outset, the Strategic Planning Committee has created a highly flexible plan that can be adjusted to meet the wide range of circumstances that the institution could confront over the next five to ten years. Therefore, the timing, scale and sequence of many of the plan’s initiatives can be adjusted to take maximum advantage of unforeseen opportunities or to adapt to changes in the economic environment.
THE GOALS FOR THE INSTITUTION

Every plan must have overall goals that it pursues. These goals represent the basic philosophies underlying the strategies and detailed planning. They are also a touchstone - they are the measures of progress and success of the plan. Early in the planning process, the Committee arrived at five primary goals, representing the core intent of the institution which will be pursued through implementation of the plan.

The goals of the Strategic Plan for Teachers College are:

1. We will increase the impact of Teachers College on the fields and the diverse constituencies that it serves.
2. We will reestablish Teachers College as the premier school of education in fact and reputation.
3. We will assure the long term financial viability of TC.
4. We will improve all aspects of the student experience.
5. We will make TC operate more effectively and continue to honor and cultivate diversity throughout the institution.